



Polisi Diogelu ac Amddiffyn Plant
Safeguarding and Child Protection Policy

Golfa

September 2024

Procedure/Guidance

Policy Issued: September 2024

Policy Author: Sioned Davies (Headteacher)

Review Date – July 2025

Reviewed by:

Date Reviewed:

Amberleigh Therapeutic School is committed to safeguarding and promoting the welfare of children.

Introduction

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued.

Amberleigh Therapeutic School operates an integrated model of care, education and therapy underpinned by the Good Lives Model. Amberleigh Therapeutic School works within the wider Amberleigh Care multi-disciplinary team, and safeguarding is at a holistic level, embedded into the culture and practice of the school in every area, including learning, activities, operations and wellbeing

The school exists to improve the quality of life of our pupils both now and in their future. We specialise in supporting the Good Lives Model as a framework to offender rehabilitation, and as an underpinning therapeutic model across both care and education for the development of pupils. The Good Lives Model (GLM) is grounded in the ethical concept of human dignity and universal human rights, and as such, it has a strong emphasis on human agency. That is, the GLM is concerned with individuals' ability to formulate and select goals, construct plans, and to act freely in the implementation of these plans. A closely related assumption is the basic premise that offenders, like all humans, value certain states of mind, personal characteristics, and experiences, which are defined in the GLM as primary goods.

The school provides specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked after Children.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only.
- placed within the residential setting of Amberleigh Care
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan or an IDP

Safeguarding is protecting children from abuse, neglect or other kinds of harm, and educating those around them to recognise the signs and dangers. Safeguarding and promoting the well-being of all children attending a school or college is defined for the purposes of this guidance as:

- ***protecting children from risk of abuse, neglect or other kinds of harm;***
- ***preventing impairment of children's health or development;***
- ***ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and***
- ***taking action to enable all children to achieve the best outcomes.***

Keeping Learners Safe, Last Updated 2022 (Welsh Government)

As a staff team we are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. All staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL, Headteacher and key worker have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

The procedures contained in this policy apply to all staff, students and Directors and are consistent with:

- Wales Safeguarding Procedures 2019
- Social Services and Wellbeing (Wales) 2014
- WG Guidance: Keeping Learners Safe 270/ 2021
- <https://safeguarding.wales>
- The Equality Act 2010
- Wellbeing of Future Generations (Wales) Act 2015
- Our local Safeguarding board details are available on <http://cysur.wales/home/>

Section 175 of the Education Act 2002 requires Local Authorities and Governing Bodies of maintained schools to have arrangements in place to safeguard and promote the welfare of children. The proprietor, directors and all staff of Amberleigh Therapeutic School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers and visitors, have a full and active part to play in protecting our learners from harm.

The school acknowledges that children are amongst the most vulnerable in society. Therefore, adults in positions of trust have a duty to ensure that the rights of children and young people to protection from abuse are taken seriously. Effective action should be taken in response to any signs of abuse or neglect, to ensure that children are safeguarded in the widest sense of health and wellbeing.

This policy is addressed to all members of staff at the school.

Adherence to this policy is mandatory for all staff (including supply staff, students on placements and volunteers)

Policy principles

- The welfare of the child is paramount. All children placed at Amberleigh will be protected from harm.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Amberleigh will work in partnership with all relevant agencies to ensure that children are effectively protected from harm
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support
- Positive reflective practice encourages sharing information under the ethos of promoting safeguarding

Aim

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- Adhere to the rights of the United Nations Convention on The Rights of the Child (UNCRC) to ensure that learners are safe, heard and receive an education.
- Promote an understanding that a learner who is abused or who witnesses violence may be deeply affected and this may manifest itself in a number of ways.
- Recognise that school may provide the only stability in the lives of children who have been abused, or who are at risk of harm.
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
- Promote a child centred and outcome focused approach.
- Provide a nurturing environment where self-esteem and self assertiveness are promoted for all pupils including those that are vulnerable.
- Ensure that children know there are adults in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum, activities and opportunities for Personal Social Education (PSE/SRE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.
- Support the child's development in ways that will foster security, confidence and independence.
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- Raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring children known, or thought, to be a child at risk.
- Emphasise the need for good levels of communication between all members of staff.
- Develop a structured procedure within the educational setting, that will be followed by all members of the educational community in cases of suspected abuse
- Develop and promote effective working relationships with other agencies, especially the Police and Children's Services.
- Ensure that all adults within the school, who have access to children, have been checked as to their suitability in line with statutory guidance and safer recruitment guidelines.

Procedure

As included in the Social Services and Wellbeing Act (Wales) 2014 there is a duty to report all safeguarding concerns to the Local Authority.

Amberleigh Therapeutic School will follow the Wales Safeguarding Procedures endorsed by the Powys Safeguarding Children's Board. The school will ensure a senior member of staff is appropriately trained and charged with the responsibility for coordinating child protection matters within the School, and that all staff, both teaching and non-teaching, are aware of who that person is. Welsh Government Guidance "Keeping Learners Safe" refers to this person as the Designated Senior Person and this is the term used throughout this policy.

The school will:

- Have a legal duty of care for the health, safety, security and wellbeing of their pupils and staff at all times.
- Ensure that members of staff who are EWC registrants are aware of the Code of Professional Conduct and Practice for registrants with the Education Workforce Council and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content.
- Provide training for all staff so that they:
 - understand their personal responsibility;
 - know the agreed local procedures (Mid and West Wales Safeguarding Board and Powys local procedures) and their duty to respond;
 - are aware of the need to be vigilant in identifying suspected cases of abuse and neglect;
 - know how to support a child or adult at risk who discloses abuse or neglect; and
 - understand the role online behaviours may have in each of the above.
- New staff will receive a briefing during their induction, which includes the school's child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the DSL and headteacher will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.
- Ensure that parents/carers have a clear understanding of the responsibility placed on the school and its staff for safeguarding and child protection by setting out the obligations in the school prospectus and other forms of communication. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with Wales Safeguarding Procedures guidance.
- Adhere to the procedures set out in Welsh Government Guidance Circular 002/2020 'Disciplinary and Dismissal Procedures for School Staff: Revised guidance for governing bodies
- Ensure that all recruitment and selection procedures are made in accordance with Welsh Government guidance 'Keeping Learners Safe'5 and local guidance. The school will seek advice and guidance from the HR Manager – Trudie Jenkins.
- Adhere to the procedures set out in Welsh Government Guidance Circular 002/2020 'Disciplinary and Dismissal Procedures for School Staff: Revised guidance for governing bodies
- The proprietor will oversee the school's safeguarding policy and practice. This Proprietor will feed back to the directors on safeguarding matters as and when required

Good practice guidelines and staff code of conduct

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the EDSL, or, if necessary directly to police or children's social care

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Roles and Responsibilities

Safeguarding is everybody's responsibility. Staff in School are in a position to identify concerns early, which can prevent them from escalating. All staff must provide a safe environment for children and should be prepared to identify children who need early help (providing support as soon as a concern emerges).

It is vital that any staff member who has a concern should follow the Report processes and support social workers and other agencies following a Report. To help with this, all schools should have a designated safeguarding person (DSP) to provide support to staff and liaise with other services regarding the child. A DSP also has a more complete picture and can therefore respond more appropriately to safeguarding concerns.

According to the Teachers' Standards, teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The proprietor:

- Ensure that the School has a robust Child Safeguarding Policy in place which is consistent with the Wales Safeguarding Procedures, and is readily accessible to all members of staff, both teaching and non-teaching.
- has undertaken appropriate training about the ways of safeguarding children which will be updated every three years
- Ensure that the implementation and effectiveness of the policy and any associated policies are reviewed annually by ensuring its inclusion as a standard item on the governing body's agenda. This will also ensure that account is taken of new guidance.
- Ensure that the School Induction booklet contains a section on the Child Safeguarding Policy in order to make parents aware of the school's responsibilities and duties.
- Ensure, in conjunction with the Headteacher and DSP, that Safeguarding retains a position of prominence within the school agenda/curriculum.
- Ensure that designated and other staff attend appropriate training and have oversight of the training record. Will ensure that the Headteacher, school personnel and volunteers undertake safeguarding training every year;
- will ensure that the Designated Safeguarding Person attends appropriate refresher training every two years;

- has responsibility for the effective implementation, monitoring and evaluation of this policy;
- Has nominated a link person to visit the school annually and report on the quality of safeguarding practice and procedures in the school, to liaise with the Headteacher and the Designated Safeguarding Person and to report back to Proprietor and responsible individual for the school.

Designated Senior Person

Designated Senior Person (DSP) -

Sioned Davies Headteacher - sioned.davies@amberleighcare.co.uk

Deputy Designated Senior Person (DDSP)

Alison Adams Deputy Headteacher – alison.adams@amberleighcare.co.uk

The Designated Senior Person (DSP) for Child Protection will:

- Ensure the child protection policies are known, understood and used appropriately by staff, reviewed annually and publicly available
- Comply with the Social Services and Wellbeing Act (Wales) 2014 and report safeguarding concerns to the Local Authority.
- Liaise and work with all other support services and agencies involved in the safeguarding of children
- Receive concerns and disclosures made to staff.
- Act as a source of advice and support within the school and provide the point of contact for staff who have concerns or information that a child may be suffering from abuse.
- Understand their individual responsibility to make any necessary reports to Children's Services within proper channels and timescales. Ensure the school contributes fully to child protection and children looked after processes e.g. by the provision of reports and attendance at conferences, core groups or meetings and CLA reviews when needed.
- Ensure that all staff, both teaching and non-teaching, are aware of their personal responsibility/duty to report concerns and of the need to be vigilant in identifying potential abuse and neglect.
- Ensure that all staff, including supply, volunteers and those newly appointed, are aware of their child protection responsibilities, act in compliance with, and have access to the school Child Safeguarding Policy and the Wales Safeguarding Procedures.
- Ensure that all staff have signed to say that they have received, read and understood the Child Safeguarding Policy and maintain a record of this.
- Ensure that all staff are trained and aware of the indicators of abuse and how to respond and support a learner who discloses it. Refresher updates of safeguarding should be provided annually by the DSP at the start of the academic year.
- Disseminate child protection information gained from training and other sources to all staff in the school.
- Ensure an understanding that it is not the role of school staff to investigate reported abuse.
- Feedback appropriate information to staff on a 'need to know' basis.
- Ensure that the identity of the DSP's and Proprietor responsible for Child Protection is known across the school community.
- Ensure parents are given access to the Child Safeguarding Policy as part of their child's induction into the school and that learners are made aware of the existence of this policy e.g. inclusion on the school website.
- Ensure a clear record of concerns about a child is maintained even if there is no need to make an immediate report.

- Keep all records including copies of child protection referrals; ensure that child protection conference minutes, and records are kept confidentially, securely and are separate from learner records.
- Ensure that when a learner whose name appears on the Child Protection Register transfers to another school, the learner records, including information about registration is transferred without delay. Records should be sent electronically to coincide with the day the learner commences on roll at the new educational setting; and Children's Services should be informed.
- Provide continuous support to a learner who leaves the school and about whom there have been concerns by ensuring that appropriate information is confidentially forwarded to the new educational setting, including further education provisions.

In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

Reporting Concerns

All teaching staff are encouraged to share observations, which may be pertinent to safeguarding in the daily staff briefing. Minor concerns are logged which may not necessarily result in further action. This allows us to have an awareness of early signs and interventions, supporting a holistic approach to safeguarding and demonstrating the wide commitment to keeping our learners safe.

If a member of the school personnel suspects that a child may be a victim of abuse, then they must:

- record accurately and factually what they have seen in note form
- submit a completed report to the designated person, fulfilling their duties as Report Maker in line with the Wales Safeguarding Procedures 2019;

Confidentiality

It is imperative that confidentiality is observed at all times, as the protection of the child is paramount.

- Staff must not keep a disclosure of abuse confidential and must refer the matter on to the DSP.
- Educational staff have a legal responsibility to share relevant information about the protection of children with the designated statutory agencies; Social Care and Well Being Act 2014.
- All referrals should be made with the knowledge that during any subsequent investigation, the source (i.e. the school) will be made known to the family; staff cannot remain anonymous.
- Any disclosure should be dealt with sensitively and the child must be helped to understand that there is a need to inform the appropriate people who can help. Staff should be aware that any disclosure may have taken significant courage to voice and that there may be a variety of accompanying emotion such as guilt, embarrassment, disloyalty and hurt.
- Other staff may need to be alerted to concerns about a child or young person, possibly in order to monitor the concern or to gather further evidence prior to a referral being made, or to assist in providing appropriate support to a child or young person once a referral has been made. Information should only be shared on a strict need to know basis.

- Ensure that only those with a professional involvement e.g. the DSP have access to the child protection records. At all other times they should be kept securely locked and separate from the learner's main file

Record Keeping

The Wales Safeguarding Procedures are only available electronically by visiting [Wales Safeguarding Procedures](#) or through an online application available from App Stores. All staff need to be aware of this and have this version of the procedures available to them.

School personnel have a professional responsibility to share information with other professionals who are investigating a case. A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret. The child must be reassured that the information will only be shared with the designated teacher who will decide what will happen next.

Information sharing is central to good safeguarding practice. Information must be shared in accordance with the Data Protection Act 2018, which brings the General Data Protection Regulations into law.

All child protection records are regarded as confidential and will be kept in a secure place, treated as Special Category Data. Special category data is personal data that needs more protection because it is sensitive.

The data protection legislation allows for the sharing of information and should not be automatically used as a reason for not doing so. In order to lawfully process special category data, you must identify both a lawful basis under Article 6 of the GDPR and a separate condition for processing under Article 9. These do not have to be linked. One of the exceptional circumstances, which provides for information sharing is in order to prevent abuse, neglect or harm.

- All records pertaining to child protection must be securely kept in a locked cupboard preferably located in the Head teachers' office.
- Concerns will be shared with relevant professionals involved with the child, but records will not be available without the authority of the DSP.
- All documents in relation to Child Protection will be retained for 35 years and those for Children in Need of Care and Support for 10 years.
- To enable a smooth transition between schools all Child Protection documents need to travel with the child. This will ensure that the receiving school is better informed of all the child's needs.
- Record the transfer of all child protection files of any student leaving to join another school by keeping the following record:

Date of Transfer	Child's Name	D.O.B.	Means of Transfer			Destination	Records received by
			Electronically	Special/Recorded Delivery	Direct Handover		

School Personnel

The practitioner who reports to social services concerns about possible abuse, neglect of an adult at risk or harm, abuse or neglect to a child is referred to as a "Report Maker". All school personnel must:

- recognise that child protection is their main responsibility;
- treat children's welfare with utmost importance;
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;
- receive Level 1 Safeguarding training at least annually
- receive Level 2 Safeguarding training at least bi-annually;
- be aware of the name of the Designated Safeguarding Person;
- be trained in identifying signs of harm and abuse; • be aware of the effects of abuse and neglect on children
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage Learners to assess risks to themselves;
- report any concerns to the Designated Safeguarding Person or the deputy Designated Safeguarding Person;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- be aware of the Safer Recruitment processes and checks;
- report any concerns they have on any aspect of the school community.

Learners

Learners must be made aware of:

- basic safeguarding procedures in school such as visitors signing in and wearing visitor badges; how to assess risk to themselves;
- how to keep themselves safe;
- what they should do if they need support or they think another student needs support
- advice provided in the 'Keeping You Safe: A young person's guide to our Safeguarding Policy' leaflet and poster.
- Every year the PSHE Lead will ask the views of all Learners by issuing a questionnaire and asking:
 - Do they feel safe in school? Are they aware of basic safeguarding procedures in school? Are Learners aware of how to keep themselves safe? Do they know who to go to if they are concerned about their own safety or that of others? Are they aware of e-safety? Do they know how to keep themselves safe outside school? Do they know how to keep themselves safe when using the internet?

We will also work closely with Dyfed Powys Police and use the 'Schoolbeat' programme within school to further increase awareness in the children. The School Community Police Officers (SCPOs) delivering the All Wales School Liaison Core Programme have a very special role in the school. The SCPO visit the school on a monthly basis throughout the year, building positive relationships with the learners in the school. They work in partnership with schools, and local

agencies to effectively prevent crime. They work towards a long-term solution to crime, the fear of crime and quality of life issues. Their work is proactive as it aims to prevent and thus to spare both the potential victim and potential offender.

Safer recruitment

Our school complies with the requirements of Keeping Learners Safe (Wales) carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Safer Recruitment policy and is available upon request.

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff are made aware of the disqualification from childcare legislation and their obligations to disclose relevant information to the school.

The school obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked by the school and the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken. All members of staff are registered with the EWC.

Training

Training is organised on induction to the school, during induction and throughout the academic year. Induction training for all staff includes Wales Safeguarding training, Prevent, Channel and CSE awareness.

The DSP and Deputy DSP will complete Safeguarding training at least biannually. All training is recorded in the staff training file.

All school personnel must undertake appropriate training every year in:

- child protection issues
- Team Teach
- Recognising signs of abuse
- Handling disclosures

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Keeping Learners Safe
 - Working Together to Safeguard Children
 - Female Genital Mutilation
 - Safeguarding Learners who are vulnerable to extremism (PREVENT / CHANNEL)
 - Child Sexual Exploitation
 - Listening to Learners
 - The Safe Use of the Internet and Social Media – CEOPS Think U Know
 - Equal opportunities
 - Inclusion
- Have access to safeguarding bulletins and updates
- receive periodic training so that they are kept up to date with new information
- have the opportunity to discuss safeguarding in regular supervision meetings.

- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Radicalisation

All schools must have a Prevent Policy in place. All schools must ensure that staff have attended appropriate Prevent training.

Schools must fulfil its Prevent duty, as detailed in the school's Prevent Policy, and have due regard for the need to safeguard individuals and prevent them from being drawn into terrorism and extremism. Any concerns of this nature must be referred to Counter Terrorism using the online referral form for PREVENT at <https://digitalservices.southwales.police.uk/en/all-wales-prevent-partners-referral-form/>

If there are immediate concerns around an individual, then the Police will need to be contacted via 999.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. All visitors are expected to observe the school's safeguarding and health and safety regulations. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. It is our general policy that all visitors are never unsupervised.

Extended school and off-site arrangements

It is recognised that there will be occasions when there will be opportunity to expand educational and social development by learner participation in school activities that take place away from the usual school setting.

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Staff/pupil online relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Staff should not have current pupils as 'friends' or contacts on any social media platform. It is advised that any request from a pupil, current or past, should be openly discussed with the staff team. Any advice given will be recorded.

Whistleblowing

- There is a recognition that learners cannot be expected to raise concerns in an environment where staff fail to do so.
- If concerns exist in relation to attitude or actions of colleagues, staff should be aware of their duty to raise these issues.

Duty to Refer

It is the duty of all staff to immediately refer any child protection concerns about a child to Sioned Davies, Head Teacher (Designated Safeguarding Lead) or Alison Adams, Deputy Head Teacher (Designated Safeguarding Lead). For the role of Designated Safeguarding

Persons refer to appendix 1). In the absence of the Designated Safeguarding Lead to avoid any unnecessary delays in responding to a child or a young person's needs a member of the safeguarding committee should be contacted.

Contact details are:

Sioned Davies, Head Teacher
Sioned.Davies@amberleighcare.co.uk

Alison Adams, Deputy Head Teacher
Alison.Adams@amberleighcare.co.uk

Staff are contactable at:
Amberleigh School (Golfa)
Tel: 01938 554111

Safeguarding Committee

Amberleigh has a Safeguarding Committee, the members of the committee are communicated to all staff as well as details being displayed in the house and school.

The Safeguarding Committee consists of the following individuals:

- Managing Director, Kevin Gallagher
- Director of Care and Therapy, Michelle Russell
- Registered Care Manager (Golfa), Anthony Parry
- Headteacher (Golfa) Sioned Davies
- Therapy Manager (Golfa) Marie Clutton

The role of the Safeguarding Committee is to:

- Review, on an annual basis, the arrangements for safeguarding and promoting the welfare of children, and supporting the implementation of any action plan arising from that review;
- Meet on a monthly basis as part of the management meeting, or more often if required, in order to ensure the welfare of children;
- Oversee and monitor all safeguarding concerns;
- Provide an opportunity to share and ensure best practice across Amberleigh Schools with regard to safeguarding.

In addition, the Managing Director (Kevin Gallagher) must be informed of all safeguarding concerns made to the Designated Safeguarding Lead, as soon as reasonably possible, and in any event within 24 hours of the concern being reported.

If as a member of staff, you are not satisfied with the Designated Safeguarding Lead's response, e.g. where they decide not to make a referral to Children's Social Care or you are unwilling or unable to make a report to them for whatever reason, you should make a referral yourself to the Safeguarding Partnership by telephoning:

Powys (for Golfa)
Telephone: 0845 6027050

You can also speak to:

NSPCC: 0800 800 5000

Childline: 0800 1111

Other possible contact points include:

- Any member of Amberleigh's Safeguarding Committee;
- Directors of Amberleigh Care Ltd;
- A police officer;
- An inspector for Her Majesty's Chief Inspector (HMCI)
- An officer of the National Society for the Prevention of Cruelty to Children (NSPCC).

Staff Concerns about Practice

If staff have any concerns about practices in the school or children's home which they feel may put children at risk of abuse or serious harm they should raise these first with the Designated Safeguarding Lead. If they are not satisfied with the way in which Amberleigh is dealing with the situation they can speak directly to the Social Services Manager responsible for Child Protection:

Powys (for Golfa)
Social Services Dept. Powys County Council/Neuadd Maldwyn Severn Road Welshpool Powys SY21 7AS
Telephone: 01938 551899

Also staff may contact:

For Powys, Wales (Golfa)	
Care Inspectorate Wales (CIW) CIW National Office Welsh Government Rhydycar CF48 1UZ Telephone: 0300 7900 126	Estyn Anchor Court, Keen Road, Cardiff CF24 5JW. Telephone: 029 2044 6446

Making a Referral

When a Designated Safeguarding Person has been informed of a case of suspected abuse or of a child who may be at risk of abuse they must decide whether or not to make a referral to Children's Social Care. Children's Social Care can be contacted for support in relation to this decision making, either using anonymised information or passing on identifying details of a case. Referrals should be made to:

Powys (Golfa)
Children's and Adults Services can be contacted via Powys Front Door Team (Children) or ASSIST (Adults): Children's Services – Front Door Report Child Abuse - Powys County Council Telephone – 01597 827666 Out of hours – 0845 054 4847 Adult Services – ASSIST Telephone 0345 602 7050 How to report abuse (A Safeguarding Concern) - Powys County Council

All referrals should be made or confirmed using the appropriate pro-forma.

All referrals to the Local Safeguarding Children's Board/Safeguarding Partnership should be screened / evaluated by that agency within 1 working day and a decision made regarding the next course of action. Where there is to be no further action, feedback should be provided to the Designated Safeguarding Lead about the decision and the reasons for making it in writing within 48 hours.

Where appropriate, the Designated Safeguarding Lead will always bring relevant issues to the notice of the parents/carers, referring authority, children's social care in the child's home area.

Concerns involving a member of staff

To be read in conjunction with Welsh Government Guidance 'Safeguarding children in education: handling allegations of abuse against teachers and other staff' circular no: 009/2014, Date of issue: April 2014.

Powys (Golfa)
Powys Council's DSM Telephone: 0845 602 7050
Police dealing with the Protection of Vulnerable People in Powys (Dyfed-Powys Police) Telephone: 01267 222020

Appendix 2


Amberleigh Care Safeguarding

Flow Chart for Reporting Disclosures and Allegations


Young person makes a disclosure. Young person makes an allegation against a member of staff, another adult or young person



The staff member should listen to the young person; reassure them they did the right thing to inform you. Do **NOT** question the young person – only listen to what they have to say.
Make sure the young person is safe and supported. Do not allow the young person to remove or wash away any evidence (if applicable). Do not agree with the child that you will keep the information confidential.



Inform a Designated Safeguarding Person, Michelle Maguire, Director of Education. If Michelle is not available, then telephone one of the Education Managers for advice. If either is implicated speak to another senior manager, do **NOT** discuss the matter with anyone else as this information is confidential.



Document what the young person said and include any observations you made e.g. young person cried, pointed to a particular part of their body, showed anger (how) etc. You must include time, date and where the discussion took place in your notes. The notes must be signed and print your name next to your signature. Mark the record sheet as '**Child Protection – Strictly**

Points to Note

- Documentation regarding any safeguarding issues may subsequently be used in court as evidence for either side.
- When recording information about safeguarding issues avoid making any judgements, simply record the facts.
- Interviewing of suspected abuse victims is a specialised procedure which must be completed by individuals trained in such techniques (Police Officers, Social Workers). You must not the young person ask any leading questions otherwise later investigation may be compromised.

Staff Concerns about Practice

If staff have any concerns about practices in the school or home which they feel may put any young person at risk they should raise these first with a member of the Senior Management Team. If staff are not satisfied with the response they can contact:

Social Services Department, Powys County Council/Neuadd Maldwyn, Severn Road, Welshpool, Powys, SY21 7A

Tel: 01938 551889

Appendix 3

Associated Policies, Guidance and Advice

Welsh Government <https://www.gov.wales/education-skills>

Wales Safeguarding Procedures – November 2019 <https://safeguarding.wales/en/>

Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 WG Circular 272/2021
<https://www.gov.wales/keeping-learners-safe>

Educational records, school reports and the common transfer system: guidance for schools and local authorities <https://www.gov.wales/educational-recordsschool-reports-and-common-transfer-system-guidance-schools-and-local>

Working together to safeguarding people: code of safeguarding practice
<https://www.gov.wales/working-together-safeguard-people-code-safeguardingpractice>

Whistleblowing in schools: guidance <https://www.gov.wales/whistleblowingschools-guidance>

Reporting Cases of Misconduct or Professional Incompetence in the Education Service
<https://www.gov.wales/procedures-reporting-misconduct-andincompetence-education-workforce>

Disciplinary and dismissal procedures for school staff – WG Circular 002/2020
<https://www.gov.wales/disciplinary-and-dismissal-procedures-school-staff>

Safeguarding in Education: handling allegations of abuse against teachers and other staff – WG Circular 009/2014 <https://www.gov.wales/handling-allegationsabuse-against-teachers-and-staff>

Statutory guidance to help prevent children and young people from missing education - WG Circular 002/2017 <https://www.gov.wales/statutory-guidancehelp-prevent-children-and-young-people-missing-education>

Safe and effective intervention - use of reasonable force and searching for weapons WG Guidance 097/2013 <https://www.gov.wales/safe-and-effectiveintervention-guidance-schools-and-local-authorities>

Care Inspectorate Wales – Providing a Care Service
<https://www.careinspectorate.wales/providing-care-service>

Hyperlinks to websites that have important links to Safeguarding (this is not an exhaustive list):

- Welsh Government <https://www.gov.wales/>
- Disclosure and Barring Service
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- Education Workforce Council www.ewc.wales
- Information Commissioner's Office <https://ico.org.uk/>

- The National Crime Agency's CEOP (Child Exploitation and Online Protection) Education Team <https://www.thinkuknow.co.uk/>
- Welsh Government – Domestic Abuse (Live Fear Free website) <https://www.gov.wales/live-fear-free/domestic-abuse-wales>
- Welsh Government - Violence Against Women, Domestic Abuse and Sexual Violence <https://www.gov.wales/violence-against-women-domestic-abuse>
- Prevent - Home Office <https://www.gov.uk/guidance/get-help-if-youre-worriedabout-someone-being-radicalised>
- Mid and West Wales Regional Safeguarding Board www.cysur.wales

Please find below guidance from WG in respect of livestreaming. Stay Safe. Stay Learning: supporting the education system - <https://gov.wales/stay-safe-stay-learning-supporting-education-system>

https://s3-eu-west-1.amazonaws.com/hwb-team-storage/Online+Safety/Sexting+in+Schools_Wales+Guidance+Nov+2017+EN.pdf

Appendix 4

Recognition and Categories of Abuse, Neglect and Exploitation

Abuse, neglect and exploitation are forms of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by unknown others e.g. via the internet. They may be abused by an adult or adults, or another child or children. Both mental and physical health are relevant to safeguarding.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or children to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

<https://safeguarding.wales/en/chi-i/chi-i-c6/c6-p7/>

<https://www.gov.wales/sites/default/files/publications/2019-07/national-action-plan-preventing-and-responding-to-child-sexual-abuse.pdf>

Sexting Sexting

Sexting is a significant issue for older teenagers and involves the sharing of indecent images of themselves with others. It may be the intention for the image to be shared only with one person, but invariably these pictures or videos are shared across the internet. Such images can be a part of the early stages of grooming, especially when the potential victim has only 'met' the abuser online. Although sexting is becoming a widespread phenomenon, it is illegal to send or be in possession of indecent images or videos of people under 18 years (Protection of Children Act 1978 and Criminal Justice Act 1988).

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision (including the use of inadequate caregivers); or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

For more information see: "Safeguarding children from Child Neglect"

<https://www.safeguarding.wales/chi/c6/c6.p5.html>

Financial Abuse

Financial or material abuse, including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits. This will normally only be applicable to adults at risk but may apply to a child in 25 circumstances such as a parent using a child's inheritance or compensation in a way that does not contribute to the child's well-being.

Online Abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children, young people and adults

at risk may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children and adults at risk can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming) or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children and adults at risk can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

<https://safeguarding.wales/en/chi-i/chi-i-c6/c6-p6/>

The nature of technology and the quick changing nature of online platforms and perpetrator behaviour can mean that information about online abuse becomes quickly dated. It is important that practitioners know where to go for up to date information and advice.

<https://www.thinkuknow.co.uk/> has up to date information for practitioners.

Supporting children at risk of, or experiencing, harm outside the home

Some children experience abuse, neglect and exploitation outside the home. Harm can occur in a range of extra-familial contexts, including school and other educational settings, peer groups, or within community/public spaces, and/or online. Children may experience this type of harm from other children and/or from adults. Forms of extra-familial harm include exploitation by criminal and organised crime groups and individuals (such as county lines and financial exploitation), serious violence, modern slavery and trafficking, online harm, sexual exploitation, teenage relationship abuse, and the influences of extremism which could lead to radicalisation. Children of all ages can experience extrafamilial harm

Child Sexual Exploitation (CSE)

CSE involves exploitative circumstances and relationships where young people receive something in return for engaging in sexual activities (for example food, drugs, mobile phone, alcohol, gifts, accommodation, money or sometimes simply affection). Sexual exploitation can take many forms including 'consensual' relationships where sex is exchanged for affection or gifts to serious organised crime by gangs and groups. The main factor that denotes exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves different degrees of intimidation and coercion including unwanted pressure from peers to have sex, sexual bullying, online bullying and grooming. It is important to note that some children and young people who are being sexually exploited do not exhibit any external signs of this abuse.

Child sexual exploitation may occur without the child being aware of events, or understanding that these constitute abuse.

Child sexual exploitation is never the victims fault, even if there is some form of exchange; all children and young people under the age of 18 years have the right to be safe and should be protected from harm

There is a statutory Duty to Report Children at Risk on relevant partners under Section 130 of the Social Services and Well-being (Wales) Act 2014. Social Services and Well-being

(Wales) Act 2014 Safeguarding Summary This means making a referral to Social Services where you have any concerns that a child is at risk.

For more information see: "Safeguarding children from Child Sexual Exploitation"

<https://www.safeguarding.wales/chi/c6/c6.p10.html>

Child Criminal Exploitation (CCE)

Child Criminal Exploitation (CCE) is a form of child abuse, which involves criminal exploitation and requires a safeguarding response.

Children are involved in criminal activities including the movement of drugs or money, which results in personal gain for an individual, group or organised criminal gang

CCE occurs to those up to the age of 18 years old, involves enticement and/or force and involves an element of exchange and can still be exploitation even if the activity appears consensual.

CCE can involve force and/or enticement-based methods of compliance, is often accompanied by violence or threats of violence, and is typified by some form of power imbalance in favour of those perpetrating the exploitation.

For more information see: "Safeguarding children from Child Criminal Exploitation"

<https://www.safeguarding.wales/chi/c6/c6.p1.html>

Online Exploitation

All young people are at risk from online exploitation, and be unaware that this is happening. Online exploitation includes the exchange of sexual communication or images and can be particularly challenging to identify and respond to. Children, young people and perpetrators are frequently more familiar with, and spend more time in, these environments than their parents and carers.

Online child sexual exploitation (CSE) allows perpetrators to initiate contact with multiple potential victims and offers a perception of anonymity. Where exploitation does occur online, the transfer of images can quickly and easily be shared with others which makes it difficult to contact the potential for further abuse.

Children may be perpetrators of abuse

It must be recognised that children may also be perpetrators of abuse, sometimes at the same time as being abused themselves.

For more information, see "Safeguarding children from Online Abuse"

<https://www.safeguarding.wales/chi/c6/c6.p6.html>

Trafficking

According to The United Nations Convention against Transnational Organised Crime (the Palermo Protocol) describes trafficking as 'the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of use of force or other forms of coercions, of abduction, of fraud, of deception, of the abuse of power or of a position of

vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person for the purpose of exploitation’.

At a minimum, exploitation includes the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude of the removal of organs.

For more information, see “Safeguarding children who may be trafficked”
<https://www.safeguarding.wales/chi/c6/c6.p3.html>

Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment
- gender-based violence
- sexting (also known as youth produced sexual imagery);
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with child on child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

In our school, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the School’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

Female Genital Mutilation (FGM)

Female Genital Mutilation is a form of child abuse and as such is dealt with under the schools Child Protection/Safeguarding Policy. Although Amberleigh Therapeutic School is for boys, the school still believes that it is important to promote the rights of females.

FGM is illegal in England and Wales under the FGM Act 2003. This Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work, to the police. The Serious Crime Act 2015 has strengthened further the legislation on FGM.

FGM is a form of child abuse and violence against females. FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or nontherapeutic reasons. The practice is exceedingly painful and has serious health consequences both at the time when the mutilation is carried out as well as in later life. The practice is not medically necessary and is not required by any main religion. It is a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

<https://www.gov.wales/female-genital-mutilation-guidance-professionals>

The NSPCC has a 24-hour helpline for anyone who is worried a child is at risk of or has had FGM. You can call 0800 028 3550 or you can email fgmhelp@nspcc.org.uk

Domestic Abuse

Domestic violence or abuse is abusive behaviour taking place in a relationship as a way for one person in that relationship to gain or maintain control over another. It includes physical sexual emotional psychological and financial abuse.

Children in families where there is domestic abuse are at risk of being harmed.

Gender based violence – is violence or threats of violence that comes from beliefs of customs relating to gender.

Sexual violence – includes exploitation, harassment or threats of a sexual nature.

There are links between domestic abuse and child abuse. It is important that schools raise awareness and tackle the issue of domestic abuse.

For more information see Domestic Abuse (Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 and "Safeguarding children against Domestic Abuse"
<https://www.safeguarding.wales/chi/c6/c6.p4.html>

County Lines/ Criminal exploitation

The UK Government defines county lines as:

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and adults at risk to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons (Criminal Exploitation of children and

Adults at risk: County Lines Guidance; Home Office 2017). If you suspect a child is subject to County Lines you should phone 101 and make a safeguarding referral. Criminal exploitation toolkits are below.

Safeguarding children from Criminal Exploitation guide

<https://safeguarding.wales/en/chi-i/chi-i-c6/c6-p1/>

<https://www.fearless.org/en/professionals/resources/wales>

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Counter Terrorism and Radicalisation Prevention

A number of organisations are working together to prevent the radicalisation of young people.

The Home Office have produced training courses called PREVENT and CHANNEL which are part of the mandatory training for all Branas Staff, whether teachers or care staff / administrators. Any concerns relating to the above can be addressed through this policy.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalize vulnerable children and to involve them in terrorism or in activity in support of terrorism.

Prevent is the Government's strategy to stop people becoming involved in violent extremism or supporting terrorism, in all its forms. Prevent works within the non-criminal space, using early engagement to encourage individuals and communities to challenge violent extremist ideologies and behaviours.

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

For more information see: **Counter-Terrorism and Security Act 2015 (section 29)**

Faith Abuse

When thinking about safeguarding children from abuse related to tradition, culture, religion or superstition, it is important to have some understanding of how culture and tradition influence specific behaviours and practices.

Whether people live in established communities or are newly arrived in Wales, maintaining their home traditions, culture and religion is rightly important and families will often wish to pass these values onto their children. Within this context it should be remembered that child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances.

The concept of 'honour' is a deeply held belief within many families and communities and those who are perceived to dishonour their family or community by their behaviour can be subject to abuse, emotional abuse and death.

These 'honour' codes are evident across countries, cultures and religions. The term 'honour based abuse' is contentious – there is no honour in the commission of murder, rape, kidnap and other violent acts, behaviour and conduct that make up 'abuse in the name of honour'. However, it has been recognised that the term is understood and used globally, including in conventions such as the United Nations Convention the Rights of the Child.

The International NCO Council on Violence against Children has published a report on Violating Children's Rights: Harmful practices based on tradition, culture, religion or superstition which provides more information.

What is 'Honour' Based Abuse?

'Honour' crime involves abuse and/or violence, including murder, committed by people who want to defend the reputation of their family or community. It can also take the forms of intimidation, coercive control or blackmail. Honour killing is the murder of a person accused of "bringing shame" upon their family.

For more information, see "Safeguarding children from abuse related to cultural and religious beliefs" <https://www.safeguarding.wales/chi/c6/c6.p2.html>

Children missing from Home, Care, Education

The reasons why children go missing are varied, complex and unique to individual children: They may be reacting to an event or change in their lives such as a change in family circumstances or a bereavement. We know that children who go missing from home or care often report problems at home or at the home where they have been placed because they are looked after. They may be unhappy about decisions being made about them by their parents or carers and they may not feel listened to. They may go missing to areas where they have family or connections. They may be experiencing neglect or abuse at home. They may also be encouraged or coerced to go missing by dangerous adults or by other children.

For more information, see "Safeguarding children who go missing from home or care" <https://www.safeguarding.wales/chi/c6/c6.p9.html>

Self-Harm

Any disclosure of self-harm by a student about themselves or another student should be reported immediately as should any concerns staff may have about any student. The same rules of confidentiality apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a Report as deemed necessary.

For more information see "Responding to issues of self-harm and thoughts of suicide in young people" <https://gov.wales/sites/default/files/publications/2019-08/responding-to-issues-of-selfharm-and-thoughts-of-suicide-in-young-people-guidance.pdf>

Substance Misuse

The UK has a higher prevalence of drug misuse than any other country in Europe. This is important because the problem use of illicit or prescription-drugs carries many serious health risks, often because they are not controlled or supervised by medical professionals. Street drugs are often mixed with many other substances, which can be more harmful than the drugs themselves.

As well as having immediate health risks, some drugs can cause physical or psychological dependency, with the result that larger amounts are needed to get the same effect often leading to long-term damage to the body. Heavy or long-term use of some illegal drugs may cause the user to overdose, which may cause permanent damage to the body and can be fatal. (Source: Public Health Wales - Health Needs Assessment 2006: Substance Misuse)

There are many signs that someone may have difficulties with addiction. Possible signs include:

- Sudden changes in behaviour or mood
- Becoming withdrawn from friends or family
- Deteriorating health
- A tendency to make excuses and serious life consequences (e.g. poor attendance, grades, job performance)
- Financial problems
- Damaged relationships

Individualised and planned programmes of assessment, intervention and care for certain identified children or young people who are misusing substances need to be available from specialist agencies. These programmes should include a wide range of interventions or 'treatments' for younger people (and for their families) including psychological therapies, pharmacological treatments and needle exchange.

Providing the range of education, prevention and treatment services for children and young people who misuse substances is a key component of safeguarding and promoting the welfare of children.

Bullying / Cyber-Bullying

Bullying is a widespread aggressive human behaviour and can be influenced by fear of others who are different, anger, prejudice or revenge. In some cases, bullying is a learned self-preservation behaviour. Factors and attitudes in the news and media, the community, within families and in each one of us can trigger the urge to bully others. In the face of rising digital threats and broader prejudices expressed online and offline, a focus on challenging bullying is perhaps more vital than ever before. In Wales and England, there is an increase in reported hate crime⁴ revealing the need to challenge discrimination. Thousands of children and young people in Wales have said bullying remains their top priority⁵. One of the reasons it regularly tops surveys as a primary concern, is that it affects so many. Children and young people's calls for action to be taken by adults is supported by an array of

research that shows the devastating and long-lasting impact bullying can have, not only to targets but to perpetrators of bullying and bystanders too. Severe impacts can be long-term, including poor mental health and reduced well-being

Bullying can also lead to children and young people becoming lonely and socially isolated. The growing evidence on adverse childhood experiences (ACEs) demonstrates the ways in which childhood experiences can have significant impacts on a person's ability to form and maintain relationships in childhood or adolescence and with long-lasting impacts into adulthood. This is why it is so important to ensure children and young people have positive relationship experiences.

For more information, see the Amberleigh Therapeutic School Anti-Bullying Policy and Rights, respect, equality: statutory guidance for governing bodies of maintained schools. (2019) <https://www.gov.wales/rights-respect-equality-guidance-schools>