



**Polisi Diogelu ac Amddiffyn Plant**

## **Safeguarding and Child Protection Policy**

**Golfa**

**September 2025**

**Policy Issued: September 2024**

Policy History		
Policy Date	Summary of Change	Review Date
01.09.2024	None – Initial Version	01.09.2025
01.09.2025	Reviewed  Formatting changes made Artificial intelligence – AI	01.09.2026

**Policy Author: Sioned Davies (Headteacher)**

**Reviewed: Kevin Gallagher (Proprietor)**

***“Amberleigh Therapeutic School is committed to safeguarding and promoting the welfare of all children and young people and expects all staff to share this commitment.”***

## **Introduction**

The school fully recognises the contribution it makes to safeguarding. Protection from harm is integral to the UNCRC articles (19, 33, 34, 35, 36, 37) Welsh Government guidance, Keeping Learners Safe sets out that developing children’s understanding of their rights is an important preventative measure to safeguard the welfare of children and young people.

Our school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

The policy is based on the Welsh Governments statutory guidance Keeping Learners Safe.

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment whether that is within or outside the home, including online.
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

**Child protection** is part of the definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes the harm that occurs inside or outside the home, including online.

There are three main elements to our policy

- **Prevention** through the teaching and pastoral care offered to pupils
- **Procedures** for identifying and reporting cases, or suspected cases of abused. Our day-to day contact with children, school staff are well placed to observe the outward signs of abuse.
- **Support** to pupils where there are safeguarding concerns

This policy applies to all staff and volunteers working in the school and its proprietor. It is recognised by this school that all staff that come into contact with children/young people can often be the first point of disclosure for a child/young person. This first point of contact is an important part of the safeguarding process, and it is essential that all staff are aware of and implement the school’s procedures as noted in this policy.

## **Prevention**

We recognise that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult helps to safeguard pupils

We will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure children know that 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 relationships and sexuality education and personal and social education which equip children/young people with the skills they need to stay safe from abuse and to know to whom to turn for help;
- include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate; and
- maintain a child-centred approach

### **Procedures**

At this school we will follow the Wales Safeguarding Procedures (2019)<sup>1</sup> and other guidance and protocols that have been endorsed and agreed by the Mid and West Wales Safeguarding Board.

### **The Proprietor (Kevin Galagher) will:**

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a senior board level (or equivalent) to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure it has a Designated Senior Person (DSP) and Deputy Designated Senior Person (Deputy DSP) for Safeguarding, who have undertaken the appropriate training.
- Ensure that the DSP has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies

- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
- That this policy reflects that children with ALN, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- The Proprietor will read Keeping Learners Safe in its entirety.

**The Proprietor will act as the ‘case manager’ in the event that an allegation of abuse is made against the headteacher, where appropriate.**

#### **The headteacher:**

The headteacher is responsible for the implementation of this policy, including:

Ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems that support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Make decisions regarding all low-level concerns

#### **Role of the Designated Senior Person (DSP)**

*The DSP is a member of the senior leadership team. Our DSP is **Sioned Davies – Headteacher**. During term time, the DSP will be available during school hours for staff to discuss any safeguarding concerns*

- *The DSP takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.*
- Ensures that members 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 wellbeing of learners in their care and related content.
- Works to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial and review child protection conferences and core groups; and support these with the submission of written reports.
- Keeps written records of concerns about children and adults at risk (noting date, event and action taken), even where there is no need to refer the matter to agencies immediately.
- Ensures that all records and files are kept secure and in locked locations (whether physical or electronic).
- The Designated Senior Person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the Designated Senior Person to ensure that any transfer of records is conducted
- Ensures that recruitment and selection procedures are made in accordance with Welsh Government guidance ‘Keeping Learners Safe’: see Safer Recruitment policy
- 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'
- Ensures that staff induction procedures are in place
- Ensures the Single Central Record is in place, up to date and fulfils all statutory requirements
- Has a clear procedure in the event of an allegation against the Lead or Deputy DSP
- Ensure that we have a child-centred approach

The DSP will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and MDT meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service (DBS), and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school

The DSP will also:

- Keep the proprietor informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- Liaise with other agencies who support the child/young person such as Children's Services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and advocacy services; and
- When a pupil on the child protection register leaves the school, we will transfer the sensitive information to the new school immediately (using the procedure outlined in Safeguarding File – Transfer of Records)

### **Role of the deputy Designated Senior Person (deputy DSP)**

*When the DSP is absent, the deputy – **Alison Adames – Deputy Headteacher** – will act as cover.*

*If the DSP and deputy are not available, **Kevin Gallagher – Proprietor** will act as cover (for example, during out-of-hours/out-of-term activities).*

- ensure the implementation of this policy
- be trained in child protection procedures
- ensure everyone connected with the school is aware of this policy through safeguarding induction training when appropriate

### **All staff will:**

- Have a copy of Keeping Learners safe and review this guidance at least annually
- Sign a declaration at the start of the year to say they have reviewed

- the guidance
- the name of the designated senior person (DSP), deputy DSPs, their role, and how to raise a concern about a DSP if required.
- have an individual responsibility for referring child protection concerns to the DSP and or Deputy.
- Ensure they have read Online Safety Policy, Supervision Policy, Behaviour Policy and are aware of steps and procedures to take to report a missing child.
- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- how to take forward those concerns where the designated senior person is unavailable
- are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse
- attend training so that they:
  - Ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect and know the signs to different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, radicalisation and serious violence (including that linked to county lines)
  - Aware of new and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
  - Know what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as grooming, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
  - The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
  - The fact that children can be at risk of harm inside and outside of their home, at school and online
  - The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
  - That a child and their family may be experiencing multiple needs at the same time
  - What to look for to identify children who need help or protection

### **Virtual school heads**

Virtual school heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSPs, ALNCOs social workers, mental health leads and others.

### **Pupils**

Pupils 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.

### **Behaviour**

This school has a behaviour policy which clearly states our values and expectations

### **Anti-bullying**

The school's policy on anti-bullying has been set out in the Anti-bullying Policy.

### **e-Safety**

The school's policy on e-Safety has been set out in the Use of Social Media and E-safety policy for staff working in schools, the Positive Behavioural Policy and the Digital Access Acceptable Use Policy

### **Physical Intervention**

The school's policy on physical intervention has been set out in the Positive Behaviour Policy. It is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and Effective Intervention – use of reasonable force and searching for weapons 097/2013. This policy can be located on the school website.

### **Children and Adults at risk with Additional Learning Needs**

This school recognises that statistically children and young people with additional learning needs are most at risk of abuse. School staff who work with children with an additional learning needs, such as profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems need to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out in the School ALN and Inclusion Policy and this policy can be located on the school website.

### **Community cohesion – Preventing Extremism**

This school is committed to providing a safe environment for all of our children/young people, staff and any visitors. There is no place for extremist views of any kind in our school.

## **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;

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.

## **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

## **If a child makes a disclosure to you**

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- Yours is a listening role, do not interrupt the child/young person when they are freely recalling events. Limit any questions to clarifying your understanding of what the child



is saying. Any questions should be framed in an open manner so as not to lead the child or adult at risk;

- You must report orally to the school's Designated Senior Person for Safeguarding immediately (or in their absence, their Deputy), to inform them of what has been disclosed. In the unlikelyhood of both being absent seek out the most senior person in the school
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's Designated Senior Person. The note, which should be clear in its use of terminology, must record the time, date, place, and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and/or court proceedings. It is advised that you retain a copy in a safe place
- Do not give undertakings of absolute confidentiality (see note following this section for more details). You will need to express this in ways appropriate to the age or understanding of the child or adult at risk as soon as appropriately possible during the disclosure. This may result in the child/young person 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the Designated Senior Person. Often what is initially shared is the tip of an iceberg;
- That a child or adult at risk may be waiting for a case to go to criminal court, may have to give evidence or may be awaiting care proceedings;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child/young person, contributing to an assessment or implementing child protection plans. You can ask the DSP for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need-to-know basis, but whatever is shared is strictly confidential and not for general consumption with others.

### **Concerns about a staff member, supply teacher, volunteer or contractor**

If you have concerns or If an allegation of abuse is made against a member of staff this must be reported to the Headteacher. If the concern is about the Headteacher this must be reported to the proprietor. If in doubt you should contact Powys Front Door Team for guidance and advice.

Where the allegation is against a member of staff you should refer to the Authority's guidance which takes into account the Welsh Government's guidance circular 002/2020 Disciplinary and Dismissal Procedures for School Staff<sup>6</sup> and Welsh Government guidance circular 009/2014 Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff

### **Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSP, but do not investigate it
- The DSP will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSP will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

## **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:

#### **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.

## Appendix 1 - 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-records-school-reports-and-commontransfer-system-guidance-schools-and-local>
- Working together to safeguarding people: code of safeguarding practice <https://www.gov.wales/working-together-safeguard-people-code-safeguarding-practice>
- Whistleblowing in schools: guidance <https://www.gov.wales/whistleblowing-schools-guidance> Reporting Cases of Misconduct or Professional Incompetence in the Education Service <https://www.gov.wales/procedures-reporting-misconduct-and-incompetence-educationworkforce>
- 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-allegations-abuse-against-teachersand-staff>
- Statutory guidance to help prevent children and young people from missing education - WG Circular 002/2017 <https://www.gov.wales/statutory-guidance-help-prevent-children-and-youngpeople-missing-education>
- Safe and effective intervention - use of reasonable force and searching for weapons WG Guidance 097/2013 <https://www.gov.wales/safe-and-effective-intervention-guidance-schoolsand-local-authorities>
- Care Inspectorate Wales – Providing a Care Service <https://www.careinspectorate.wales/providing-care-service>

### Other documents

Social Services and Well-being (Wales) Act 2014

General Data Protection Regulations 2018 • The Children Act 1989

The Children Act 2004

The Education Act 1996

The Education Act 2002

The Human Rights Act 1998

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/disclosureand-barring-service>
- Education Workforce Council [www.ewc.wales](http://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/>

## **Reference Material**

- Respect and resilience - Developing Community Cohesion. Guidance for schools on the causes of violent extremism and preventative measures.  
<https://www.gov.wales/respectand-resilience-developing-community-cohesion>
- Prevent Duty Training <https://www.gov.uk/guidance/prevent-duty-training>
- Prevent Duty Guidance <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Channel Guidance <https://www.gov.uk/government/publications/channel-and-prevent-multiagency-panel-pmap-guidance>
- Educate Against Hate. Resources for parents and teachers  
<https://www.educateagainsthate.com/>

## **Appendix 2 - Contacts**

Contact details are:

Sioned Davies, Head Teacher  
[Sioned.Davies@amberleighcare.co.uk](mailto:Sioned.Davies@amberleighcare.co.uk)

Alison Adams, Deputy Head Teacher  
[Alison.Adams@amberleighcare.co.uk](mailto:Alison.Adams@amberleighcare.co.uk)

Staff are contactable at:  
Amberleigh School (Golfia)  
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
- Quality Manager (Golf) Kelly Nicholson.
- Headteacher (Golf) Sioned Davies
- Therapy Manager (Golf) 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 Proprietor (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.

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](#)

<b>For Powys, Wales (Golf)</b>	
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

## Appendix 3

### Definitions of Abuse and Neglect

All practitioners should be aware of the definitions of abuse and neglect in the Social Services and Well-being Act (Wales) 2014 as well as the signs and indicators of abuse and neglect. This is essential in order to communicate concerns about harm in a meaningful way.

#### A child

The Social Services and Well-being (Wales) Act 2014 and accompanying Guidance define a 'child' as a person who is aged under 18.

### **A child at risk**

Section 130 (4) of the Social Services and Well-being (Wales) Act 2014 defines a child at risk as a child who:

- Is experiencing or is at risk of abuse, neglect or other kinds of harm;
- Has needs for care and support (whether or not the authority is meeting any of those needs)

### **An adult at risk**

Section 126(1) of the Social Services and Well-being (Wales) Act 2014 defines an adult at risk as an adult who:

- Is experiencing or is at risk of abuse or neglect,
- Has needs for care and support (whether or not the authority is meeting any of those needs), and
- As a result of those needs is unable to protect himself against the abuse or neglect or the risk of it.

It is important to note:

- The use of the term 'at risk' means that actual abuse or neglect does not need to occur, rather early interventions to protect a child at risk should be considered to prevent actual harm, abuse and neglect;
- The two conditions necessary to demonstrate a child is at risk of abuse or neglect ensures that protection is provided to those with care and support needs who also require actions to secure their safety in the future;
- the three conditions necessary to demonstrate an adult is at risk of abuse or neglect ensures that protection is provided to those with care and support needs who also require actions to secure the individual's safety in the future because they are unable to protect themselves;
- that the abuse of adults deemed to be 'at risk' is often linked to their circumstances rather than the characteristics of the people experiencing harm;
- Risk of abuse or neglect may be the consequence of one concern or a result of cumulative factors.

### **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).

### **Sharing of nudes and semi-nudes ('sexting')**

**Your responsibilities when responding to an incident** If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that



otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSP immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSP)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSP's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSP.

### **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](mailto: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 Branafon 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 on 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 crime<sup>4</sup> revealing the need to challenge discrimination. Thousands of children and young people in Wales have said bullying remains their top priority<sup>5</sup>. 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>

## **Artificial intelligence (AI)**

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Amberleigh Therapeutic School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Amberleigh Therapeutic School will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying, behaviour, artificial intelligence policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI. Any additional procedures you may have in place for dealing with safeguarding concerns related to AI – for example where indecent images have been shared that are AI-generated.

## **Appendix 4 -Community Cohesion – Preventing Extremism**

Our school is committed to providing a safe environment for all of our pupils, staff and any visitors.

There is no place for extremist views of any kind in our school.

Community cohesion is the term used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. A cohesive community is where a person has a strong sense of belonging. It is safe, vibrant and able to be resilient and strong when tensions occur. Those involved in supporting terrorism look to exploit and radicalise vulnerable people, including children and young people. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on school staffs 'to have due regard to the need to prevent people from being drawn into terrorism'.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which spring from a variety of sources, including the internet. At times pupils, visitors or parents may themselves reflect or display views that may be considered as

discriminatory, prejudiced or extremist, including using derogatory language; this will always be challenged and where appropriate dealt with.

Education is a powerful deterrent against this and we will strive to equip pupils with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way.

This way our pupils are enriched, understand and become tolerant of difference and diversity where they can thrive, feel valued and not marginalised.

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our school. Where such cases are identified a Multi-Agency Referral Form should be completed and submitted to Children's Services. The Local Authority Lead Officer for PREVENT should also be contacted.

### Safeguarding Channel Panel

Safeguarding and promoting the welfare of children, young people and adults is everyone's responsibility. We are committed to working with our partners to protect and support our pupils, and where a Multi-Agency Referral Form leads to one of our pupils needing safeguarding, we will support the Channel programme.

Channel is a multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

### Training

We are committed to ensuring that all staff in our school will receive training to raise awareness of PREVENT and are encouraged to make use of other counter-terrorism related training modules and the reference material below.

Prevent training: <https://www.elearning.prevent.homeoffice.gov.uk/b/screen1>

If this is your first time of completion, please complete:

- [Course 1 - Awareness course](#)

If this is a refresher completion, please complete:

- [Course - Refresher awareness course](#)

As well as the Awareness course – if you hold a Designated Senior Person (DSP) responsibility, are a prevent professional or hold an equivalent role who may make Prevent referrals to the police, you must also complete the following:

- [Course 2 - Referrals course](#)

## **Reference Material**

- Respect and resilience - Developing Community Cohesion. Guidance for schools on the causes of violent extremism and preventative measures.  
<https://www.gov.wales/respectand-resilience-developing-community-cohesion>
- Prevent Duty Training <https://www.gov.uk/guidance/prevent-duty-training>
- Prevent Duty Guidance <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Channel Guidance <https://www.gov.uk/government/publications/channel-and-prevent-multiagency-panel-pmap-guidance>
- Educate Against Hate. Resources for parents and teachers  
<https://www.educateagainsthate.com/>