



St. Julian's Primary School

Beaufort Road, Newport, NP19 7UB

Safeguarding and Child Protection Policy

Introduction

1.1 The school fully recognises the contribution it makes to child protection.

There are three main elements to our policy: -

1. Prevention, through the teaching and pastoral support offered to pupils;
 2. Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our day to day contact with children, school staff are well placed to observe the outward signs of abuse;
 3. Support to those pupils who may have been abused.
- 1.2 This policy applies to all staff and volunteers working in the school, and its governors. It is recognised by this school that all staff that come into contact with children can often be the first point of disclosure for a child. 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

2.1 The school recognises that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults helps to safeguard children.

The school will therefore: -

1. establish and maintain an ethos where children feel secure and are encouraged to talk and share their concerns and will be listened to;
2. ensure that children know that all adults in the school can be approached if they are worried or concerned about matters that relate to themselves or their siblings or friends;
3. include in the curriculum activities and opportunities for PSE (which includes SEAL) which will equip children with the skills they need to stay safe from abuse and to know that they can turn to staff for help;

Procedures

3.1 The school follows the 'All Wales Child Protection Procedures' (April 2008), 'Keeping Learners Safe' (Welsh Government, 2015), 'Safeguarding Children in Education: Handling allegations of abuse by teachers and other staff' (Welsh Government, 2014) and other guidance and protocols that have been endorsed and agreed by the Newport Safeguarding for Children Board (SEWSCB)

3.2 The school will: -

1. ensure it has a named designated senior member of staff who has undertaken the appropriate training in line with agreed national and local requirements (Head Teacher). This school will also nominate a named deputy who will be the central contact in times when the designated person is absent (Deputy Head Teachers). If all three are absent or unavailable, phase leaders will act as contact point for other staff;
2. recognise the role of the designated person and arrange support and training. The school will look to the SEWSCB and in particular the Authority's Child Protection Officer for Education (CPO) for guidance and support in all child protection matters in assisting the school's designated person;
3. ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor knows: -

-the name and contact details of both the designated and deputy person responsible for child protection;

-that it is the named designated person and/or their deputy who have the responsibility for making child protection referrals within SEWSCB timescales, by completing the agreed multi-agency form;
-that the designated person and deputy will seek advice from the CPO and or Social Services Duty and Assessment Team if necessary when a referral is being considered; **if in doubt a referral must be sent.**
The person making the referral will ensure that the CPO will be sent a copy of the referral as soon as it is practically possible;

4. ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse. All members of staff will be expected to attend appropriate training and updates as arranged by the school;
5. ensure that parents have a clear understanding of the responsibility placed on the school and its staff for child protection by setting out their obligations in the school prospectus and other forms of communications. 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 informed of a referral made by the school. This circumstance is in line with All Wales Child Protection Procedures guidance;
6. provide training for all staff so that they know: -
 - their personal responsibility;
 - the agreed local procedures (SEWSCB);
 - the need to be vigilant in identifying suspected cases of abuse;
 - how to support a child who discloses abuse, particularly the "do's and don'ts"
7. notify the CPO and Social Services if: -
 - a pupil on the child protection register is excluded either for a fixed term or permanently;
 - if there is an unexplained absence of a pupil on the child protection register of more than two days' duration from school (or one day following a weekend);
8. work 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 oral/written reports;
9. keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation;
10. ensure that all records and files are kept secure and in locked locations. The designated 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 person to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information'.
11. adhere to the procedures set out in the Welsh Assembly Government guidance circular 002/2013 'Disciplinary and Dismissal Procedures for School Staff';
12. ensure that all recruitment and selection procedures are made in accordance with Welsh Government Guidance, 'Keeping Learners Safe' and local guidance. The school will seek advice and guidance from the Authority's Human Resources' Department on recruitment and selection;
13. designate a governor for child protection who will champion and oversee the school's child protection policy and practice. This governor will support the Head Teacher in feeding back to the Governing Body on child protection matters as and when required. The Head Teacher will report on the school's child protection activities at every Governing Body meeting.

Supporting the pupil at Risk

- 4.1 The school recognises that children who are at risk, suffer abuse or witness violence are often affected in adverse ways. Some may be deeply troubled by these events.
- 4.2 The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, due to these adverse factors their behaviour at school may be challenging and defiant or they may be withdrawn. We will endeavour to be patient and supportive to the children at risk.
- 4.3 The school will endeavour to support the pupil through: -
- the content of the curriculum, by encouraging self-esteem and self- motivation (see section 2 of this policy on Prevention)
 - the school ethos which: -
 - i) promotes a positive, supportive and secure environment;
 - ii) gives pupils a sense of being valued (see section 2 on Prevention);
- 4.4 The school's behaviour policy, which is aimed at supporting vulnerable pupils in the school. All staff will follow a consistent approach which focuses on the behaviour of the child, but does not damage the pupil's sense of self-worth. The school will express and explain to all pupils that some behaviour is unacceptable (shared with parents via the school prospectus and other points of communication), that each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the school's Behaviour Policy in conjunction with this and other named policies noted within this policy;
- 4.5 Liaison with other agencies who support the pupil, such as Social Services, Early Intervention and Preventative Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Education Welfare Service and others;
- 4.6 Keeping records and notifying Social Services if there is a recurrence of a concern with the individual;
- 4.7 When a pupil on the child protection register leaves, sensitive information will be transferred to the new school immediately (using the agreed policy and procedures for the 'Transfer of Sensitive Information' and the designated person will be central to this process) and if not already done, to inform Social Services of the move.

Counselling

The school benefits from being part of the counselling service offered by the University of South Wales, in conjunction with Newport City Council. Identified pupils are nominated following discussions with staff and parents. They receive weekly counselling sessions for a period of six weeks. As with all counselling, sessions are confidential. However, if anything of a child protection nature is revealed, the counsellor will pursue this by making a referral to Social Services.

Behaviour

- 4.5 The school has a Behaviour Policy which clearly states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body and is located in the school office at Foundation Phase (FP) and KS2.

Bullying

4.6 The school's policy on Anti-Bullying has been set out in a separate document. This policy is located in the school office at FP and KS2 and on the school's website.

Physical Intervention

4.7 The school's policy on physical intervention has been set out in a separate document along with the school's behaviour policy. Staff have been trained by officers of the Authority on 'Team Teach' (correct restraint measures). This training last took place in the Autumn of 2015 (every 3 years). Staff who were absent have subsequently attended training at other venues.

E-Safety

4.8 The school's policy on E-Safety has been set out in a separate document, and is based on the model policy written by South West Grid for Learning. Staff receive regular training and the website contains a link to CEOP. This policy is available on the school website. E-safety lessons are integrated across the curriculum and assemblies are regularly delivered by both outside agencies and staff. There is a designated governor who liaises with the school's E-Safety group.

Children with Statements of Special Educational Needs (SEN)

4.9 The school recognises that pupils with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and/ or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on AEN has been set out in a separate document. This policy is located in the school office at FP and KS2.

Children who enter the Looked after System

4.10 The school recognises that children who enter the 'Looked After' System are often the most vulnerable and needy. The school's policy on Looked After Children (LAC) has been set out in a separate document this policy is located in the school office at FP and KS2.

Radicalisation

The school is aware of its responsibilities (Section 26 of the Counter Terrorism and Security Act 2015 and 'Prevent' Duty Guidance) to safeguard pupils at risk of radicalisation. The school does this by:

- providing a safe environment for pupils to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology;
- identifying and risk-assessing individuals who may be drawn into terrorism, violent or non-violent extremism;
- making a referral to Social Services (MARF) if a concern is apparent; this will be assessed by the Education Safeguarding Officer and Prevent SPOC who will assist the school in completing a 'Channel' referral if required;
- knowing how to seek support for the child;
- ensuring that all staff receive appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideas;
- ensuring that children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering;

Mandatory reporting of Female Genital Mutilation (FGM)

The school is aware of its duty to report known cases of FGM to the police (Section 74 of the Serious Crime Act 2015). Where staff suspect FGM may have been carried out or think that a girl may be at risk, then the school will follow existing safeguarding procedures in these cases.

Information for all staff

5.1 To know what to do if a child tells you they have been abused by someone other than a member of staff.

5.2 Where the allegation is against a member of staff, reference will be made to the Authority's guidance which takes into account the Welsh Assembly Government's guidance circular 45/2004.

The staff can also find guidance in raising concerns via the N.C.C. Whistle Blowing Policy and Procedures, which can be accessed by contacting the Civic Centre 01633-656 656 and asking to speak to the Human Resources Department. You can remain anonymous in raising concerns.

If an allegation of abuse is made against a member of staff this must be reported to the Head Teacher. If the concern is about the Head Teacher, this must be reported to the Chair of Governors. If the concern is about the Chair of Governors, the LA's CPO or Governor Support should be contacted. The Authority's CPO will be contacted for guidance and advice.

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: -

- i) that the role is to listen to the child. Do not interrupt the child when they are freely recalling events. Limit any questions to clarify your understanding of what the child is saying. Any questions should be framed in an open manner as follows: "tell me", "explain to me" or "describe to me". Do not lead the child or "put words in their mouth".
- ii) that they must report orally to the school's Designated Person for Child Protection (or, in his absence, the Deputy Heads) immediately to inform them of what has been disclosed. If all three were absent, seek the most senior person in the school.
- iii) to make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's Designated Person for Child Protection. The note which should be clear in its use of terminology should 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 it is very important in the child protection process. Remember, the 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.
- iv) not to give undertakings of absolute confidentiality (see note following this section for more details). They will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but it is still necessary to inform the Designated Person of the fact that the child has shared a concern. Often what is initially shared is the tip of the iceberg.
- v) That their responsibility in terms of referring concerns ends at this point, but that they may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans. They can ask the Designated Person for an update, but as they are restricted by procedures and confidentiality, they may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is strictly confidential and is not to be repeated.

Confidentiality

6.1 The school and staff are fully aware of confidentiality issues if a child divulges that they are or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, staff at the school have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school (i.e. not discussed with other staff). Staff need to be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Training

The school is mindful of national and local training requirements and guidance, which will include Newport Safeguarding Children Board's (SEWSCB) guidance, advice and training opportunities.

7.1 The school will ensure that the Designated Person for Child Protection (DSP) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development. The designated deputy will be initially supported by the Designated Person and consideration for joint opportunities for training with the Designated Person will be considered.

7.2 All staff will be regularly updated during the year as appropriate from the Designated Person, but will receive specific awareness raising training within a two year period. Whole school training took place on 3rd September 2018.

7.3 It will be a recommendation that the governing body also receive awareness raising training (May 2018) The nominated governor will be offered opportunities for more specific training and will be invited to staff training.

The Designated Safeguarding Person at this school is: -

Mr Luke Mansfield (Head Teacher) Level 2 training (21st november 2018)

The Deputy Designated Safeguarding Persons for child protection at this school are: -

Mrs Karen Hollings (Deputy Head Teacher) Level 2 training - (in November 2019)

The nominated governor for child protection at this school is: -

Mrs Elaine Bryant

The local authority Education Safeguarding Officer is: -

Mrs Nicola Davies and can be contacted at: -

Phone- 01633 656656

The local authority Designated Lead Officer for child protection is: -

Mr Mike Sloan can be contacted at: -

Phone – 01633 656656

The local authority Designated Officer for Prevent: -

Mrs Heather Powell – 01633 656656

Social Services can be contacted as follows: -

Children's Duty desk - 01633 656656

Out of hours' number – 0800 3284432

Covid 19 safeguarding/child protection policy

Duty to Report Safeguarding Issues: Information for staff and volunteers during COVID 19 (school closure/partial closure)

Whether learners are at home or in the classroom, safeguarding and the welfare of learners is paramount and takes precedence over all other considerations. At all times practitioners should continue to follow the school or setting's safeguarding policies. All issues relating to online safeguarding should be dealt with in the same way as face-to-face teaching or interactions.

The Social Services and Well-being (Wales) Act 2014 specifies the duty placed on practitioners and partners (under s.162 of the Act) to report both adults and children where they have reasonable cause to suspect the criteria regarding risk of harm is met.

A referral must be made whenever a professional has concerns about a child under the age of 18 years.

Remote learning and safeguarding

Schools should include their guidance for practitioners on remote learning and information for learners/parents and carers.

The school/setting's policies for online safety; staff and learner well-being and safeguarding and distance learning should reflect how video-conferencing and live-streaming will be carried out and monitored.

Refer to:

<https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice/>

This policy was updated in September 2020 by Mr Mansfield - Headteacher

This policy was presented and accepted by the Governing Body on: January 2020

Signed: Cllr. Deborah Davies (Chair)



The staff were made aware of this policy and or updates in: January 2020

This policy will be reviewed in: January 2021.

Appendix A

Associated Policies, Guidance and Advice

www.wales.gov.uk/educationandskills

- All Wales Child Protection Procedures- April 2008
- Safeguarding Children: Working Together Under the Children Act 2004
<http://gov.wales/pubs/circulars/2007/nafwc1207en.pdf?lang=en>
- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. (January 2015)
<http://learning.gov.wales/docs/learningwales/publications/150114-keeping-learners-safe-en.pdf>
- Safeguarding in Education: handling allegations of abuse against teachers and other staff – circular 009/2014 (April 2014)
<http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>
- Disciplinary and dismissal procedures for school staff- circular 002/2013 (replaces circular 007/2001)
<http://gov.wales/docs/dcells/publications/130227disciplinaryanddismissalen.pdf>
- Procedures for Whistle blowing in Schools and Model policy- Welsh Assembly Government circular 036/2007
<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>
- Procedures for reporting misconduct and incompetence in the education workforce in Wales-Welsh Government 168/2015 (replaces 018/2009)
<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>

- Safe and effective intervention-use of reasonable force and searching for weapons, Welsh Government circular 097/2013 (replaces 041/2010).
<http://gov.wales/docs/dcells/publications/130315safe-effective-en.pdf>
- Education Records, School Reports and the Common Transfer System-National Assembly for Wales circular 18/2006
<http://gov.wales/docs/dcells/publications/060707-education-records-en.pdf>
- Information and Guidance on Domestic Abuse: Safeguarding Children and Young People in Wales 2010 (Welsh Assembly Government)
<http://learning.gov.wales/docs/learningwales/publications/130509-domestic-abuse-safeguarding-en.pdf>
Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales
<http://gov.wales/docs/dsjlg/publications/commsafety/151020-whole-education-approach-good-practice-guide-en.pdf>
- Children Missing from Education WG circular 002/2017 (replaces circular 006/2010)
<http://learning.gov.wales/docs/learningwales/publications/170323-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf>

Other relevant legislation:

- The Children Act 2004
- The Education Act 2002
- The Education Act 2011
- The Human Rights Act 1998
- The Data Protection Act 1998
- The Children Act 1989
- Social Services and Well-being (Wales) Act 2014

Hyperlinks to websites that have important links to Safeguarding, and in particular Child Protection (This is not an exhaustive list)

- www.wales.gov.uk
- www.ewc.wales
- www.governorswales.org.uk
- www.thinkuknow.co.uk
- www.wales.gov.uk/domesticabuse
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Primary_Duty_Guidance_England_Wales_V2-Interactive.pdf

SEWSCB documents can be found on their website: www.sewsc.org.uk

Appendix B

Definitions of Child Abuse and Neglect

A child is abused or neglected when somebody inflicts harm, or fails 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 a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

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 caregiver fabricates or induces illness in a child who they are looking after.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment 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 in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, 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. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

Appendix C

Transfer of pupil safeguarding records

PART 1: To be completed by sending school

- When you know that a child on the CP register (or where there are safeguarding concerns) is moving schools contact the DSP at the receiving school within 2 days of the child leaving your school to share information.
- Please ensure that the safeguarding file is passed to the Designated Senior Person at the receiving school **using a secure method of delivery** with Part 1 of this form completed. It should be marked as 'confidential for the attention of the DSP only'.
- The file should be transferred within 10 working days
- You are advised to keep a copy of this form for your own records.

NAME OF CHILD	
DOB:	

NAME OF SCHOOL SENDING SAFEGUARDING FILE:	
ADDRESS OF SENDING SCHOOL:	
DATE FILE SENT:	
NAME OF DESIGNATED SENIOR PERSON (DSP)FOR SAFEGUARDING:	
METHOD OF DELIVERY:	
SIGNATURE:	

PART 2: To be completed by receiving school

- Ø Please complete and return this form to the DSP listed in Part 1 above.
- Ø If you choose to return this form electronically, please ensure this is completed securely.
- Ø You are advised to keep a copy of this form for your own reference.
- Ø The safeguarding file should be stored securely, and away from the main pupil file.

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS:	
DATE RECEIVED:	

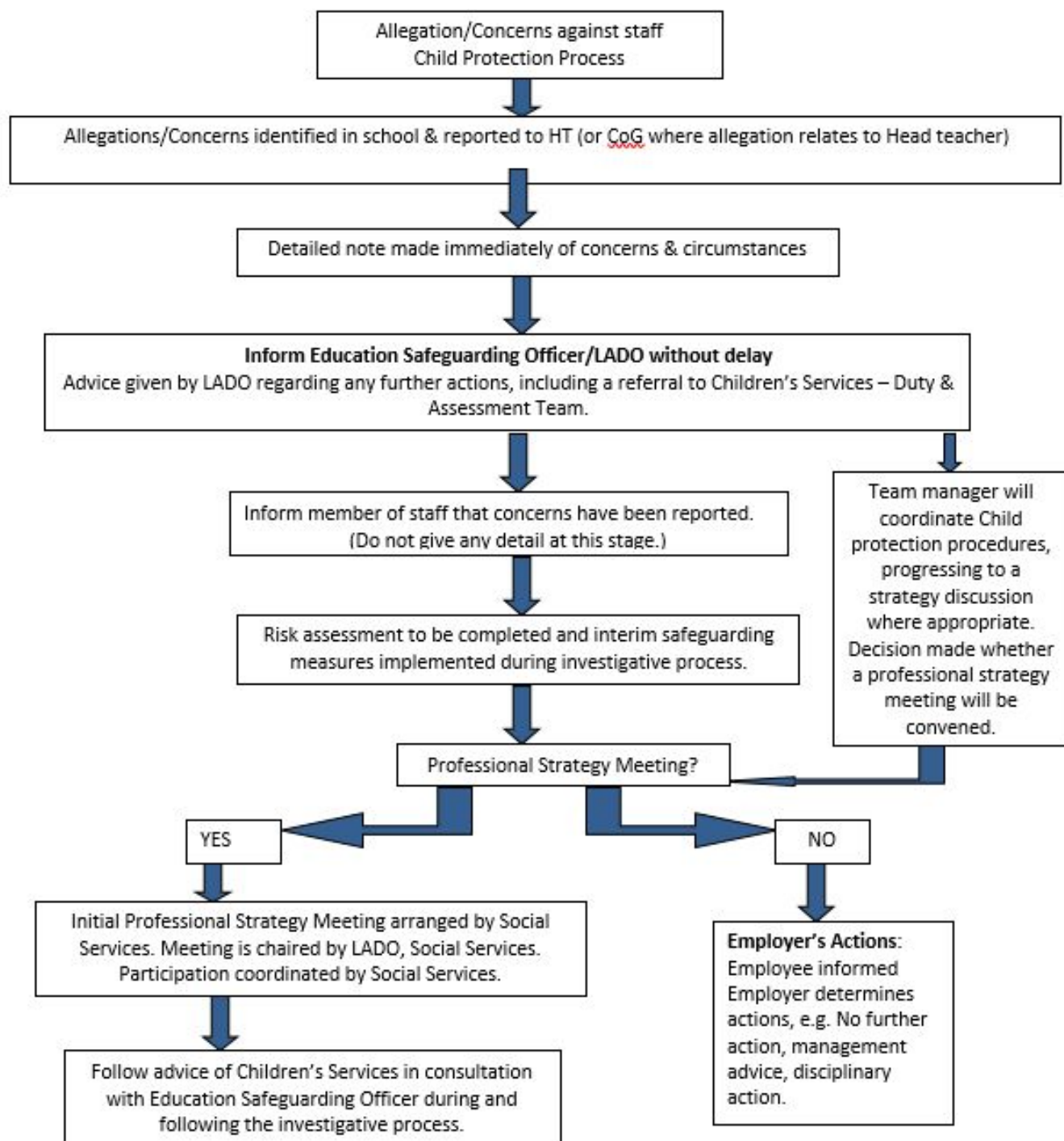
NAME OF DESIGNATED SENIOR PERSON (DSP) RECEIVING FILE:	
IS THE FILE INTACT ON RECEIPT?	
SIGNATURE	

Appendix D - Professional Allegations

This Flowchart should be used as a brief checklist of procedure for allegations/concerns against a professional in school.

Detailed procedures are outlined in All Wales Child Protection Procedures 2008, Section 4.

Also refer to Safeguarding Children In Education: Handling Allegations of abuse against teachers and other staff 009/2014



Appendix E

Policy Statement

Community Cohesion – Preventing Extremism

Our school is committed to providing a safe environment for all of our students, 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 us '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 students, 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 young people with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way. This way our students 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 is to 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 students, and where a Multi-Agency Referral Form leads to one of our Students 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.

Key Points of Contact

Prevent Lead for NCC: Mrs Shareen Williams – 01633 210446

Reference Material

Respect and resilience - Developing Community Cohesion - A Common Understanding for Schools and their Communities

<http://gov.wales/docs/dcells/publications/110209respecten.pdf>

Respect and Resilience – Developing Community Cohesion (updated January 2016, 196/2016)

<http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf>

Respect and Resilience – Developing Community Cohesion: Assessment tool:

<http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf>

E-learning training on PREVENT: <https://elearning.prevent.homeoffice.gov.uk/>

Free online resource: http://course.ncalt.com/Channel_General_Awareness

Channel Guidance: <https://www.gov.uk/government/publications/channel-guidance>

Prevent Duty Guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>

Website: <http://educateagainsthate.com> Resources for parents and teachers

Tackling Hate Crimes and Incidents: A Framework for Action

<http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework-en.pdf>