

Safeguarding in Neath Port Talbot 2018-2019

Section 1

How well does the local authority discharge its responsibilities for managing safeguarding and child protection across the education service it provides and commissions?

Does the local authority have clear policies, procedures and guidance which cover its responsibilities for safeguarding children in the education services it provides or commissions?

How well do the policies reflect the model in Circular 158/2015 Keeping Learners Safe by including sections on:

- prevention through the teaching and pastoral support offered to learners?
- procedures for identifying and reporting cases, or suspected cases, of abuse?
- support to learners who may have been abused?

Are policies, procedures and guidance reviewed each year?

Response 1

All schools in Neath Port Talbot have adopted both the local authority model safeguarding policy and agreed ERW child protection policy. Both of these documents have been developed around the “Welsh Government Keeping Learners Safe” guidance and are periodically reviewed as required. Changes are disseminated widely to all schools and internal education service areas and are available on the Council’s intranet. To reduce the number of safeguarding policies in circulation and ease confusion, the local authority has combined these two policies into one concise document. A copy of the authority’s Safeguarding Children and Promoting Welfare policy is attached as appendix A . The document has been updated and disseminated in line with the Social Services and Wellbeing (Wales) Act 2014. Further updates will be made and disseminated as new statutory guidance is finalised.

The Education Safeguarding Officer provided safeguarding input into the procurement and tendering process for new Families First services. This ensures that those external organisations that tender for commissioned services have their safeguarding arrangements robustly tested. In terms of external education providers, the authority recognises that there remains a piece of work to be undertaken in testing safeguarding arrangements and ensuring it is satisfied of systems that are in place to protect children whilst engaged with other educational providers. This area of work will be developed and driven forward as part of the Welsh Government launch into the national review of EOTAS services and providers later in the autumn term. A scoping exercise has been commenced to identify what providers are currently being used by our schools, as it is their responsibility to ensure all appropriate safeguarding checks are in place when making their own arrangements. This scoping exercise requires further development and checking with schools prior to the local authority ‘dip testing’ some of the providers to ensure safeguarding arrangements are in place and are being checked by schools.

Section 2

Does the local authority provide clear guidance to all its education service providers, including its schools, about child protection policies that reflects the model in Circular 158/2015 Keeping Learners Safe, including advice on:

- procedures for identifying and reporting cases, or suspected cases, of abuse?
- support to learners who may have been abused?

Response 2

The local authority employs an officer centrally to the role of the Education Safeguarding Officer (ESO). The principle function of this post is to support schools in relation to all safeguarding matters and act as a bridge between education services and Children's Services that sits within Social Services. On occasion, this role will be required to rigorously challenge where areas of concern are highlighted.

The ESO attends numerous multi-agency meetings representing education including all Professional Abuse Strategy Meetings (PASM), as a core participant.

Neath Port Talbot schools use the child protection policy provided by ERW. Changes to the policy are disseminated widely to all schools and internal services. A copy of the model ERW policy is included as part of the authority's Safeguarding Children and Promoting Welfare policy and is attached as appendix A. The document has been updated and disseminated in line with the Social Services and Wellbeing (Wales) Act 2014. Further updates will be made and disseminated as new statutory guidance is finalised.

Each school has a Designated Senior Person and Deputy Designated Senior Person for child protection (in line with Keeping Learners Safe), who are generally senior members of staff of the school. In addition, each governing body will have an identified governor with responsibility for safeguarding.

The local authority provides schools and other education service areas with model/template policies that cover a wide range of safeguarding matters, including those that are part of the Keeping Learners Safe circular. These policies are available to download on the authority's intranet site. Such policies include:

- Safeguarding and Promoting Welfare in Education, Leisure & Lifelong Learning, September 2016 (appendix A)
- Risk Taking Behaviour Practice Guidance (appendix B)
- ERW Model Child Protection Policy (appendix A and separately as appendix C for ease of reading and updated in line with Social Services and Wellbeing (Wales) Act 2014)

Posters with contact details are widely displayed on noticeboards in prominent areas around schools and other service areas where children and parents are likely to be present. The authority is currently developing a new style replacement poster that will include photographs of the Designated Senior Person, Deputy DSP and Governor with responsibility for Safeguarding. The new posters will be condensed and easier to read. A child friendly version will also be made available.

Safeguarding training events are held regularly with a target audience spread across all areas of education.

Attendance is a mandatory requirement and will include teachers, support staff, cleaners, lunchtime supervisors, governors and local authority education staff who visit schools on a regular basis. For the past two years the local authority has organised an annual safeguarding conference, both have had an excellent attendance rates. Topics

covered at the last conference included sexually harmful behaviour, children's rights perspective and safer recruitment.

Annually each school will hold their own whole school safeguarding training session targeting all teaching and support staff, including ancillary staff and volunteers.

The Council's HR Service provides regular training for governors and headteachers in how to manage allegations against staff.

The ESO also provides safeguarding awareness sessions for governors via the governor support-training programme.

Section 3

Does the local authority have a designated person for the management and oversight of child protection and safeguarding issues in education?

If yes, please provide contact details and management information.

What added value does this post bring to the management of safeguarding and child protection in the local authority's education provision?

Response 3

The authority created the role of Child and Vulnerable Adult Safeguarding Officer (CVASO) approximately 15 years ago. In 2018 the role has become the Education Safeguarding Officer (ESO). The role is currently occupied by Sam Jones who is the directorate lead person for safeguarding. Email address is: s.jones3@npt.gov.uk Tel: 01639 763363 Mobile: 07855 079790.

In the absence of the ESO, schools can contact John Burge, Manager of the Schools and Family Support Team, Chris Millis, Head of Participation or Children's Services (SPOC) directly for urgent advice.

The added value that this role brings to the local authority is the ability to provide consistency across schools and central service areas in terms of advice, support, training and challenge. The post holder regularly interacts with other Council departments and with Western Bay SCB. The post holder represents the local authority's safeguarding interests on a variety of levels both locally and nationally across Wales.

Mrs Jones has worked in Education for 22 years, in schools and as an Education Welfare Officer and has been involved as a Local Authority lead in safeguarding and child protection in Education for 14 years. She has experience of working with a variety of agencies, education, Local Authority, Safeguarding Children Boards and Welsh Government on the safeguarding agenda.

Section 4

How well does the local authority address the specific safeguarding needs of individual children, and in particular looked-after children, in addition to those identified for the general population involved in its education provision?

Response 4

Neath Port Talbot's approach to safeguarding and the advice provided will always be individual based and each child involved in a particular situation will be considered separately. A case study to reflect this is provided at appendix D.

The ESO will provide regular support visits where complex safeguarding needs are identified (pupil and school based needs). Positive links with professionals in our partner agencies e.g. clinical nurse specialist for health visiting (based in the children's services single point of contact team), school health nurses, WGCADA young person's drug worker, RADS & Wellbeing Team. An example of a live case study to reflect working together with outside agencies can be found at appendix E.

Positive links are shared with professionals in other agencies who deliver bespoke packages to pupils i.e., Women's Aid & NSPCC. Women's Aid via the Spectrum Project provide sessions in our primary (foundation and KS2) and secondary (years 8 and 10) schools regarding healthy relationships; NSPCC offer an assembly to our Year 6 pupils, followed by a face to face session exploring safeguarding and wellbeing.

The local authority Safeguarding Conference's has a target audience of Head teachers, Chair of Governors and school Designated Persons. Barnardo's delivered sessions focussing on inappropriate sexualised behaviour (ISB) and risk taking behaviours; encompassing the 3-18 year pupil age range. The latest conference topic was developed as a result of consultation with schools around developing issues. Attendance was excellent and feedback from these sessions was positive (appendix F).

The authority has a framework in use that assists schools to support those pupils who exhibit inappropriate sexualised behaviours and to support the pupil victim. Training has been delivered to Designated Senior Persons in the use of the framework. There is a requirement for all incidents of ISB to be reported to the ESO for monitoring purposes and a discussion in respect of each incident takes place. Where there is a need for a risk assessment and/or safety and support plan to be implemented, the ESO will assist the school to develop and implement this. Examples of such forms in use can be found at appendix G and H.

Schools have access to Barnardos and members of NPT's Well-being Team who provide advice, support and resources to be used with individual children and pupil groups. Where necessary, referrals are made to the Children's Services intake team, and on occasion direct to the Police.

A necessary part of promoting the needs of our pupils is professional challenge and whilst we have a formal, Western Bay Safeguarding Children Board (WBSCB) guidance to support the resolution of professional difference (copy available at appendix I). Separate to the more formal professional difference route that is available, runs less formal but more effective, multi-agency mechanisms to discuss where there is difference or a lack of understanding to rationale. Children's Services front door peer review meetings are held monthly to discuss issues of concern that can be resolved through dialog with one another. These meetings are attended by the manager of the single point of

contact team (SPOC) within social services, manager of team around the family (early intervention service), education, health and police representatives. Any agency can refer a case for discussion and as a multi-agency group, representatives can explore the supports open to families and discuss issues that are not working as well as they should. Often a co-ordinated early intervention approach is far more effective for families in terms of outcomes and timescales.

Each school has a named designated LAC person with responsibility for identifying pupils who are looked after and ensuring that their individual needs are met and reporting to the designated LAC link governor. This designated person acts as a central point of contact for each school; coordinating school's contribution to education planning (PEPs) and attending LAC reviews. The education interface of the Children's Services database has been created to provide schools with basic relevant information regarding their pupils on the C.P register and/or looked after e.g. care arrangements, up to date contacts (Social Worker, G.P, carer, fostering social worker) and dates of forth coming C.P. conferences and LAC Reviews.

Since the redirection of LAC PDG (April 2015) the Neath Port Talbot LACES team has expanded in capability and capacity, and therefore has the effective ability to support both schools and individual pupils. Led by the LAC Education Coordinator, the LACES team provide a wide range of individual needs led support, interventions and extra-curricular opportunities, to ensure participation and enjoyment of learning for children 'looked after', adopted and subject to special guardianship order. The team builds capacity within schools to better meet the individual needs of pupils who have experienced relational trauma, and support individual pupils to understand and regulate their own emotions whilst respecting the feelings of those around them and supports Children's Services staff and carers to reduce barriers to learning.

Progress of pupils 'looked after' who are placed out of authority are monitored via the multi-agency (Children's Services, Education and Health) Complex Needs Panel. Where a pupil may be placed within independent provision, Welsh Government consent to place is requested. There are well-established communication links between Children's Services social workers, the LACES team and the LAC Health Team. There is a strong network with good communication links between LAC Education Coordinators across Wales.

Section 5

Management of allegations against staff

Does the local authority refer and report all incidents of alleged professional abuse to a professional strategy meeting?

How well does the local authority ensure providers comply with the guidance for managing staff disciplinary following such allegations?

Response 5

Allegations of professional abuse are discussed with the ESO or her delegate. A decision is reached regarding threshold and whether the matter is a safeguarding issue or one of pure conduct. If the allegation indicates harm, or likely harm, a referral will be made as per Safeguarding Children; Working together under the Children Act 2004. Referrals are submitted to Children's Services within Social Services direct by the individual expressing concern. An assessment will be made within Children's Services whether there is a need for a professional abuse strategy meeting. Not all allegations will meet the requirement for such a meeting with those not meeting this threshold being referred back to the school for consideration under other schools policies such as the discipline policy.

Alongside this; the formal whistleblowing process (see Policy) and how to access this is highlighted to all staff during safeguarding training sessions. Where there have been specific issues in schools, the ESO will offer an awareness raising session on this topic.

In terms of outside education providers, there is still work to be undertaken in this area, as per comments earlier within this paper. However, in relation to recruitment agencies (supply agencies) operating in the Neath Port Talbot area that wish to engage with our schools these are vetted and interviewed prior to agreement of their inclusion on an approved list (further details are provided as part of the safe recruitment area below). During the audit process there will be an examination of all of the agencies safeguarding processes which will include testing as to their policies and procedures in relation to the receipt of an allegation against a member of their agency as well as being asked to comment on a scenarios presented to them and how they would respond in such a circumstance.

If there were a need for a professional abuse strategy meeting to discuss an agency/supply employee the ESO would also attend that meeting to represent the interests of the local authority and ensure any practical response of the agency was acceptable to the local authority.

The guidance documents that the local authority and schools follow are:

- The Welsh Government guidance document “Safeguarding children in education: handling allegations of abuse against teachers and other staff”.
- Neath Port Talbot HR Code of Practice for Staff on Child Protection
- Neath Port Talbot HR Disciplinary Procedure for Staff in Schools

Section 6

Safe recruitment

How well does the local authority manage its responsibilities for safe recruitment through pre-employment identity and qualification checks for local authority staff, and for all school staff and volunteers (including any directly recruited through the school)?

Is there a record that all staff appointed after 2002 have a CRB/DBS check?

How well does the local authority ensure that there is a record of which governors have CRB/DBS checks, and risk assessments for those who do not?

How well does the local authority ensure its education services have robust risk assessments for volunteers that work under supervision in education settings, and which clearly set out criteria for whether they require a CRB/DBS check or not?

How well does the local authority know which volunteers working in its education settings on a frequent or intensive basis have up-to-date CRB/DBS checks?

Response 6

The authority has a robust system in place for managing safer recruitment. Where there is a need to employ someone to a post that has contact with children, potential applicants are advised early at the advertising stage that they will be required to apply for an enhanced DBS check prior to commencing employment.

Those engaged at school level will have all pre-employment checks conducted by the school. The Council has a model pre-employment policy titled “Safe Recruitment Policy and Procedure” (appendix J). This policy is located on the authority’s intranet site for schools. In addition, the authority has a policy for the engagement of volunteers (appendix K). Both policies have been recommended to schools for adoption. Those that are centrally employed will have their pre-employment checks undertaken by the Council’s central HR Department.

Both schools and central services are subject to regular formal internal audit checks that will include a test for safer recruitment practices. Copies of the audit report are provided to the school, Director of Education and Wales Audit Office for information. The local authority monitors these reports for areas of weakness or in need of improvement and provides necessary support and/or intervention to secure the change required. A summary of these audits are presented to Head teachers, referring to good practice and areas for development. The Council has in place an elected Members Audit Committee that also has a monitoring and scrutiny role in relation to all audit reports.

A register of DBS checks undertaken is held by the Council’s HR Service on a central database. This database is used by Audit Officers to confirm employees have a required DBS check prior to the commencement of duties as part of the internal audit check referred to above. The Council does not have a policy for the re-checking of staff on a rolling basis, however, a new DBS check is required when an employee changes or moves post, including within the same

school. Portability is permitted in limited circumstances, subject to conditions outlined in the safer recruitment/pre-employment policy.

Every governing body in Neath Port Talbot has adopted a policy that requires governors to undertake an enhanced DBS check. Individual schools are responsible for undertaking these checks upon election of governors to office and should be renewed every four years in line with any re-election. Other than for Local Authority appointed governors where the administration of their appointment/election is completed centrally by the governor support service, until November, 2017 there was no method of testing and ensuring schools are routinely undertaking these checks, however, internal audit now include this check as part of their routine auditing of schools.

Recruitment agencies (supply agencies) wishing to engage with Neath Port Talbot schools to offer their services are vetted, interviewed and assessed by Neath Port Talbot officers to test their pre-employment checks and satisfy the authority that the individual agency has rigorous and robust methods of managing safeguarding, training and allegations against its workers. Currently there are approximately 45 individual agencies operating in Wales. To date, approximately 25 have approached the local authority to request that their organisation is recognised and included on the local authority's approved agency list. The list currently comprises of 19 agencies that have successfully passed the audit with the remaining six either being rejected or recommendations provided to them of further developmental work being required prior to the local authority reconsidering them further.

Numerous agencies subject to this audit testing process have commended the authority for its approach to satisfy itself in relation to safer recruitment with many stating that the method is unique to Neath Port Talbot and something that no other local authority has asked them to undertake.

A decision has been undertaken this year to undertake Safeguarding reviews on a two-yearly basis. This means that from the Autumn term 2018 Safeguarding Reviews will be undertaken in each of the LA's schools on a two-yearly cycle. The reviews are undertaken by a team of peer reviewers; some of whom are head teachers, designated persons, senior officers and challenge advisers. The ESO oversees the programme of visits and an evaluation has been undertaken, which is very positive and reaffirms the value of the reviews. As part of the review visits, the peer reviewer will have access to the schools safer recruitment documentation and latest internal audit report. Pupil interviews are undertaken where children are asked whether they feel safe and happy in their school environment. A template of the peer review evidence assessment sheet is attached as appendix L. Welsh Government have expressed a particular interest in the work that NPT have been undertaking in this area with Stephen Gear (WG) having shadowed a health check peer review upon his own request. Neath Port Talbot local authority was part of a small pilot commissioned by Welsh Government to roll out across Wales a national audit tool for reviewing safeguarding arrangements in schools and education settings. The new national toolkit was rolled out across Wales during the summer, 2018.

Following significant interest from Welsh Government in the Review process in NPT an All Wales audit tool was developed by the Safeguarding in Education Group (SEG). The tool itself is a school-based audit and as an authority we have decided to utilise this as part of the safeguarding review process. By making minor adaptations to the end of the document it now forms the basis of the review and one has already been completed with positive feedback.

Following the positive evaluation and the-roll-out of the All Wales tool, reviews are now earmarked to begin in the Spring term 2019.-This decision was following a meeting with reviewers which highlighted some lack of clarity during the period of change in LA lead.

The process is largely a supportive measure, which aims to identify any deficiencies and provide an approach to rectify and assist with the development of a positive safeguarding culture that the whole school can understand and engage with.

The provision of a peer review is also offered to schools where additional support might be required to streamline a process, reinforce an area of practice or to explore new ways of working where the beginnings of a concern are identified. It is planned that by the proactive use of peer reviews in this way we will not only assist schools to become more open and receptive of guidance and support, but is also a positive means of sharing, already existing good practice amongst schools.

In the first three years since the introduction of the School Health Checks, the Peer Review Team have identified six schools where safeguarding was deemed to be in need of additional support and guidance. For these schools a tailored action plan was quickly developed and monthly support provided to the school. The lead person, alongside the challenge advisor, linked in directly with the head teacher to support progress against the plan, ensuring the improvement of safeguarding practice and systems.

Section 7

Safeguarding training

How well does the local authority ensure that:

- all staff and volunteers working in education provision have safeguarding training approved and receive training in a timely way?
- designated staff receive training in inter-agency working?
- all temporary staff and volunteers are made aware of child protection policies and procedures?
- all staff are kept up-to-date through regular refresher courses?
- all training remains appropriate and up to date through regular and robust evaluation?

Response 7

The ESO has provided update training for Designated Senior Persons to share information on emerging issues. Training for Designated Senior Persons will continue to be offered to new DSPs as well as providing refresher training on a bi-ennial basis. A copy of the current PowerPoint training presentation is attached as appendix M and N. The training provides for a train-the-trainer approach and will ensure there is someone within the school with the most recent knowledge of current safeguarding matters and someone who can coordinate a school wide approach to safeguarding.

As per Keeping Learners Safe 158/2015 all staff and volunteers working in our schools receive an annual safeguarding update; this is delivered by the Designated Senior Person using a presentation which is updated as required and provided to them by the ESO (Appendix O). This academic year the ESO undertook some enquiries with DSPs about the training and on that basis produced a shorter 'refresher' presentation for existing staff who had previously undertaken the training as well as a basic awareness presentation for any new staff. The feedback from this has been extremely positive.

Details of multi-agency training are made available to the Designated Senior Person and they are actively encouraged to attend.

Each school will have a process in place to ensure that all temporary staff and volunteers are made aware of child protection policies and procedures. Some schools will have a leaflet to be read before commencing their duties; some schools choose to deliver a face-to-face briefing.

In addition, Safeguarding induction for NQTs is covered in three ways, firstly through the induction process expected of schools when a new member of staff commences work; second via the annual whole-school training for safeguarding, which in the vast majority of schools takes place during the first INSET day of each academic year, and thirdly, the ESO provides bespoke safeguarding training specifically for NQTs which is always held annually during the first half of the autumn term when it is needed the most to assist NQTs in their new roles.

The ESO updates and refreshes the training packages as policy, legislation and guidance changes. The training packages are also updated to include recommendations from child practice reviews and emerging themes identified via attendee evaluation forms.

Face-to-face Child Sexual Exploitation training has been delivered to all Designated Persons and there is a requirement for CSE awareness to be cascaded by the Designated Person to all staff within their school by the LSB, which is currently being rolled out. A copy of the presentation pack in relation to CSE is attached as appendix P. As of October, 2017, 77% of all school-based staff received training in CSE. Rollout will continue to cover all staff. Awareness of CSE is also captured within the annual safeguarding update, which is provided to Designated Persons by the ESO.

Face-to-face training has been delivered to all Designated Persons in respect of the Violence Against Women; Domestic Abuse & Sexual Violence Act 2016 (VAWDASV) and there is a requirement for e-learning to be cascaded, by the Designated Person to all staff within their school which is currently underway. A copy of the presentation pack is attached as appendix Q. As of October, 2018, 44% of all school-based staff received training in VAWDASV. Rollout will continue to cover all staff. Awareness of VAWDASV is also captured within the annual safeguarding update, which is provided to Designated Persons by the ESO.

As part of the two yearly safeguarding review, the school's training log will be considered and alongside interviews with staff, the peer reviewers and ESO are able to identify where there have been gaps in delivery of training and/or gaps in knowledge. Further evidence of the need for appropriate training is gathered via a walkthrough of the school and through generally observing the information boards lining the corridors and reception areas.

There is far greater challenge provide to schools now than there was five years ago as a result of the introduction of a number of measures. These include:

- i) the creation of the fortnightly education Safeguarding Reference Group where all cases involving allegations of professional abuse are monitored for progress from the point of receipt of the disclosure to the closure of the case which might include the dismissal of the member of staff. Two examples of the challenge the group has raised recently include: Challenge regarding the decision to take a case to PASM when the information actually identified the member of staff acting appropriately to safeguard a child in danger. Challenge over the response regarding a child who managed to leave school grounds unnoticed and walk to his grandmother's house. The Group have also recently included a member of the Health and Safety Team to its membership acknowledging the considerable and frequent crossover between safeguarding and health and safety.
- ii) the introduction of the school safeguarding reviews have given schools and the local authority an added dimension to understand how well individual schools are performing in relation to safeguarding and where there are weaknesses. Peers reviews have been welcomed by schools as a mechanism to assist with safeguarding self-evaluation needs and sometimes to allow for 'fresh eyes' to identify something that cannot be seen by someone so close to home.
- iii) Internal audit test for pre-recruitment checks including the requirement for DBS checks. These checks were extended to include governors from November, 2017.

Section 8

Safety and wellbeing of children in local authority education services

How well does the local authority discharge its duty to work in partnership in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”

How clear and robust are the local authority’s policies and guidance that address its duties to prevent people being drawn into radicalisation and terrorism?

Do they comply with Section 26 of the Counter-Terrorism and Security Act 2015?

How well does the local authority monitor incidents related to radicalisation in its schools?

How robustly does it report issues and incidents to elected members?

Response 8

The LA has a Prevent Action Plan that is reported to Community Safety & Public Protection Scrutiny – Sub Committee. It is not appropriate to share the details of each case with Members but they are made aware of the activity level. The Cabinet Member for Community Safety, together with the Leader and Chief Executive receive more detailed briefings. The CONTEST Board has agreed that cases dealt with are reflected upon to see if there are any additional actions that should be set in motion. The Council actively participates in the regional arrangements and takes its turn in chairing the Group. The Group includes representation from a variety of partners including Health, The Welsh Extremism and Counter Terrorism Unit, Religious organisations, Probation, Prison and Community Safety. Information

is available in order to advise Members on how the new duties and responsibilities applied to local authorities following enactment of the Counter-Terrorism and Security Act 2015 are being met. An example of this would be permission to obtain delegated authority from the Regeneration & Sustainable Development Cabinet Board to adopt the Venue Hire Policy to comply with s 29 and section E paragraph 45 of the Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015. Local authorities generally, are discharging the PREVENT duty through local multi-agency PREVENT Action Groups. In Neath Port Talbot, the group will convene twice a year to ensure the work in the Action Plan is discharged.

To enable the Local Authority to discharge this duty the Neath Port Talbot Prevent strategy has three specific strategic objectives

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

To date we have

- Set up a Channel Panel and dealt with referrals and monitoring case via the Channel process.
- Participated in the Western Bay CONTEST Board. As the chair rotates, Neath Port Talbot will Chair the meetings from Oct 2018 – July 2019
- Undertaken a Peer Prevent review

- Accredited 12 trainers and rolled out Workshop to Raise Awareness of PREVENT (WRAP) training to 800 employees and Councillors
- Drafted a venue hire policy
- Set up a PREVENT Action Group (PAG) with the Community Safety Partnership (CSP).

All Designated Senior Persons have received face-to-face PREVENT training with the requirement for them to ensure all staff in their schools undertake the e-learning package provided. A copy of the presentation pack is attached as appendix R. As of October 2017, 49% of all school-based staff have received training in PREVENT. Rollout will continue to cover all staff. Awareness of PREVENT is also captured within the annual safeguarding update which is provided to Designated Senior Persons by the ESO.

The ERW developed safeguarding/child protection policy, which has been adopted by all of our governing bodies, includes detail regarding radicalisation, recognition, reporting and responding. The Council is working alongside South Wales Police on cyber security, which will include on-line grooming. A BMA Community Association has recently been established and the Council intends working with community partners to improve community intelligence.

NPT is the first local authority in the UK to undertake a peer review of its arrangements and updates are reported to Members on progress through the School Standards Monitoring Group.

Section 9

How clear and robust are the local authority's policies and guidance that address anti-bullying, racist abuse, discrimination and harassment?

Do they comply with the Human Rights Act 1998 and Equality Act 2010?

How well does the local authority monitor these incidents in its schools?

How robustly does it report this to elected members?

Response 9

Bullying is one of the key issues about which children and young people express their concern. The local authority affirms the right for every child to be safe to learn, to develop healthy relationships and to achieve optimally.

Victims need to be kept safe and bullies need to be helped to change their behaviour and have the opportunity for any underlying emotional needs to be met. Specific support should be established for the most vulnerable, including those with protected characteristics and additional learning needs. As per Respecting Others anti-bullying guidance circular 23/03 and Respecting Others an anti-bullying overview 050/2011; these documents set out general advice for our schools on developing a whole-school policy on bullying. An example of Dwr Y Felin Comprehensive School's anti-bullying policy is attached as appendix S. All schools are aware that they are required to report incidents of racial bullying, discrimination or harassment and, if deemed necessary, these will be followed up and supported by the local authority.

They are aware that the Personal and Social Education framework for 7 to 19-year-olds in Wales requires schools to teach pupils how to recognise and challenge effectively expressions of prejudice, racism and stereotyping.

Schools are referred to the Show Racism the Red Card website (<http://www.srtrc.org/home>) which has very many resources and publications, some bilingual, that can aid schools in delivering anti-racism lessons. The LA has encouraged and facilitated opportunities for Show Racism the Red Card to engage with our schools. This could be facilitated through dedicated school visits and workshops as outlined on the SRTRC website. A bespoke training event was held during September 2018 for Neath Port Talbot Governors by SRTRC which was well attended.

From the analysis of the Estyn questionnaires sent to pupils from 2010-2016, 99% of all primary pupils agree that they feel safe in their school, higher than the national average. Secondary pupils strongly agree that they feel safe, 11% higher than the national average. At secondary, 90% felt the school deals well with bullying (7% higher than national average). In addition, 98% of primary pupils know who to speak to if they feel upset, the same as the national average. NPT secondary schools exceed national averages in all questions whilst primary pupil responses are similar to all Wales averages.

All of our schools engage actively in the national anti-bullying week; once again anti-bullying week coincides with National Safeguarding week with a specific focus for the Western Bay Safeguarding Children's Board being During this week schools have a range of activities planned that will cover both anti-bullying and safeguarding.

Safeguarding reports have been presented to Children, Young People and Education Scrutiny Committee based on safeguarding children and families in NPT. Any safeguarding concerns can be raised by schools during the termly School Standards Partnership Group, chaired by the Cabinet member for Education Leisure and Lifelong Learning.

The Strategic Equality Plan annual report and Assessment of our performance 2016-2017 is reported to the Policy and Resources Committee. In Wales, specific duties have been introduced to help us carry out the public sector duty and these include the production of a Strategic Equality Plan (SEP) and the development and publication of equality objectives. This Annual Report is prepared under Section 16(1) of The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011. Over the year we have worked with representatives of the Black and Minority Ethnic (BME) Forum and Neath Port Talbot Council for Voluntary Service to recruit and appoint a development worker specifically to support the development of the Forum. This support will help develop the capacity and skills of its members, to empower them to participate fully in the wider community and provide a voice for, and be representative, of Black and Minority Ethnic communities in Neath Port Talbot.

Section 10

How clear and robust is the local authority's behavioural support policy?

How well does the local authority monitor incidents of physical intervention and restraint in its schools?

How robustly does it analyse this and where appropriately reports this to elected members?

Response 10

In terms of pupils with Social, Emotional and Behavioural Difficulties (SEBD) the local authority's procedures provides a clear process for schools to access support for pupils with SEBD. The document outlines the Neath Port Talbot Behaviour Continuum which was developed in partnership with schools and other key stakeholders, including elected members, pupils and parents following the review of inclusion in 2014 and the reorganisation and inclusion of the provision of pupils who receive their education otherwise than at school (2015). A copy of the procedures for supporting pupils with Social, Emotional and Behavioural Difficulties is attached as appendix T. The aim of the new continuum is to ensure pupils receive the right support and provision to meet their needs, first time every time. This will lead to a more pro-active approach to addressing the needs of pupils with SEBD focusing on early identification and intervention.

The continuum and behaviour procedures was formally launched in the spring of 2018 as part of the local authority's wellbeing conference. Two wellbeing groups have been established with primary and secondary school senior leaders along with a strategic group to monitor its implementation and effectiveness.

The Wellbeing Team has established a Young Persons Mental Health Forum with pupil representatives from all secondary schools in NPT, with the aim of gaining an improved understanding of how young people with mental health issues in NPT can be better supported.

A regular meeting of behaviour/pastoral leads from secondary schools as part of the 14-19 Learner Support Group and a working party of primary head teachers provides a forum to monitor and discuss the NPT Behaviour Continuum including the work of the Wellbeing Team and Cynnydd.

Reports relating to the use of physical intervention in schools are submitted to the School and Family Support Team as and when intervention is used. On a termly basis the Physical Intervention Monitoring Group (PIMG) meet to consider each report. A copy of the terms of reference of the PIMG is attached as appendix U. Due to a change in personnel, it was identified during 2017 that this group had not met for some time. The group has now been re-established and meetings have recommenced. As a result of the meetings restarting the group has already identified a lack of consistency across our schools in terms of both recording and reporting. In response to these concerns report forms have been updated and training sessions were held to raise awareness of the correct systems to be used.

This academic year the PIMG met and revisited the terms of reference acknowledging that the meetings were not effectively addressing them. The meeting had become a discussion over individual physical intervention forms that did not meet the threshold for the group. Many of these discussions related to incorrect forms being used. The group agreed that it needed to focus on the significant cases as per the TOR. A triage of forms submitted will be undertaken by a member of the Wellbeing team so that those with issues relating to forms or language used can be addressed immediately and the group can focus on those significant cases to identify patterns and areas for improvement.

Section 11

How clear and robust are the local authority's guidance on health and safety and off-site activities and its policy for risk assessments?

How well does the local authority manage first aid, drug and substance misuse, sex and relationships education, education visits, internet safety and the welfare of learners on extended vocational placements in its schools and other education provision?

Response 11

The corporate Health and Safety Section has, over several years, transformed the way in which it has provided support across the Council and to its schools, this is demonstrated in the substantial reduction of accidents since the introduction of OHSAS 18001 in 2006.

A key part of this transformation is attributable to the introduction of the Occupational Health and Safety Assessment Series, OHSAS 18001 as part of its commitment to a safer working environment. OHSAS 18001 is an internationally recognised standard for health and safety management, based on a process of continual improvement and is subject to an external audit process by a UKAS registered organisation. Neath Port Talbot gained registration to OHSAS 18001 in 2006 and we remain the only local authority in the whole of the UK to achieve and maintain this registration.

Part of the OHSAS 18001 registration involves BSI registered auditors visiting the authority every quarter to undertake audits on sections within the local authority. With regards to the education directorate, primary schools and comprehensive schools will form part of the audit programme and have been included since initial registration back in

2006. BSI produce a formal audit report following each visit which is issued to the Chief Executive, Directors, Heads of Service as well as team managers which will include details of any non-conformities raised during the audit and will also note opportunities for improvement.

OHSAS 18001 has played a significant role in setting a framework specifically for the Council, which has ensured consistency regarding key documents, has raised safety awareness and encouraged a safer working environment leading to year on year accident reduction.

The corporate Health and Safety Section has ensured that robust Health and Safety systems are in place for Neath Port Talbot, these include:

Improvements to the Health and Safety intranet site, introduction of 'Self Help' areas, review of the Safety Management System and the continuation of an annual internal and external audit schedule.

All services comply with the First Aid at Work regulations. This includes ensuring that provision for dealing with First Aid emergency is suitable and sufficient. Risk Assessments are in place for the provision of First Aid and appropriate training has taken place (Corporate Occupational Health and Safety Policy)

Neath Port Talbot actively promotes use of and provides support to schools in use of the Welsh Government 360 Degree Safe (e-safety self-review toolkit). This toolkit enables schools to benchmark, plan to address shortcomings and to celebrate success in all aspects of e-safety. Nearly all schools within Neath Port Talbot are engaged with the self-review toolkit and many have completed each of the available 28 aspects. Most schools attend termly DCF (Digital Competence Framework) update workshops; where a 'Citizenship' scheme of work has been shared for

implementation. This scheme of work has been approved by South West Grid for Learning/Welsh Government and encompasses all aspects of e-safety within the DCF. When pupils are interviewed by Challenge Advisers /Teacher Development Officers, nearly all pupils are aware of how they stay safe online and know who to report incidents to (if they occur). Neath Port Talbot provide a robust Internet filtering and monitoring system and is tailored for phases. The Internet filtering is in line with the Welsh Government Recommended Web Filtering Standards for schools in Wales.

The ESO links with the Neath Port Talbot SRE group. This group oversees the delivery of the Personal Social Health Education programme across our schools. By the end of the autumn term, 2017 we will see the first delivery of the “Hidden” resource to year 10 pupils. “Hidden” is the Barnardo's CSE resource, which is delivered to young people.

Following the inclusion review and the re-organisation of EOTAS (as referred to previously), all Neath Port Talbot pupils are on a school roll and it therefore remains the individual schools responsibility to ensure that substance misuse, sex and relationships education and the welfare of learners is maintained.

In relation to educational visits, the local authority is a participative member of the Outdoor Education Advisers’ Panel (OEAP). This UK national group provide leadership and management support for local authorities and schools in outdoor education, offsite visits and adventurous activities. The local authority employs a part-time member of staff who is qualified and trained to OEAP national standards to provide advice and support to our schools in this area. The officer is able to deliver Educational Visit Co-ordinator (EVC) training to schools as a regular annual event or upon demand when required. The officer has regular contact with the Neath Port Talbot corporate health and safety team and is currently in the process of revising the Off Site Visits Pack, a bespoke document for schools. A copy of this pack

is attached as appendix V. The officer provides support to schools planning educational visits via email and telephone. In the past 18 months, the officer has visited 60 schools to support their activities in this area.

As part of being a member of OEAP, schools are provided with a web link to access national guidance documents (oeapng.info). Schools are reminded of this useful source of information at the commencement of each term.

In relation to other education providers as outlined previously this is an area identified for further work. Currently there is no formal process for assessing such providers. The aim is to set up a framework of providers centrally that schools can access that have passed all safeguarding requirements. Currently if schools access vocational training providers or other education provisions it is their responsibility to ensure all appropriate safeguarding checks are in place.