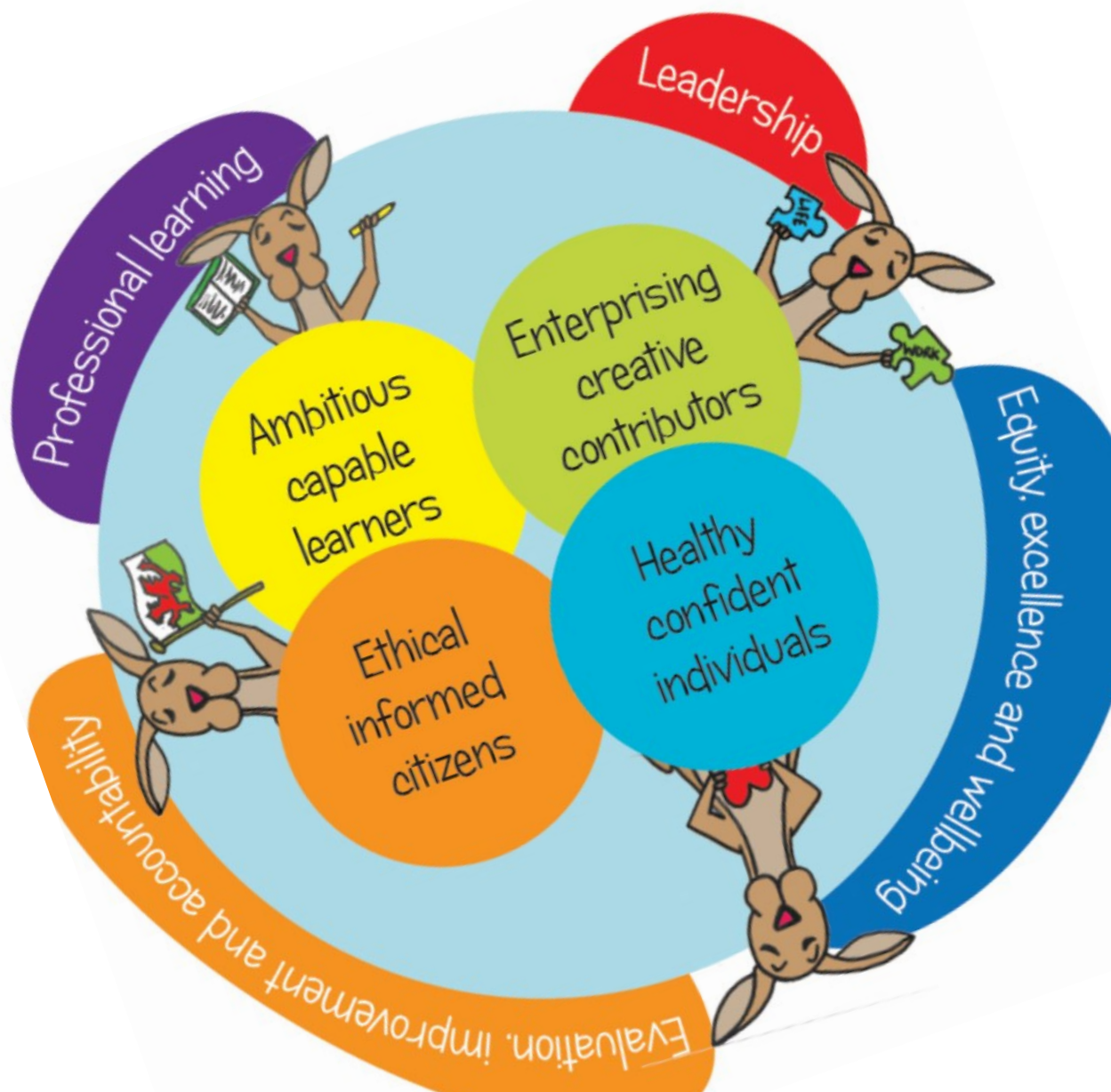


Safeguarding Manual

Providing our families with the right support at the right time.



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Introduction

All children, young people and their families are unique with different backgrounds, strengths, needs, worries and aspirations. This means that the support a child needs whilst growing up or when things are not going so well will also be unique to them.

The North Gower Partnership has developed an approach that aims to provide children and families with the Right Support at the Right Time:

1. Helping people to problem solve and find their own solutions by working with the whole family and systems around children, young people and families
2. Providing an information advice and assistance service
3. Having meaningful conversations with people about what matters to them
4. Delivering preventative services across the council
5. How departments and organisations work in partnership with each other and develop plans with children, young people and families
6. Provide a service in the Welsh language or the preferred language of children, young people and families

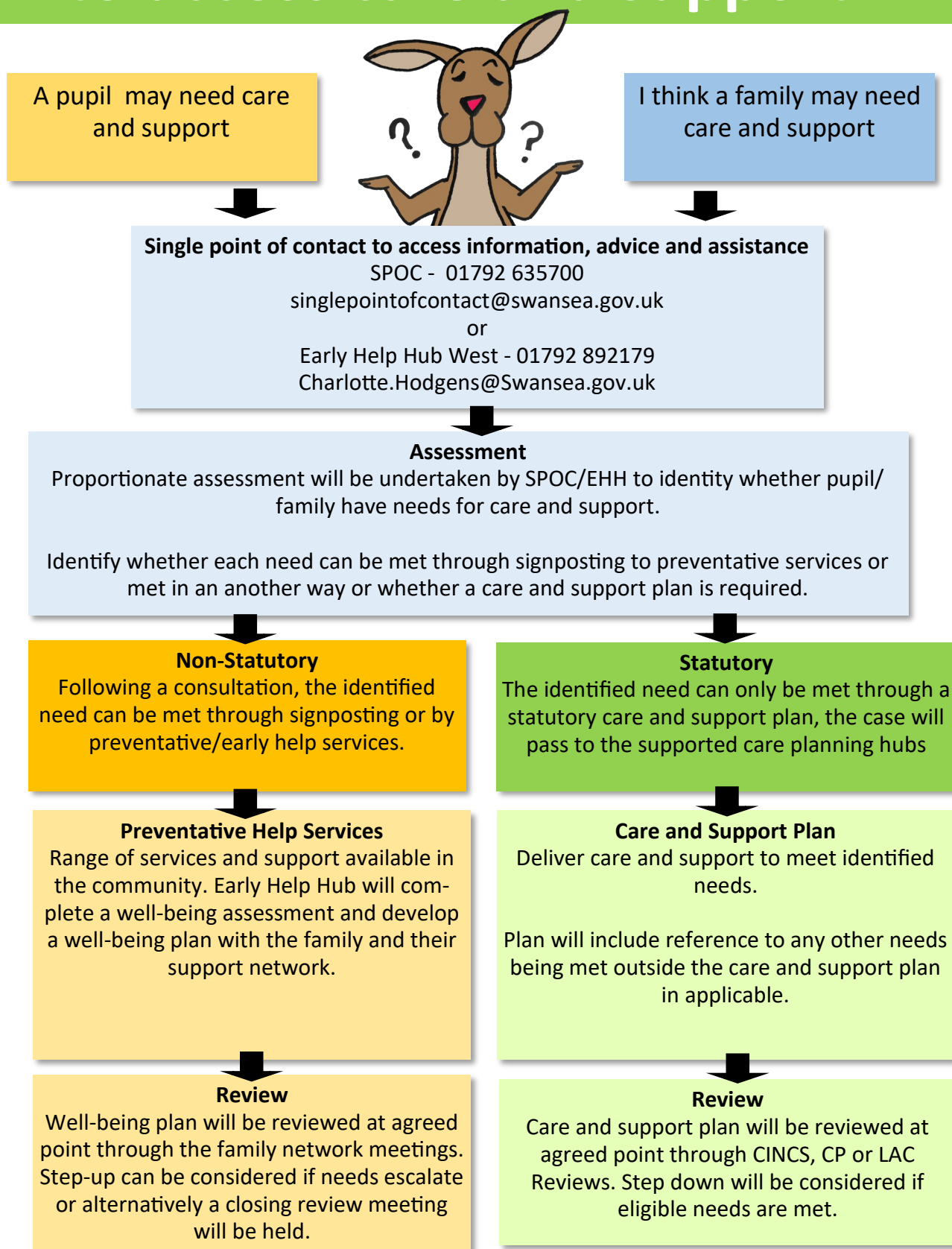
The NGP is committed to working in line with the United Nations Convention on the Rights of the Child. Every child has a right to a name, place to live, be kept safe from harm and have a say in matters that affect them.

What Matters

As professionals we have a role in understanding 'What Matters' so that we can identify the things that we can do to provide appropriate support to those who need it.

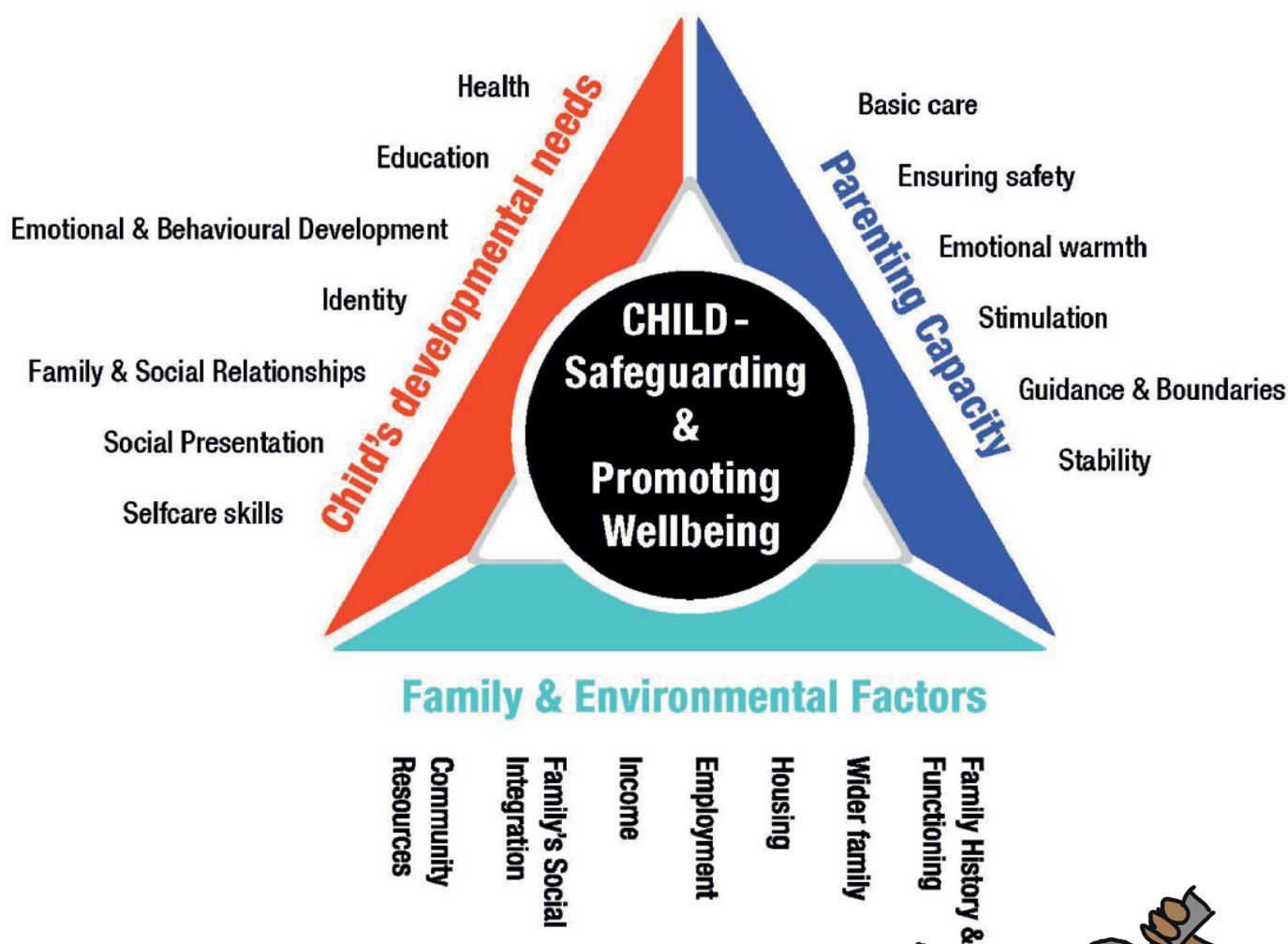
1. If you have worries about an individual or they speak to you about something that worries them talk to them about their worry, or ask an open ended question about how things are for them and their family. Ask them what they would like to happen that would make them feel better to understand 'What Matters' to them. Ask them if there is anyone they are particularly close to which would make it easier for them to talk. Explain that dependent on the nature of the worry, you may need to speak to someone else to make sure they get the support they need, including in the first instance parents or relatives.
2. At this point it is be important to consider any action you and your agency can take to help the child, young person or family. Consider if there are colleagues that might be able to support you and if you need to have conversations with the child, young person or families wider network.
3. Social Services have created a document that you can use to help you in this initial 'What Matters' conversation. This document is called a 'Practitioner Request for IAA' and can be used to give you some ideas on the types of questions you could ask or the next steps you could take. The information you record on the 'Practitioner Request for IAA' will feed directly into the child or young person's proportionate assessment so it is important that it is evidence based.
4. If during a 'What Matters' conversation, you receive information from a third party or you observe something that leads you to have reasonable cause to suspect that a child, young person or family is suffering or is likely to suffer significant harm, you can discuss these worries with your named Safeguarding Lead. If your safeguarding lead agrees that you need to speak to a qualified Social Worker you will need to contact the Social Services Single Point of Contact (SPOC) who will ask you to submit your 'Practitioner Request for IAA'.
5. It is still important for you to speak to the family, but if you are unsure about how to do this please seek advice. You can only make a referral to the SPOC, without consent, if by telling somebody else about your worries the child, young person or family would be at greater harm.
6. It is really important to maintain positive relationships with children, young people and families that are known to you and that your staff are open about the worries and seek consent to share the information with SPOC. A presumption of openness is very important and sets the tone for how we work with the child, young person or family going forward.
7. It is important that the reason for withholding information from a child, young person or family is clearly recorded with an explanation why in the circumstances you feel this action is necessary. Safeguarding and promoting the welfare of the child must always be the overriding consideration.

How to access care and support



Assessment Framework Triangle

All children change and develop over time. Parents have a responsibility to respond to the child's needs. The purpose of this assessment triangle is to help you to identify areas of strength and areas of developmental need, in order to assist you to determine whether this child/young person requires information, advice or assistance and/or care and support to achieve a reasonable standard of development or to prevent significant impairment of his/her health, and development.



Accessing Support

If all other agencies have been exhausted, there will be occasions where the universal service has exhausted their offer of support or that the needs of the child, young person or family might be escalating. In these examples, advice can be sought either directly from the Early Help Hub for that location or from SPOC. The Practitioner Request for IAA will be used to support future professional conversations.

The Early Help Hubs will provide support for children, young people and families who need help but don't need statutory intervention. For example, there might be some low level substance misuse issues which have been identified through the school.

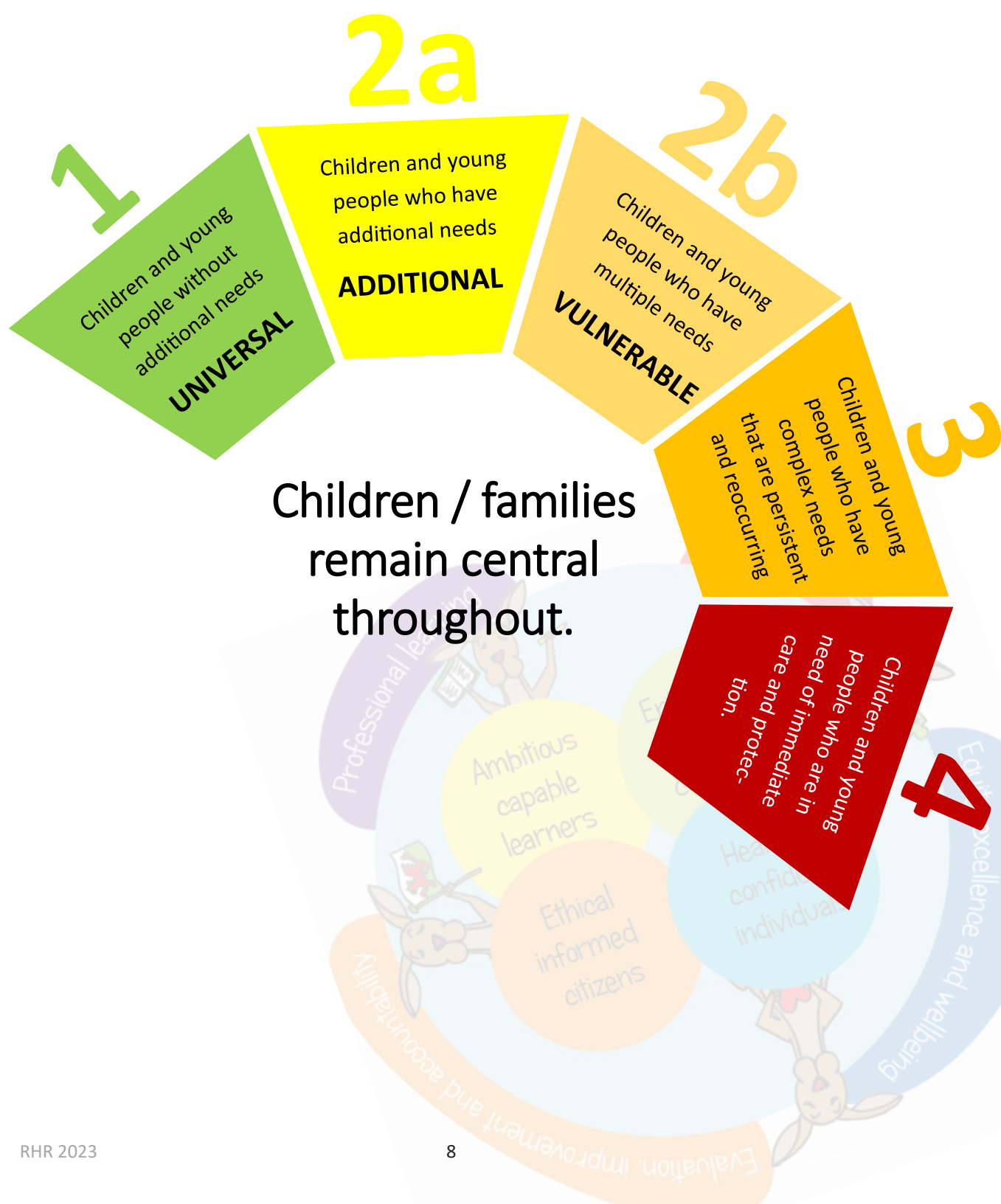
The Early Help Hubs will be the main point of contact for partners seeking advice and support where they have worries about the wellbeing of children, young people and their families.

The Early Help Hubs will be able to assess all enquiries within the Hub and provide the appropriate guidance, signposting or support based on the need. The Hubs will have multi- agency partnership links to assist with ensuring the correct support for the family is accessed at the right time.

Key Principles of the Early Help Hubs:

- We want to ensure that children and families in Swansea have access to the right support at the right time from the right person regardless of age and location.
- The Early Help Hubs will be working within a joined up approach, using the signs of wellbeing framework alongside a locality based hub structure and a single point of contact for professionals.
- By co-locating and bringing these services into one structure we can ensure that support is available regardless of age or location, that it is integrated with partners and utilizes community assets to provide:
 - Child or early years work
 - Youth work
 - Whole family work
- All staff within the Early Help Hubs will work using the Team Around the Family (TAF) approach so more staff can support this offer across early years, primary and secondary education.

Continuum of Need



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Levels of Need	Level 1 - Universal Services	Level 2a - Single Agency Response	Level 2b - Multi-Agency Response	Level 3 - Complex	Level 4 - Acute
Who	All children and young people. Services would include those that are available to all with no 'threshold' or 'criteria' for support such as health visitors, GP's and schools.	2a & 2b. Children with low level additional needs that are likely to be short-term but are not being met. Child's needs are not clear, not known or not being met. Children and their families who have a range of needs requiring multi-agency coordination.	From households where parents/carers are under stress, possibly impacting on their parenting capacity. Children or Young People whose health & development may be adversely be affected without multi-agency intervention. 2b EHH assessment required; Lead Professional identified, TAF approach used.	Complex needs are likely to require intervention from integrated targeted services and / or specialist services. High level of unmet needs. More complex level 3 may meet the 'STEP UP' threshold for Children's Social Care intervention.	Eligible needs requiring statutory intervention from Children's Social care. This includes meeting the required level of threshold for child protection intervention
Features: Children and Young People	Households, children and young people with no identified additional needs – accessing universal services as normal.		Children and Young People who are unlikely to enjoy a reasonable standard of development or health and are at risk of negative outcomes without the provision of co-ordinated targeted services. Children and Young People at risk of offending. Children and Young People Missing from Education. Practitioner Request for IAA required; Lead Professional identified, TAF approach initiated. 'STEP UP' to Children's Social care maybe required.		Children and Young People who have suffered or are at risk of suffering significant harm. Where there are serious concerns about his/her health and development or deemed to be suffering neglect and/or abuse.
Possible Indicators: Children and Young People	There are no indicators associated with this level as services are available to all.	Slow in reaching developmental milestones. Unanticipated, dramatic or sustained behaviour change. Health issues / problems which can be maintained in mainstream education. Appearing Vulnerable to Extra Familial	Frequent short-term exclusions at risk of permanent exclusions, persistent truanting. Psychological / emotional / social development raising significant concerns. Chronic / recurring health problems requiring specialist input. Experience of extra familial risks		Chronic non-attendance, truanting. No parental support for education. High level of need which cannot be maintained in a mainstream setting. Information / evidence of physical / sexual / emotional abuse / exploitation / serious youth violence and/or neglect.

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Mentally Healthy Schools Model

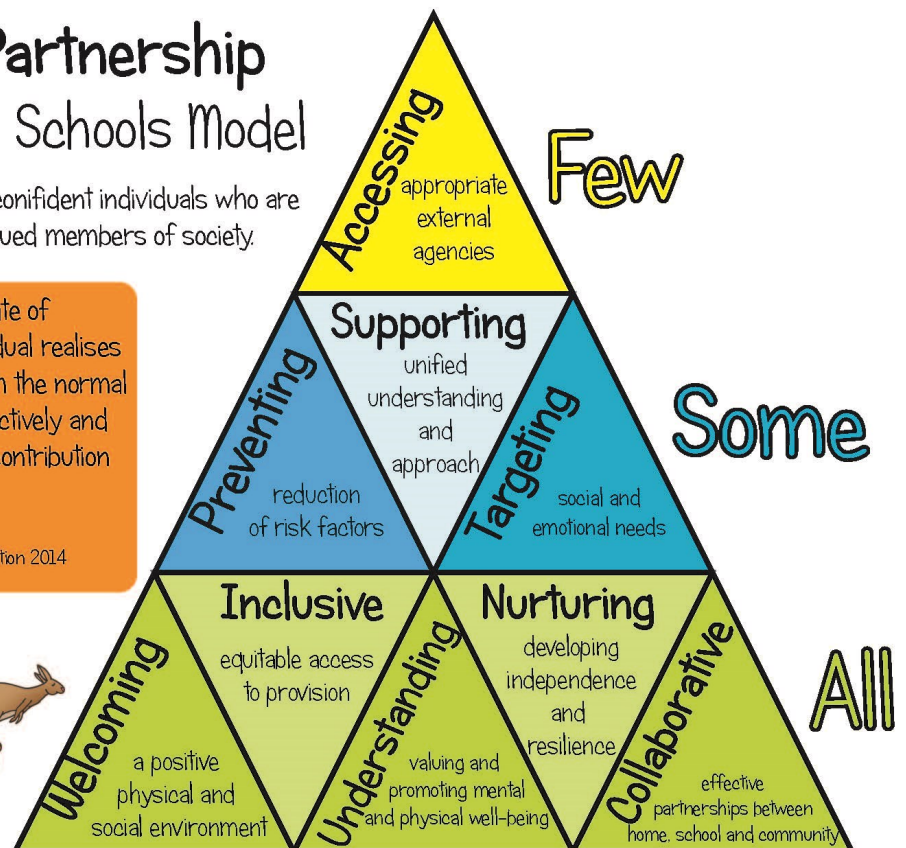
North Gower Partnership Mentally Healthy Schools Model

Our Purpose: To create healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Mental health is defined as a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to their community.

Based on The World Health Organisation Definition 2014


NORTH GOWER PARTNERSHIP
Making leaps in learning...



Aims

The aim of this model is to provide a consistent approach to developing and maintaining mentally healthy schools across the partnership. When considering “stakeholders” we include pupils, staff, parents, governors and members of our community.

It must be made clear that there is no expectation upon the North Gower Partnership to be experts in Mental Health, however, all involved stakeholders should expect to receive, accept and promote this consistent approach.

For further detailed information please visit:

www.NorthGowerPartnership.com/Mentally-Healthy-Schools

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All schools within the North Gower Partnership are committed to promoting a positive physical and social environment for all stakeholders. To achieve this we:-

- Are always positive and friendly
- Employ highly motivated staff
- Ensure all stakeholders have a voice
- Maintain effective communication to keep all stakeholders fully informed
- Promote school level initiatives and events to ensure a positive social environment

All schools within the North Gower Partnership are committed to equitable access to provision for all stakeholders. To achieve this we:-

- Focus upon equity not merely equality
- Ensure all stakeholders have equitable access to relevant information and school events
- Ensure that all stakeholders have equitable access to the physical environment
- Ensure that every learner is treated as an individual.



All schools within the North Gower Partnership are committed to valuing and promoting mental and physical well-being for all stakeholders. To achieve this we:-

- Commit to a restorative approach
- Develop and maintain an ethos built upon Children's Rights including giving every child a voice
- Value, track and support the wellbeing of every child
- Promote an understanding of mental and physical health and the inter-relationship between them.
- Teaching the science behind mental and physical health

All schools within the North Gower Partnership are committed to developing independence and resilience for all stakeholders. To achieve this we:-

- Foster a growth mind set approach to learning
- Encourage and support self-regulation strategies
- Ensure that all staff understand child development (stage not age)
- Embed a consistent approach to relationship and behaviour management



All schools within the North Gower Partnership are committed to effective partnerships between home school and the community. To achieve this we:-

- Provide opportunities for learners to develop collaborative skills through learning and play
- Develop opportunities for all staff to work in collaboration with peers both within schools and across the partnership
- Encourage parents and carers to be fully involved in all aspects of school life
- Establish and maintain opportunities for collaborative working with members and groups from the community.

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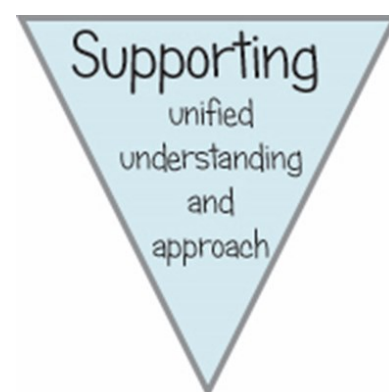


All schools within the North Gower Partnership are committed to reducing risk factors for identified pupils. To achieve this we:-

- Assess pupils' resilience using the exchange model screening tool
- Provide structure and resources to enable self-regulation
- Identified key person for support
- Agreed safety plan between school and home
- Adult response to check ins when necessary
- Early identification of concerns e.g. attendance, behaviour
- Ensure all staff are appropriately trained e.g. resilience, Ace awareness

All schools within the North Gower Partnership are committed to a unified understanding and approach to supporting identified pupils. To achieve this we:-

- Adhere to the school's Positive Relationship Policy
- All staff are ACE trained and many are Resilience trained to appropriately support the needs of identified pupils.
- Ensure all staff provide therapeutic moments throughout the school day
- School based "Team around the child" meetings are aimed at offering support to the child and their family
- Ensure the learning environment is adjusted to support the emotional needs of individuals.

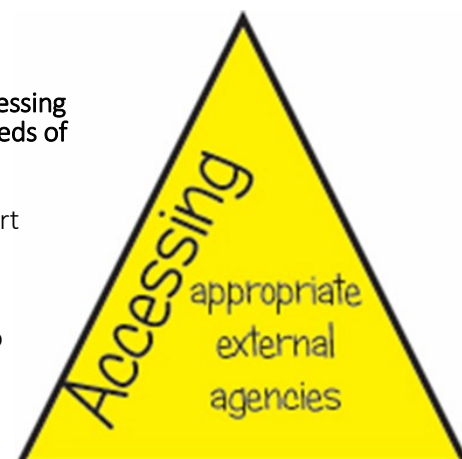


All schools within the North Gower Partnership are committed to targeting the social and emotional needs of identified pupils. To achieve this we:-

- Effectively track groups of individuals to evaluate impact of intervention and support.
- Provision of specific and appropriate individual or group Intervention.
- Access resources and programmes as advised by appropriate external agencies.

All schools within the North Gower Partnership are committed to accessing appropriate external agencies to support the social and emotional needs of identified pupils. To achieve this we:-

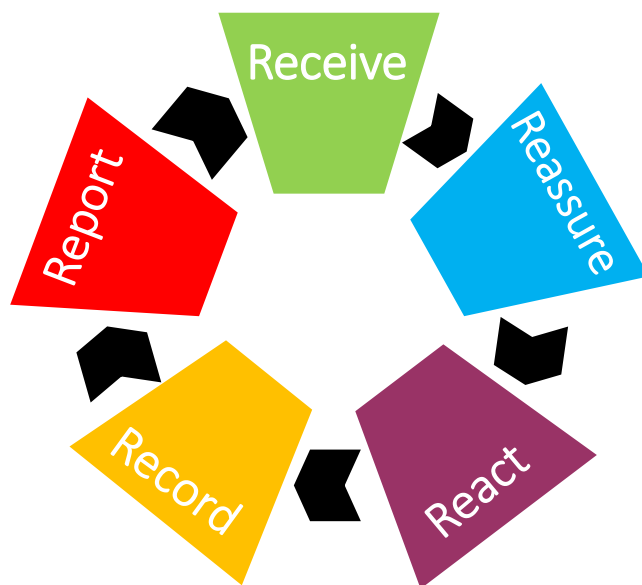
- We will keep up to date with new improved advice and support available to schools
- Will share effective practice and contacts
- Will support each other using staff expertise from our schools
- Will liaise effectively with the local authority and the region to develop staff and support learners



The 5 R's

As professionals we have a role in understanding 'What Matters' so that we can identify the things that we can do to provide appropriate support to those who need it.

Following a disclosure by a pupil or a parent, staff within the NGP follow the 5Rs procedure.



Receive

- Listen carefully to what is being said, without displaying shock or disbelief.
- Accept what is said. The child making the disclosure may be known to you as someone who does not always tell the truth. However do not let your past knowledge of this person allow you to pre-judge or invalidate their allegation
- Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

Reassure

- Provide the child with plenty of re-assurance. Always be honest and do not make promises you cannot keep, for example: "I'll stay with you", or, "Everything will be all right now".
- Alleviate guilt, if the pupil refers to it. For example, you could say: "You're not to blame. This is not your fault".
- Do not promise confidentiality. You will be under a duty to pass the information on and the child needs to know this.

React

- Provide the child with plenty of re-assurance. Always be honest and do not make promises you cannot keep, for example: "I'll stay with you", or, "Everything will be all right now".
- Alleviate guilt, if the pupil refers to it. For example, you could say: "You're not to blame. This is not your fault".
- Do not promise confidentiality. You will be under a duty to pass the information on and

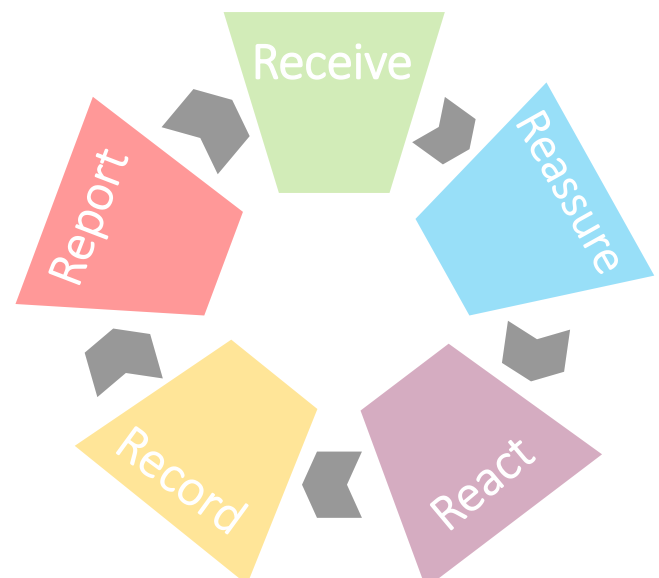
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Record

- Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate them into the way that adults speak or try to make sense of the structure of what was said). Do not be offended by any offensive language or words used to describe the abuse).
- Time and date your notes and do not destroy them in case they are required by a court.
- If you are able to do so then draw a diagram to indicate the position of any bruising but do not ask the child to remove any clothing for this purpose.
- Record statements and observable things, rather than your interpretations' or assumptions.

Report

- Once you have followed the above guidelines, pass the information on immediately to the Designated Senior Person or the person with responsibility for Child Protection. They will then have a number of options open to them, including contacting the local Social Services Team to seek their advice as to what should happen next.



Reporting Procedure

"If any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility, to ensure that the concerns are referred to Social Services or the Police, who have statutory duty and powers to investigate and intervene when necessary."

Staff should first discuss their concerns with their manager / designated member of staff who will then make the appropriate referral. Staff should not worry about being mistaken about concerns regarding a child/young person's welfare, as they will always be taken seriously by the statutory agencies.

Remember to log all concerns on MyConcern online.

It is imperative that staff do not conduct their own investigations as this can have serious implications for any subsequent Police or Social Services enquiry.

The initial referral should be made by telephone in the first instance to the Information Advice and Assistance Team on **01792 635700** and followed up within 48 hours with a written referral to **singlepointofcontact@swansea.gov.uk**.

Reporting concerns out of office hours contact the Emergency Duty Team on **01792 775501**



Contacts

