Safeguarding Children Policy for Schools/ All Educational Settings

Ty Sign Primary School

September 2026

A greener place
Man gwyrddach

CAERPHILLY COUNTY BOROUGH COUNCIL
CYNGOR BWRDEISTREF SIROL CAERFFILI

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Mae'r cyhoeddiad hwn ar gael yn Gymraeg, ac mewn ieithoedd a fformatau eraill ar gais.

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Contents:

1. **School Policy Statement**

2. **Prevention**

   Ethos, Culture and Curriculum
   Ethical Standards
   Effective Partnership Working with Parents

3. **Procedures**

   The role of the Designated Senior Person for Safeguarding

4. **Recognition: Definitions of Child Abuse and Neglect**

5. **Reporting and Recording Disclosure or Concerns for a child**

6. **Effective Record Keeping and Transfer of Information**

7. **Supporting Pupils at Risk**

   The School's Behaviour Policy
   Community Cohesion – Preventing Extremism
   Suicide & Self Harm
   Peer on Peer Sexual Harassment/Harmful Sexual Behaviours
   De-escalation and Positive Handling
   Violence Against Women, Domestic Abuse & Sexual Violence (VAWDASV)
   Exploitation
   Bullying
   Physical Punishment
   A Multi-Agency Approach
   Children with Statements / Additional Learning Needs

8. **Safe Use of the Internet and Digital Technology**

9. **Contact with Pupils**

10. **Allegations against Staff**

11. **Safer Recruitment**

12. **School Site Security**

13. **Gwent Safeguarding**

14. **Equalities and Welsh Language**

15. **Monitoring the Policy**

Safeguarding Children Policy for Ty Signn Primary School

1. School Policy Statement

1.1 Under the Safeguarding Children agenda, our school/setting recognises that a Safeguarding Policy requires a broader view than that of the traditional Child Protection Policy. The Welsh Government guidance *Keeping Learners Safe (and updates)* has been incorporated into this document and it is fully compliant with Keeping learners safe guidance (2021). This guidance is also compliant with the Wales Safeguarding Procedures (2019) the Wales Safeguarding Procedures. Robust consultation has been undertaken with Children's Services, Human Resources, the Legal Department, Health and Safety and the Parent Network in the construction of this policy. This policy applies to all educational settings including schools and Education Other Than at School Provisions (EOTAS). The aim of this document is to promote the protection and welfare of all children.

Throughout the entirety of this document children are recognised as anyone under the age of 18.

This document should be read in conjunction with the Wales Safeguarding Procedures (2019), Keeping Learners Safe (2021), other school policies and other guidance and protocols that have been endorsed and agreed by the Gwent Safeguarding Board (GSB). . Additionally, staff should be familiar with the Councils key policies, in particular:

- The Corporate Safeguarding Policy
- The Code of Conduct
- The Whistle Blowing Policy
- The Social Media Policy.

1.2 The council hosts safeguarding information pages on the Council website in order to provide information to the general public. The Council intranet site has direct links to Gwent Safeguarding (www.gwentsafeguarding.org.uk). Additional sources of information can be accessed via links provided in **Appendix 1.**

The named Education Safeguarding Lead within the Local Authority Education Service, is Mandy Morris, Tel: 07704664793 who has operational responsibility for The Education Safeguarding Team (01443 866687). The Education Safeguarding Officers in the Team are Toni Yearsley (07936601082) & Abigail Stock (07889406645).

It is important for all staff, volunteers, contractors and governors/management committee members to remember:

It is NOT the responsibility of any employee, volunteer, contractor or Governor/Management Committee Member to determine whether abuse or neglect is actually taking place.

However, it IS the responsibility of any employee, volunteer, contractor or Governor/Management Committee Member to take the actions set out in this policy if they are concerned that abuse or neglect may be taking place or if they are concerned a person may be harmed. This also includes harm by criminal exploitation, child sexual exploitation, radicalisation, female genital mutilation or modern slavery.

1.3 Ty Sign Primary School fully recognises the contribution it makes to Safeguarding Children.

There are three main elements to our policy:

- Prevention through the teaching and pastoral support offered to pupils
- 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.
- Support to pupils who give cause for concern, are vulnerable or who have, or may have, been abused.

1.4 This policy applies to all staff and volunteers working within the school. Additionally this policy applies to all occasional workers, agency staff, volunteers, contractors and governors/management committee members involved with our school. All adults on school site must be aware of the school's Safeguarding Children Policy as any adult can be the first point of disclosure for a child. The Headteacher/Setting Leader requires a signature (with date) from all staff to indicate that they have read this document.

2. Prevention

Ethos, Culture and Curriculum

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

The school will therefore:-

- Establish and maintain an ethos where children feel secure, are encouraged to talk, are listened to and are able to develop a sense of their Cynefin, regardless of their background
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum, activities and opportunities for Personal and Social Education (PSE)/Relationships and Sexuality Education (RSE) which equip children

with the skills they need to stay safe from abuse or exploitation, both in their own communities and the cyber community, and to know whom to turn for help

- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare, safe relationships and parenting skills

- Develop an anti-racist curriculum, through the lens of diversity and Cynefin that enables learners to develop a strong sense of their own identity and wellbeing, as well as that of others in the local community, Wales and the wider world.

- Take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families. Framework on embedding a whole-school approach to emotional and mental wellbeing | GOV.WALES

- Exercise our duty as a school/setting to identify vulnerable pupils and keep pupils safe from the dangers of radicalisation and all forms of extremism (PREVENT)

Ethical Standards

2.2 All staff are clear regarding the importance of their role and responsibilities in regard to modelling appropriate behaviour and ensuring children feel safe and supported. All adults in school hold a position of trust and must be clear that their professional and personal behaviour should not impact negatively upon the pupils, the school or the school community in any way. Guidance with regard to ethical standards is given in: www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html

Effective Partnership Working with Parents

2.3 As a school we recognise the importance of working in partnership with parents/carers to avoid foreseeable risks to children and to work with families in ways which build resilience and strengths. In order to ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection and safeguarding, the school sets out its obligations in the school brochure/ leaflet **Appendix 3**. We recognise that children reside in a diversity of arrangements and the terms parents and carers will be used to describe those with whom the child resides. The school will always keep clear note and pay due regard to the arrangements for parental responsibility for each child.

2.4 Whilst the school has a robust system of risk assessment in place for issues within school, risks outside the school gates must be managed in partnership with good communication.

2.5 The Royal Society for the Prevention of Accidents and the NSPCC both recommend that no one under 16 years of age should be left to care for a younger child. Parents/carers are required to make their wishes for the release or collection of their

children explicit to the school in writing. Whilst there is no minimum age set in law, our school will implement suggested guidance and not routinely release younger children who require collection to anyone under the age of 16. Individual requests to consider a variation to this policy will be considered on its merits and clearly recorded; a parental signature will be required. Without an appropriate authorising signed request, the school will adhere to the guidance as listed above.

3. Procedures

3.1 As required in the Keeping Learners Safe guidance the school will designate a specific governor for Safeguarding who will oversee the school's Safeguarding policy and practice and provide a supporting link for the Designated Senior Person for Safeguarding. The Designated Governor's responsibilities will also include ensuring that the Governing Body/Management Committee undertake an annual review of safeguarding policy and procedures and how the schools safeguarding duties have been discharged. The Designated Governor will ensure that they attend specific safeguarding training for governors a minimum of every 3 years. They will also publicise this training amongst their governing body and encourage their colleague's attendance as safeguarding is everyone's business.

Safeguading Governor for the school/setting is Nichola Mitchell /
Tele/email: 07889183311 n.mitchell@tysignprimary.co.uk

Deputy Safeguarding Governor for the school is Rev Marc Owen
Tele/email: 07872824166 m.owen :tysignprimary.co.uk

The Designated Senior Person for Safeguarding

3.2 At this school/setting we will follow the Wales Safeguarding Procedures, Wales Safeguarding Procedures and other guidance and protocols that have been endorsed and agreed by Gwent Safeguarding Gwent Safeguarding Board (GSB).

3.3 The school will ensure it has a Designated Senior Person (DSP) for Safeguarding, who has undertaken the appropriate training, plus identify clear arrangements for a substitute in the DSP's absence. These arrangements will be replicated for Children Looked After, the roles are definably different but may be undertaken by the same person.

3.4 Within this school the Headteacher/Setting Leader retains overall responsibility for Safeguarding.
Our named DSP for Safeguarding & Child Protection is Nygarie Long
(In primary schools this is usually the Headteacher)

Deputy DSP for Safeguarding & Child Protection is Helen Carey

The **DSP** is responsible for ensuring:

- The smooth running of safeguarding processes within their school/settings
- That all staff/volunteers/supply are compliant with safeguarding training requirements

and will complete the relevant safeguarding training in accordance with the National safeguarding training, learning and… | Social Care Wales.

- That all staff are made aware of their safeguarding responsibilities as part of their induction to their employment
- That all staff have an annual reminder, with regular updates throughout the year, of the importance of safeguarding awareness, the procedures to follow and the expected ethical standards of behaviour of staff in relation to pupil safety and welfare
- Appropriate interactions with Children's Services and other partners with effective sharing of information
- That all multi agency meetings for children are attended and that appropriate written information is shared with the meeting in accordance with timescales
- That support and advice is provided to all staff with regard to concerns for the welfare and safety of children, including safeguarding responsibilities in specific circumstances, peer-on-peer abuse and harmful sexual behaviour and the suite of guidance on 'Rights, Respect, Equality' to help prevent and address bullying.
- The accuracy and efficiency of children's safeguarding records (see **Section 6**).

3.5 The school is responsible for ensuring that every member of staff (inc.volunteer/supply staff) and every governor/management committee member knows:

- The name of the DSP/s and their role and responsibilities as indicated above; and the shadow arrangements in place
- The protocol and procedures within the school for safeguarding pupils
- The signs and indicators of potential abuse, neglect or harm
- That they have an individual responsibility for referring child protection concerns in accordance with the Social Services and Wellbeing Act (Wales) 2014 and the Wales Safeguarding Procedures 2019.
- How to take forward those concerns with the Deputy DSP when the DSP is unavailable
- That all Children Looked After continue to be vulnerable and will require a consistent level of support, care and monitoring even though they may no longer reside in inappropriate circumstances.
- Ensure that members of staff who are EWC registrants are aware of the Code of Professional Conduct and Practice for registrants with the Education Workforce Council and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content
- Adhere to the procedures set out in the Welsh Government circular 002/2020, Disciplinary and dismissal procedures for school staff | GOV.WALES
- All staff/supply staff/volunteers are provided with and adhere to the schools expectations as set out in the *ETHICAL STANDARDS & SAFETY CONSIDERATIONS FOR EDUCATION BASED PRACTITIONERS* **Appendix 10**

4. Recognition: Definitions of Child Abuse and Neglect

4.1 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, the definitions of abuse in accordance with the Wales Safeguarding Procedures (2019) can be found in **Appendix 2**

4.2 The school also recognises that the Corporate Safeguarding Policy gives further guidance as to the signs and symptoms of abuse and neglect.

5. Reporting and Recording Disclosure or Concerns for a Child

5.1 As stated in the Corporate Safeguarding Policy, all employees working for or on behalf of the Council have a duty to report any concerns they may have for the welfare and/or protection of children and adults. The duty to report is a legal requirement and may have serious consequences for the employee who fails to report appropriately. Concerns of a safeguarding nature may relate to a member of the community or a member of staff, volunteer or any person in the position of trust within our school/setting.

5.2 If a child has an injury incompatible with an explanation or has made a disclosure indicating abuse or risk of harm, a report to the Information, Advice and Assistance Team, Children's Services (IAA), should be made verbally and immediately, via telephone without delay; this enables immediate safeguards to be considered and relevant agencies to plan a response. The 'Duty to Report' Form (DTR) must then be sent to the IAA straight away, or at the very latest, within the locally agreed guidance timescale of 24 hours following the telephone discussion. Other safeguarding policies/procedures may stipulate differently, but local arrangements take precedence. Consent to share information with Children Services is not needed from the parents/carers if there are concerns indicating an immediate risk of harm if it is disclosed that the parent/carer is the alleged abuser.

Remember: If there is an immediate risk of harm or danger to the child, then emergency services should be considered without delay.

5.3 The named staff member who initially provided the information should be clearly recorded on the referral form. In exceptional circumstances referrers may wish to discuss the option of remaining anonymous.

6. Effective Record Keeping and Transfer of Information

6.1 Written records of concerns about children will be maintained in line with the Significant Event Record **Appendix 5**, as provided and recommended by the Caerphilly Education Safeguarding Team even where there is no need to refer the matter to social services immediately. All records will be kept secure, i.e. in locked locations or with restricted access on electronic systems.

6.2 Clear records of concerns for children will be maintained in a chronological format. This will assist in identifying patterns of concern and document parental responses to concerns as and when they arise. In cases of ongoing concern, where parents fail to acknowledge the effects upon the child or take meaningful action to protect the child, a report can still be made to Children's Services without parental consent. However, the parents/carers should be informed of the schools intention to make a report and told

the reasons why, where it is safe to do so. It is important to document these discussions with parent(s)/carer(s) to evidence the efforts made to engage parents/carers in the process.

6.3 Each practitioner involved in making a record of concern will write and sign their own account, and will understand that they cannot sign and agree a colleagues recording.

6.4 All records are kept secure and in locked locations or electronically within a secure IT safeguarding system with restricted access only; children's files are kept individually in line with the Safeguarding Pupil Information Record **Appendix 6** system as supplied and recommended by the Education Safeguarding Team. Concerns will be shared with relevant professionals involved with the child, but records will not be available without the authority of the DSP or the Headteacher/Setting Leader, and in conjunction with the LA Information Governance Team.

6.5 The school will transfer any existing Safeguarding information for a pupil leaving to the new school immediately and if appropriate, inform Children's Services of the pupil's transfer. Children's Services should be informed for any pupil who is on the Child Protection Register, a Child Looked After or a pupil currently known to Children's Services. The DSP will ensure that the receiving school is fully aware of any safeguarding concerns and that the file is transferred in a secure appropriate manner. The transfer of records will comply with requirements of the Local Authority Retention and Transfer of Safeguarding Records Guidance.

7. Supporting Pupils at Risk

7.1 We recognise that children who are at risk, suffer abuse, neglect or witness violence may be deeply affected by this. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. The school recognises that any pupil who is currently or previously Looked After by the Local Authority, is still extremely vulnerable and may require additional support and monitoring.

7.2 The school acknowledges that as children grow and develop they will increase in independence and autonomy. However, the school also recognises that pupils remain children until they are 18 years of age and will continue to require support in developing in all aspects of their lives. This would include forming positive relationships, and being aware of their own safety.

The school will endeavour to support the pupil through:-

- The content of the curriculum to encourage self esteem and self motivation
- The school ethos which:
    - Promotes a positive, supportive and secure environment
    - Gives pupils a sense of being valued.

The School's Behaviour Policy

7.3 The schools behaviour policy ensures all staff agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the individual's sense of self worth. The school/setting will endeavour to ensure that the learner knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

In relation to the safe use of **mobile phones**, our school will align with the *Welsh Government recommendations,* which states that *'all schools are to ensure they have clear policies on acceptable mobile phone use by learners throughout the school day, those policies are well-communicated to learners, staff and parents, and are consistently enforced by school staff.'*

Anti-Racism

7.4 We recognise and acknowledge that eradicating racism and discrimination in our learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of our school community. We have moral and legal duty under the Public Sector Equality Duty of the Equality Act 2010 and LA Anti Racist Plan to:

- eliminate unlawful discrimination, harassment and victimisation;
- advancing equal opportunities between people who have a protected characteristic and those who do not; and
- fostering good relations between people who have a protected characteristic and those who do not.

Community Cohesion – Preventing Extremism (PREVENT Duty)

7.5 Since the introduction of the Counter – Terrorism and Security Act 2015, specific duties have been placed on Local Authorities and education providers to have due regard to the need to prevent people being drawn into terrorism. Staff within this school will undertake relevant annual PREVENT training including Welsh Government guidance relating to Respect and Resilience. The school's DSP for Child Protection & Safeguarding is clear regarding the referral process to Channel Panel. Our school/Setting values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. We always seek to protect our pupils and staff from all messages and forms of extremism and ideologies. Our School/Setting is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies **(Appendix 1).**

7.6 Martyn's Law (the Terrorism (Protection of Premises) Act 2025) received Royal Assent on April 3, 2025, and is expected to come into full legal force around **Spring 2027**. The Home Office published statutory guidance outlining the tiered framework and compliance obligations This will impose requirements on premises and events, including schools, to increase their preparedness for, and protection from, a terrorist attack. The legislation will ensure responsible persons are prepared, ready to respond and know what to do in the event of an attack. Better protection will be delivered through enhanced security systems, staff training, and clearer processes. Our school

will align with relevant risk assessment and security plan, considered to a ‘reasonably practicable’ standard to keep learners safe **(Appendix 1)**.

Suicide & Self Harm

7.7 Where necessary/appropriate, the school will provide support and advice to pupils and parents/carers in line with multi-agency guidance in relation to self harm and suicide. School will follow the ‘Multi Agency Protocol for the Management of Cases of High Risk Self-Harm and Potential Suicide in Children and Young people (endorsed by Gwent Safeguarding Board Appendix 1). Reports to Children’s Services will be made where a child requires protection as appropriate. We will liaise with other agencies that support our pupils, such as Children’s Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, the Education Welfare Service and Education Safeguarding.

Peer on Peer Sexual Harassment/Harmful Sexual Behaviours (HSB)

7.8 The Welsh Government produced guidance in 2021 which provides education settings with practical tools to prevent and respond to instances of peer sexual abuse, exploitation and harmful sexual behaviour taking place both inside and outside of school. This includes digital abuse and exploitation. Our school will have clear policies to prevent and respond to instances of peer sexual abuse, exploitation and harmful sexual behaviour, so that all children can realise their right to be safe and their right to an education.

7.9 Children who have experienced peer sexual abuse, exploitation and harmful sexual behaviour will be supported to speak out, listened to and able to access the help they need, both in and out of this education setting. This school will implement a whole school approach in relation to sexual harassment and abuse by engaging with parents and working collaboratetiely in a successful multi agency approach in responding to peer sexual abuse, exploitation and harmful sexual behaviour.

Resources and Guidance relating to Peer on Peer are available **Appendix 1**.

Child Exploitation

7.10 Child Sexual Exploitation (CSE) is understood as a form of child sexual abuse. CSE and other safeguarding issues including Child Criminal Exploitation (CCE) are separate but related forms of child abuse.

7.11 CCE is largely associated with organised crime networks but children can also be criminally exploited by individuals or smaller groups. The picture for CSE is more likely to involve exploitation by individuals and smaller groups as well as organised crime networks. Children at risk of or abused through CSE should not be subject to a different process to other children at risk but should receive care, support and protection in line with statutory guidance and the Wales Safeguarding Procedures **Appendix 1**.

Restrictive Physical Intervention (De-escalation and Positive Handling)

7.12 Physical contact can range from leading a child to safety by the hand, to a pupil being restrained to prevent violence, injury to themselves or others, causing significant damage to property, compromising good order/discipline or committing a criminal offense. There is no legal definition of reasonable force but it should be the minimum action needed or force applied to achieve the desired result.

7.13 This school adopts the Local Authority's Policy in relation to the Use of Reasonable Force or Physical Intervention to Control or Restrain Pupils. In this respect, the Policy is consistent with the Welsh Government guidance on Safe and Effective Intervention – Use of Reasonable Force and Searching for Weapons 097/2013. Our school will ensure that school staff who physically intervene with any pupil have had appropriate levels of training and advice.

7.14 The school will ensure that every physical restraint is recorded appropriately in their own 'bound and numbered book' and a record of the incident sent to the Local Authority mailbox restraint@caerphilly.gov.uk within 24 hours of the incident taking place. This will ensure an audit overview can be maintained centrally. The school will inform parents/carers each time a physical intervention has taken place. Any changes in behaviour will be considered as part of the pupil's individual behavior/risk reduction plan or pupil profile.

7.15 The techniques adopted by the Local Authority are those endorsed by the Team Teach system of de-escalation and restricted physical intervention. Any allegation of inappropriate physical intervention with a child, or physical harm, must be reported to Children's Services in line with local guidance relating to allegations against practitioners**.** This process complies with the requirements of the Wales Safeguarding Procedures – Section 5 Allegations Against Practitioners/Those in a Position of Trust.

Violence Against Women Domestic Abuse & Sexual Violence (VAWDASV)

7.16 The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 is a Welsh law passed on 29 April 2015 that improves the public sector response to gender-based violence, domestic abuse, and sexual violence. It now recognises children who live in a home where domestic abuse takes place, are recognised as victims in their own right rather than witnesses, for the first time. The Bill will recognise a child who sees or hears, or experiences the effects of, domestic abuse and is related to the person being abused or the perpetrator is also to be regarded as a victim of domestic abuse.

7.17 The new Act increases protections for families affected by domestic abuse under Domestic Abuse Protection Orders and the Domestic Violence Disclosure Scheme. The definition is gender neutral to ensure that all victims and all types of domestic abuse are sufficiently captured, and no victim is excluded from protection or access to services.

7.18 The Whole Education Response to VAWDASV Gwent Implementation Guide for Schools 2020-21 was implemented. It is recognised that education settings are an important environment where positive attitudes towards gender equality and healthy relationships can be fostered through a rights based approach and preventative

education. This will be achieved through access to specialist services and raising staff awareness via the VAWDASV National Training Framework.

7.19 **Operation Encompass** was created to support children experience domestic abuse through timely information-sharing between police and schools. The purpose of Operation Encompass is to enable support to be given to child victims of domestic abuse. Key adults, often the DSP, are identified in all schools involved in Operation Encompass so they have knowledge of domestic abuse and its impact upon children that they can disseminate to all staff. Through Operation Encompass schools are able to help children understand what is happening at home and how to best protect themselves both physically and emotionally. The information a school receives also enables them to prepare for the child at school and ensure they have the support they need.

Bullying

7.20 Everyone has the right to learn, free from the fear of bullying, whatever form that bullying may take. Bullying can be: physical like hitting or kicking; taking belongings; sexual harassment; name-calling; insulting and/or spreading rumours. This school/setting is aware that, at a national level, cyber-bullying is on the increase and includes texting, social media comments or sending malicious e-mails.

7.21 Our policy on bullying is set out in a separate document/the school's behaviour policy and is reviewed annually by the governing body/management committee. There are a range of Welsh Government guidance documents which underpin our approach
Appendix 1.

7.22 Discriminatory bullying links safeguarding issues with the wider Equalities agenda, see
Section 15 for further details. The school complies with the legal requirement to report all discriminatory incidents to the LA.

Physical punishment of children

7.23 Since 21 March 2022 all physical punishment of children is illegal in Wales. Children now have the same protection from assault as adults.
Any concerns for children around physical punishment will be managed as per

our legal duty to report safeguarding concerns. Information, advice and support is available for anyone who needs it, to help them find positive ways to manage children's behaviour and to help avoid such a situation ever happening.
Information for parents **Parenting. Give it time** offers positive parenting practical hints, tips and expert advice to encourage good behaviour from children and alternatives to physical punishment.
Their **parenting support page** offers links to further support and helplines.
Universal parenting support and advice is provided by midwives, health visitors, GPs and your local authority. Early help programmes such as Flying Start (if you live in a

Flying Start area) and Families First can also offer advice and support.

Rights, Respect, Equality

7.24 The setting/school's policy on Rights, Respect, Equality, to prevent and challenge bullying, has been set out in a separate document/ the behaviour policy etc. Rights, Respect, Equality includes being LGBTQ+; whilst being LGBTQ+ is not a safeguarding issue in itself but does increase a child's vulnerability to bullying, youth homelessness, abuse, mental health issues etc as a result of societal attitudes and the importance of having an inclusive school ethos and practices which meets the needs of all pupils including those who are LGBTQ+ who may require specific arrangements to ensure they feel safe and secure at school. Resources to support LGBTQ+ is set out in **Appendix 1**

A Multi-Agency Approach

7.25 In accordance with Welsh Government guidance in *Keeping Learners Safe,* the school will notify Children's Services if:

- A pupil with current involvement with Social Services is excluded either for a fixed term or permanently; and

- A pupil with current involvement with Social Services has an unexplained absence.

7.26 This school will 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 the submission of written reports to such meetings.

Vulnerable Groups of Children

7.27 All staff at this school/setting recognises the potential dangers associated with specific:

- Vulnerable groups of children
- Behaviours
- Circumstances

Key issues relating to the above with references to sources of information are given in **Appendix 1.**

8. Safe use of the Internet and Digital Technology

8.1 The school recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements.

However, pupil safety will remain the priority of the school. All staff are required to sign the Local Authority Safe use of the Internet Policy and be aware of the safety mechanisms and requirements built into all IT within school.

8.2 All staff are aware that any items that have capability for use of the Internet or the creation of digital images must only be used by pupils when appropriate supervision and audit mechanisms are in place.

8.3 All digital devices utilised to capture, store or process images of children must belong to the school and comply with IT security requirements. All educational activities involving use of IT will be undertaken only on school issued equipment. Pupils will not be permitted to directly access items that are not subject to school IT security. All items of school IT must be properly disposed of in line with Local Authority policy when they are no longer in use.

8.4 Staff are only permitted to email pupils about school related matters. This must be when using an email account that is part of the secure school network domain and should be via a work related device. If staff do not have access to a work related device then communication about school related matters must be via an email account that is part of the secure school network domain. Staff are not permitted to use personal email accounts to communicate with pupils nor will they be permitted to utilise school equipment for personal use. This provides an additional safeguard for the security of pupils' images and reaffirms for staff the stringent responsibilities that come with the creation of digital images of children.

8.5 If any IT item (including mobile phones) that belongs to a member of staff is brought onto school site, it is the responsibility of the staff member to ensure that these items contain nothing of an inappropriate nature. Should personal items be lost or stolen, the contents of the item remain the responsibility of the member of staff that brought it onto the school site.

8.6 All staff are required to familiarise themselves with the Councils Social Media Policy **Appendix 1**. Social networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all pupils. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of social networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Headteacher/Setting Leader.

8.7 Any attempt by a pupil to contact staff via such internet sites will immediately be reported to the Headteacher/Setting Leader or DSP. Appropriate advice will then be given to pupils and parents/carers regarding practitioner's boundaries and pupil safety.

8.8 If there is any suspicion that any multimedia device or computer contains images or content of an inappropriate nature, the Headteacher/setting leader or DSP should be informed immediately. Immediate advice should be sought from the Education Safeguarding Manager and/or Corporate IT, who can then implement the relevant Safeguarding Incident Reporting Procedures, ie IAA.

Permission for the creation of digital or media images

8.9 All parents/carers will be requested to give specific consent for any image of their child to be recorded in school on an annual basis. Permission slips will clearly identify the range of images i.e. Photographs or digital filming/video images. In addition the permission will also be specific in listing the use of any digital or multimedia images i.e. Photographs in a local newspaper, school leaflets or posters or DVD's for sale to parents/carers and others.

8.10 School will issue a further request for permission (either negative or positive consent) if there is an opportunity for images to be produced of children that was NOT specifically listed in the initial permission request.

8.11 School will inform parents/carers that they can only record photographic or digital images of children in school based activities i.e. school concerts, with the permission of the parents/carers of every child involved in that activity. School will never condone the posting of images from school based events on the internet or social networking sites, and will actively challenge parents/carers who do so. The school cannot control the use of such images taken by parents/carers after school events, and therefore could not assure other parents/carers of the appropriateness of that use.

8.12 The school reserves the right to refuse any digital recording of school based events if they fear the security of the images can later be compromised by being posted on social media or internet sites. Parents/carers who do not respect the policy of the school in regards to safeguarding may be prevented from attending future events.

9. Contact with Pupils

9.1 All staff, volunteers and governors/management committee members will maintain an awareness of the position they hold with the School and the power of their position as perceived by pupils and their families. All contact with pupils outside the school environment must be managed appropriately and be clearly communicated within school and to the parents/carers of the pupil. If there is a requirement to contact a pupil via telephone, parents/carers will be informed prior to contact being made with the pupil.

9.2 All school staff will ensure that their personal telephone numbers and contact details are not known to or used by pupils. Should a pupil gain access to any such details the member of staff will inform the DSP or the Headteacher/Setting Leader as a matter of urgency. Should any staff member, volunteer or governor become aware that outside of school time there is direct contact between adults within school and pupils that is not for school purposes, the DSP or Headteacher/Setting Leader is to be informed immediately, this may result in the instigation of procedures in relation to allegations against a practitioner/person in a position of trust.

9.3 Should members of staff have contact with pupils outside of school due to an employment or volunteering position they will report this contact to the Headteacher/ Setting Leader.

10. Allegations against staff

10.1 The DSP and the Headteacher/Setting Leader will ensure that they are fully aware of the relevant legislation and guidance in relation to procedures required when an allegation is made against a practitioner. The following documents offer legislation and guidance for this matter:

- Education Act 2002
- WAG circular 009/2014 – Safeguarding Children in Education: Handling Allegations of Abuse against teachers and other members of staff
- Safeguarding Children: Working Together Under the Children Act 2004
- Wales Safeguarding Procedures 2019 Wales Safeguarding Procedures– Children and Young People at Risk of Harm, Section 5.
- Keeping Learners Safe 2021
- Welsh Government circular 002/2020, Disciplinary and dismissal procedures for school staff | GOV.WALES
- Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies

10.2 Any allegation of a safeguarding nature against a practitioner/person in a position of trust, will be discussed outside of the school with relevant practitioners for objective advice and compliance with procedure. When allegations are made against a practitioner/person in a position of trust that are not obviously safeguarding issues, i.e. conduct, advice should be sought from the Education Safeguarding Manager/Human Resources to agree a way forward. If the Education Safeguarding Manager is unavailable, advice must be sought from the Information, Advice and Assistance Team Manager, Children's Services.

10.3 Where there is evidence of a clear safeguarding concern regarding the behaviour of a member of staff in relation to children's welfare or safety the matter must be referred to Children's Services without delay. In this respect a Duty To Report Form will be completed and submitted to Children's Services, and copied to the Education Safeguarding mailbox without delay. Any practitioner/person in a position of trust, subject to an allegation of a child protection nature will require an immediate risk assessment. This school/setting will seek advice from colleagues in Education Safeguarding and HR and complete the risk assessment form given in **Appendix 8.** The Headteacher will nominate a person within the school to act as the designated point of contact for the staff member whom allegations are made. This designated person will keep the staff member up to date with information at scheduled times throughout the process to ensure a duty of care to the staff members wellbeing.

10.4 All staff must ensure that any allegation regarding an adult who is working with children, this will include staff, volunteers, governors/management committee members, occasional workers or contractors, and those staff that are not on school site but come into contact with children i.e. those who transport children to and from school, school crossing patrol etc is reported immediately to the Headteacher/Setting

Leader. If an allegation is made about the Headteacher/Setting Leader, the Chair of Governors/Management Committee should be informed.

10.5 Our Governing body/management committee is responsible for dealing with staff disciplinary matters, matters of lesser misconduct can be dealt with by the Headteacher/Setting Leader.

11. Safer recruitment

11.1 In accordance with Welsh Government Guidance (Keeping Learners Safe 3.2.14, Chapter 5: Safer Recruitment Practice), this school/setting will follow the HR management processes, which include a criminal record check and barred list check from Disclosure and Barring Services (DBS). Timely DBS renewal checks will also be completed for existing staff members.

11.2 All members of staff, volunteers and governors/management committee members will be required to hold an up to date DBS disclosure certificate, where applicable, in line with DBS regulations. Further guidance on this can be obtained from Human Resources. The school will maintain a record of all staff DBS disclosure dates and ensure that renewals are timely in accordance with HR policies and Safeguarding Protocol for Procurement Processes, ie external services and contractors.**Appendix 1**

11.3 The engagement of daily staff within schools should be subject to the same rigorous requirements as employed for permanent members of staff. The Headteacher/ Setting Leader will ensure that any person engaged to work in the school has satisfactory qualifications, references and checks. A written log of all daily staff will be kept, clearly listing where a DBS disclosure is available or a risk assessment is formulated in lieu of an available DBS disclosure. **Appendix 9**

11.4 The Headteacher/Setting Leader retains responsibility for ensuring that all persons attending school site are appropriately risk assessed in circumstances where current DBS disclosures are unavailable.

11.5 In the event that any member of staff holds an additional role of employment or volunteering that is not specifically linked to school but whereby there is a possibility of contact with pupils i.e. private tutoring arrangements, sport clubs etc. the member of staff will ensure they clearly inform the Headteacher/ Setting Leader of their dual role and remit in this regard. The Headteacher/ Setting Leader will keep clear written records of the agreed arrangements.

12. School Site Security

12.1 Our school is a safe and secure place for pupils to learn and develop learning and social skills. The physical safety of pupils when on school site is of paramount importance. Access to the school site is strictly monitored and reviewed in line with the Local Authority guidance on the Health and Safety of school premises. The School's Health and Safety Policy is available to review on request from the Headteacher/Setting Leader.

12.2 All daily contractors to our site are requested to sign in and out of school premises.

They will clearly list the company for whom they work and the reason for their visit. As a daily contractor is unlikely to have a DBS disclosure available to be viewed by the school, an alternative method of risk assessment will be employed. A risk assessment is formulated by the School, using the Daily Staff / Contractors Log sheets **(Appendix 9)**, which clearly list the control measures employed by the school to safeguard pupils.

12.3 All visitors to school site will be issued with, and required to clearly display, an identification badge listing their status within the school i.e. visitor, contractor, governors/member of management committee etc. School safeguarding information with clear instruction on how to report a safeguarding concern will be available to all persons visiting school site on the reverse of their school issued identity badge or signed for on electronic iPad login systems. All pupils will be continually reminded that any person seen on school site without an appropriate identity badge must be reported to staff, and staff will challenge the individual concerned.

13. Gwent Safeguarding Board

13.1 Gwent Safeguarding Board provides ongoing training, advice and guidance on all matters of Safeguarding children. Our school welcomes partnership working that promotes the health and welfare of our pupils and considers Gwent Safeguarding information to be of enormous value to our school and staff development.

13.2 Research and case reviews have consistently emphasised the need for good inter-agency communication, constructive professional challenge and the swift resolution of professional differences of opinion. Our school remains committed to playing a full and active part in contributing to children's multi-agency plans. We will openly and constructively challenge colleagues under the Resolving Professional Differences guidance to achieve best outcomes for children

13.3 Our school is fully committed to the protection and development of all our pupils and view the Gwent Safeguarding information as a vital tool with which to forward this agenda. All staff are aware that full information on various themes are available on the Gwent Safeguarding website www.gwentsafeguarding.org.uk

14. Equalities and Welsh Language

14.1 This school is committed to ensuring that all children gain maximum benefit from their education regardless of ethnic origin, sex, age, sexual orientation, disability, gender reassignment (transgender issues), religious belief or non belief, use of Welsh language, British Sigh Language or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

14.2 We will also ensure, in line with current Welsh Language and Equalities legislation that all parties involved in any Safeguarding issues have their language choice and individual characteristics respected and taken into account at every stage.

14.3 Discriminatory bullying incidents, which cross-cut Safeguarding and Equalities issues, are monitored and reported termly to the Directorate of Education who, together with

the Council's Equalities and Welsh Language team, can assist with support in terms of training needs and complaints resolution.

15. Monitoring the Policy

15.1 All staff are required to provide a signature to indicate that they have read and understood this policy. Daily staff / contactors will complete the daily staff / contractors log as indicated in **Sections 11 & 12**, as a written confirmation of their knowledge of child protection requirements.

15.2 The Headteacher ensures that written, and/or electronic records are maintained of any incidents relating to safeguarding. Regular reports will be shared with the safeguarding/Child Protection link Governor/Management Committee Member.

15.3 Effective monitoring of the Policy will ensure all school staff receive safeguarding training and will be regularly updated during the year as appropriate from the DSP. All practitioners will receive specific awareness raising training within a 3-year period. School will keep records of training and carry out regular audits to ensure that all practitioner training for safeguarding is kept up to date. School provide information on practitioner training to the Council and the Safeguarding Board upon request.

15.4 An annual report is submitted to the Governing Body/Management Committee at the end of the academic year

Policy adopted by Nichola MitchellChair of Governors/Management Committee

Policy Implemented by Nygarie LongHeadteacher

Date of Implementation……..

Date of Review…….

This Policy will be reviewed **annually** and updated in the light of any changes in legislation.

Useful Contact Numbers:

Jaime Duggan *– Head of Equity & Wellbeing -* ***07873704941***
Mandy Morris *– Lead for Safeguarding in Education –* ***07704664793***
Toni Yearsley – *Education Safeguarding Officer –* ***07936601082***
Abigail Stocks - *Education Safeguarding Officer -* ***07889406645***
Nicola Barrett *– Safeguarding Service Manager –* ***01443 864631 / 07710388152***
Deborah Lewis *– Child Protection Coordinator –* ***01443 864616***
Laura Saunders-Davies *– IAA Team Manager –* ***01495 233226***

Appendices

Appendix 1	**Sources of Information**
Appendix 2	**Extract from Wales Safeguarding Procedures** **Definitions of Child Abuse and Neglect, Child Sexual Exploitation and Domestic Abuse**
Appendix 3	**Safeguarding Leaflet for parents/carers**
Appendix 4	**Disclosing/Reporting & Confidentiality**
Appendix 5	**Significant Event Record**
Appendix 6	**Safeguarding Pupil Information Record**
Appendix 7	**Suggested Safeguarding File Composition**
Appendix 8	**Risk Assessment Form**
Appendix 9	**Daily Staff / Contractor Log**
Appendix 10	**ETHICAL STANDARDS & SAFETY CONSIDERATIONS FOR EDUCATION BASED PRACTITIONERS**

Appendix 1

Sources of Information

Pupils at Risk; Harmful Behaviours and Potentially at Risk Circumstances	Key Issues	Links/Documents

Key Documents:

Wales Safeguarding Procedures

The **Wales Safeguarding Procedures** are an essential part of safeguarding children and adults; and promoting their welfare.

Atodaf diweddariad KLS a'r ddolen gyswllt a gyhoeddwyd ddoe.
Keeping Learners Safe (llyw.cymru)

Please see attached updated KLS documents and website link
Keeping Learners Safe (gov.wales)

Gwent Safeguarding Board - Gwent Safeguarding Board (GSB).

Duty To Report Form (DTR)

Duty to Report (MARF) - Revised Jur

DTR (MARF) - Revised June 2021.d

Joint Assessment Family Framework Referral (JAFF)

JAFF Version 13 (English).docx

JAFF Version 13 (Cymraeg).docx

LA Corporate Safeguarding Policy

Cymraeg English

Allegations Against Practitioners

Safeguarding-AllegationsConcerns-abc

New updated Section 5 procedures will be uploaded to the Wales Safeguarding Procedures app store.

Safeguarding Wales

Abuse of children: Harmful Sexual Behaviour (HSB) Peer on Peer Harassment Everyone's Invited	Sometimes relationships between children can be coercive inappropriate or exploitative Education settings are provided with practical tools to prevent and respond to instances of peer sexual abuse, exploitation and harmful sexual behaviour taking place both inside and outside of school. This includes digital abuse and exploitation.	CSA National Action Plan national-action-plan-preventing-and-re We don't tell our teachers, but schoo Experiences of peer-on-peer sexual Welsh Government response to Estyn's report and recommendations on A report on the incidence of peer-on-peer sexual harassment among secondary school pupils in Wales.

		Incidence of peer-on-peer sexual harassment among secondary school pupils in Wales: government response | GOV.WALES
Asylum-seeking and refugee children	These children and young people should be seen as children first and migrants second. Children can come into the country as part of a family, with an adult carer, or even alone, which makes them more vulnerable. They may have witnessed, been abused, experienced traumatic events or suffered loss. Additionally, they may have communication or language barriers.	Teachers Resource pack for Working with Asylum Seeker and Refugee Children Wales Safeguarding Procedures (2019) Safeguarding and Promoting the Welfare of Unaccompanied Asylum Seeking Children and Young People. Safeguarding Children Working Together Under the Children Act 2004 GEMS Information Leaflet for Schools_(Blank_GEMS_Request_for_Involvement_
Black and Minority Ethnic (BME) children HATE Crime	There is cultural difference in raising children but 'culture' is no excuse for harming a child. All children have a right to be protected from harm and we need to be clear about the difference between culturally specific practice that is not harmful, and incidents of abuse that may be linked to cultural or religious beliefs.	Bullying around race, religion and culture Protecting Black and Minority Ethnic Children: An Investigation of Child protection Interventions Welsh Government Guidance **Anti-racist practice in children's safeguarding – Check Your Thinking** anti-racist-wales-action-plan-2024-update.pdf (Cc

	Check your thinking about racism, stereotypes and racist assumptions, what it means to be anti-racist, and to help you to think about what you can do as your commitment to change and promote this approach.	https://www.reporthate.victimsupport.org.uk/ LA Equalities Plan Strategic Equality Plan 2024-2028 PDF. Cynllun Cydraddoldeb Strat
Bullying	Everyone has the right to learn, free from the fear of bullying, whatever form that bullying may take. Bullying can be: ● physical like hitting or kicking ● taking belongings ● sexual harassment ● name-calling ● insulting ● Spreading rumours. Umberella Cymru & Stonewall are organiations who can support with bullying relating to LGBTQ+	**Rights, respect, equality: guidance for parents and carers** Guidance to help parents and carers deal with bullying. **Rights, respect, equality: guidance for schools** Guidance to help schools deal with bullying. **Rights, respect, equality: guidance for local authorities** Guidance to help local authorities deal with bullying. **Rights, respect, equality: guide for young people** Guidance to help young people deal with bullying. **Rights, respect, equality: guide for children** Guidance to help children deal with bullying. **Bullying: posters for children and young people** An update on the revised statutory anti-bullying guidance. **Bullying at school: guidance for parents and carers** What to do if your child is being bullied. Respecting Others Anti-Bullying Guidance (2019) Tackling Hate Crimes and Incidents: A Framework for Action MEIC – Counselling helpline for children and young people

		National Hate Crimes and Incidents Centre New guidance will challenge bullying in Welsh schools https://gov.wales › new-guidance-will-challenge-bullyin... 7 Nov 2019 — **Education** Minister launched new **guidance** to help stop **bullying** in **Welsh schools**. https://gov.wales/school-bullying **Umberella Cymry** https://www.umbrellacymru.co.uk **Support Email** support@umbrellacymru.co.uk **General Enquiries Email** info@umbrellacymru.co.uk **Stonewall** https://www.stonewall.org.uk
Children's Rights Advoacy	The UNCRC is a list of rights that all children and young people, everywhere in the world have. Children and young people aged 18 and under, have the right to be safe, to play, to have an education, to be healthy and be happy. Advocacy means that all children and young people know their rights.	https://gov.wales/united-nations-convention-right-child-poster Children's rights in Wales - GOV.WALES https://gov.wales › childrens-rights-in-wales 28 Feb 2022 https://www.childreninwals.org.uk

Digital Resilliance On-line/E-Safety Sharing Nudes/Semi Nudes	It's important that schools make full use of the internet and those children and adults know how to use it safely. A new online e-safety zone has been set up on the Hwb website that has resources and toolkits on staying safe. Knowing who children are in contact with on the internet is important. In some cases abusers use the Internet to 'groom' children for inappropriate relationships, which may include persuading them to send inappropriate images or videos of themselves. As part of their role in stopping abuse and neglect, schools should consider activities to raise awareness about safe internet use in school and at home.	https://hwb.gov.wales/zones/keeping-safe-online/enhancing-digital-resilience-in-education-an-action-plan-to-protect-children-and-young-people-online/ https://hwb.gov.wales/zones/keeping-safe-online/in-the-know/ Advice to support schools in how they plan their approach and response to instances where harmful online challenges or hoaxes go viral. includes advice to support schools manage incidents of online challenges or content directed towards school staff. https://hwb.gov.wales/zones/keeping-safe-online/resources/advice-for-schools-on-preparing-for-and-responding-to-viral-online-harmful-challenges-and-hoaxes/ 360 degree safe Cymru, an e-safety self review tool https://360safecymru.org.uk/ https://gov.wales/written-statement-online-abuse-teaching-professionals-social-media Child Exploitation and Online Protection Centre – (CEOP) Wales Safeguarding Procedures practitioner guide "Safeguarding children from online abuse". Responding to sharing nudes – Guidance to support you https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

		POSH https://saferinternet.org.uk/professionals-online-safety-helpline
Safeguarding children from harmful practices linked to tradition, culture, religion or superstition	Practitioners should familiarise themselves with the culture and beliefs of those families they work with. Practitioners should not be afraid to ask about particular behaviours and the reasons for them in a sensitive manner but should not overlook potentially harmful practices on the basis of cultural sensitivity.	Safeguarding Children: Working Together Under the Children Act 2004 Wales Safeguarding Procedures
Children living away from home	Children are seen as living away from home if they're in: ● foster care ● residential care ● secure units ● residential schools ● Independent accommodation. Sometimes this accommodation is temporary which can be unsettling and makes them vulnerable.	Safeguarding Children: Working Together Under the Children Act 2004 Wales Safeguarding Procedures
Children who go missing from education	Each authority and school has a responsibility to attempt to trace all children and young people who go missing from education.	Statutory Guidance to Help Prevent Children and Young People From Missing Education (circular 002/2017)

	This includes those, who simply move and don't tell anyone.	Statutory guidance to help prevent children and young people ... https://gov.wales › default › files › publications PDFGuidance. **Welsh** Government circular no: 002/2017 **LA Attendance Policy** https://mycaerphilly.caerphilly.gov.uk/page/2831 helplinecoordinator@missingpeople.org.uk Runaway Helpline Guide.pdf
Children with behaviour difficulties and disabilities	Statistically children 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. Where a child has communication, learning difficulties or emotional health problems special attention needs to be given to respect and understand their wishes and feelings.	Safeguarding Children: Working Together Under the Children Act 2004 Part 6 of the Equality Act 2010 – sets out the duties of schools and local authorities. **The Additional Learning Needs Code for Wales 2021** (ALN Code) Additional Learning Needs (ALN) Policy https://www.caerphilly.gov.uk › Schools › ALN_... PDF

	The ALN Act and wider ALN Transformation Programme will transform the separate systems for special educational needs (SEN) in schools or PRUs and learning difficulties and/or disabilities (LDD) in further education to create a unified system for supporting learners from 0 to 25 with ALN. The **ALN** Policy defines **Caerphilly** Local Authority's approach, objectives and plans.	ALN Panel Referral Form Jan'22.docx ALN Terms of Ref Jan 22.docx
Children and young people in the youth justice system	The youth justice system in Wales comprises the organs and processes that are used to prosecute, convict and punish persons under 18 years of age who commit criminal offences. The principal aim of the youth justice system is to prevent offending by children and young persons.	Commitment to Safeguard – Safeguarding children and young people in the youth justice system. Youth Offending Service | Blaenau Gwent CBC https://www.blaenau-gwent.gov.uk › resident › youth-o... The **Blaenau Gwent** & **Caerphilly Youth Offending Service** (**YOS**) works with 8–17 year old's at risk of, or involved in, offending behaviour. **WAG POLICY AND STRATEGY** Supporting young offenders
Domestic abuse Sexual Violence VAWDASV	Welsh Women's Aid and the Welsh Government have published a good practice guide on a Whole Education Approach to ensure that	(Gwent Safeguarding Board) Domestic Abuse Factsheet

Operation Encompass	schools and educational bodies are equipped and considered in their response to VAWDASV and the prevention, protection and support of their pupils and staff. Operation Encompass was created to support children experience domestic abuse through timely information-sharing between police and schools. The purpose of Operation Encompass is to enable support to be given to child victims of domestic abuse. Through Operation Encompass schools are able to help children understand what is happening at home and how to best protect themselves both physically and emotionally.	Peer Abuse Factsheet - This document highlight the abuse that can be both perpetrated and experienced by children. Included is also preventative, early point of intervention and signposts for support • Live Fear Free: 0808 8010 800 The Gwent VAWDASV Services Directory provides details of local and national support services https://gov.wales/violence-against-women-domestic-abuse-and-sexual-violence-guidance-governors-0 (2016) LA Domestic Abuse Policy Domestic-Abuse-Gender-based-Violenc VAWDASV Strategy 2023-2027 final.pdf Delivery Plan 2025-2026.docx
Exploitation Child Sexual Exploitation (CSE) Child Criminal Exploitation (CCE)	Considering CSE, CCE and related safeguarding issues such as missing children and trafficking in terms of places, spaces and perpetrator patterns across the local and regional areas is important as part of work to make schools/communities safer for children.	IICSA Recommendations….The full report can be found here ; and you can read the report on the residential schools investigation here Working Together to Safeguard People, Volume 7, Safeguarding children from child sexual exploitation | GOV.WALES (March 2021) Social care Wales (safeguarding.wales)

	Child Sexual Exploitation (CSE) should be understood as a form of child sexual abuse. CSE and other safeguarding issues including Child Criminal Exploitation (CCE) are separate but related forms of child abuse. County Lines	Identifying and responding to child sexual abuse within complex safeguarding approaches https://www.csacentre.org.uk/resources/blog/risk-tools-risk-talk-and-relationships/ https://www.csacentre.org.uk/our-research/responding-to-csa/risk-tools/ Exploitation Referral Form 2022 - Child Sexual Abuse (External Resource) - Gwent Safeguarding Teacher resources to support the input (available by clicking the Teachers' tab and then 'Tricked and Trapped' – 'Cwlwm Twyll' in Welsh https://schoolbeat.cymru/en/teachers/safety-secondary/ https://schoolbeat.cymru/cy/athrawon/diogelwch-uwchradd/
Fabricated or induced illness (FII)	The term FII should only be used when there's a risk of harm, as a result of making up facts about an illness or making a child ill.	Wales Safeguarding Procedures (2019) Safeguarding Children in Whom illness is Fabricated or Induced.
Female Genital Mutilation (FGM)	Several communities consider FGM to be an act of tradition however FGM is illegal and is child abuse. Usually it's the girl's family who arrange it.	The All Wales Child Protocol on Female Genital Mutilation Multi-agency guidelines https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information Female Genital Mutilation Act 2003

		Female Genital Mutilation Factsheet – (Gwent Safeguarding Board). This document describes the procedure of FGM, the risks and signs. This Document also highlights the illegal nature of this practice and actions that can and should be taken for the protection of victims. NSPCC Helpline – 0800 028 3550 fgmhelp@nspcc.org.uk
Forced marriage and honour-based violence	Unlike an arranged marriage, forced marriage is where one or both people don't want the marriage and pressure or abuse is used. Honour based violence is a crime or incident to protect or defend the honour of the family or community. This can include rape, physical assaults, kidnap, threats of violence or witnessing violence directed towards a sibling or another family member.	Multi-agency practice guidelines: Handling cases of Forced Marriage Forced Marriage Factsheet – (Gwent Safeguardingn Board). Within this document there is guidance for identification, support and action against forcing anyone into a marriage. The Anti-social Behaviour, Crime and Policing Act 2014 Forced Marriage and Learning Disabilities: Multi-Agency Practice Guidelines Forced Marriage Unit – 020 7008 0151 fmu@fco.gov.uk
Foreign exchange visits	When a school organises a foreign exchange visit, it should carry out the necessary disclosure and barring checks on the adults who will be	Section 175 of the Education Act 2002 Section 28 of the Children Act 2004 https://www.britishcouncil.org/school-resources/partner/visit-exchange

	providing care and accommodation. Exchange visits differ from other school trips as young people spend much of their time with host families, and aren't always under direct supervision from teachers. Whether an exchange is organised by a school, local authority or parents, there should be close communication over arrangements for visits so everyone's clear how pupils will be looked after, how they'll be spending their time, and with whom.	
Foster care, including private fostering	Most foster carers provide children with good quality and safe care. The fact that fosters care is in the privacy of a caregivers home may make it difficult to identify abuse taking place and for children to voice their concerns.	Children Act 2004 Protecting Children, supporting Foster Carers: A Toolkit for Dealing with an Allegation of Abuse The Children (Private Arrangements for Fostering) (Wales) Regulations 2006
Physical Contact with Pupils	Physical contact can range from leading a child to safety by the hand, through to a pupil being	Framework for Restrictive Physical Intervention Policy and Practice

	restrained to prevent violence or injury to themselves or others. There is no legal definition of reasonable force but it should be the minimum needed to achieve the keep children safe. **Deddf Plant (Diddymu Amddiffyniad Cosb Resymol) (Cymru) 2020 – Stopio Cosbi Corfforol / Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020 – Ending Physical Punishment** **21 March 2022** is a historic moment for children and their rights in Wales. From this day on, physically punishing children will be illegal in Wales.	Equality and Human Rights Commission's Human rights framework for restraint https://www.equalityhumanrights.com/en/publication-download/human-rights-framework-restraint The Welsh Government guidance Safe and effective intervention: The use of reasonable force (2013)https://gov.wales/safe-and-effective-intervention-guidance-schools-and-local-authorities https://www.ewc.wales/site/index.php/en/documents/fitness-to-practice/157-ewc-code-of- -conduct-and-practice/file.html Reducing restrictive practices framework | GOV.WALES The Ending Physical Punishment campaign aims to raise awareness of the change in law, and we are also promoting *Parenting. Give it time* which provides alternatives to physical punishment through positive parenting. CWB045418 - LEGISLATION PARTN Safeguarding Allegations Concern
Radicalisation/PREVENT	Radicalisation is the way some people come to support terrorism and violent extremism and even join terrorist groups. Signs that a child or young person is at risk of radicalisation include:	Respect and resilience: Developing community cohesion – a common understanding for schools and their communities. Prevent strategy – The UK Government's multi-agency approach to radicalisation. To report suspected online terrorist content: https://www.gov.uk/report-terrorism

	• changes in friendships, behaviour and language • expressing extreme views • having extremist type literature • advocating violence • associating with known extremists • trying to recruit others	Respect and resilience - developing community cohesion 2015. Guidance and associated tool to support the development of community cohesion and prevent extremism in schools and other educational settings in Wales. http://gov.wales/topics/educationandskills/publications/guidance/respect-and-resilience-2015 Link to the Home office e-learning page, link https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html Martyn's Law - *information on Martyn's Law can be found in the factsheet.*
Children who go missing from home or care.	Running away is often a sign that something's wrong and puts the child at greater risk of abuse or neglect. The main triggers for running away are: • family breakdown • poor quality friendships • unhappy school or home-life • substance misuse • physical or sexual abuse • mental health problems • bullying	https://www.safeguarding.wales/chi/c6/c6.p9.html (above) 'Safeguarding children who go missing from home or care' – this includes information about how to decide if a child should be reported as missing, and how to respond. Runaway Helpline Guide.pdf

Safer Recruitment	HR set up the request for a DBS online for the volunteer and update the result outcome on the HR tracker. There is also a safeguarding protocol for procurement processes	'Guidance for Managing & Vetting Volunteers': Guidance for managing and vetti DBS Policy and Procedure relating t SAFEGUARDING PROTOCOL FOR PROCUREMENT PROCESSES (ie for contractors) Safeguarding Protocol.docx LA Code of Conduct Policy.pdf
Sexually active young people (also see above under 'exploitation)	The legal age for sexual activity is 16. Some children are sexually active before that so it is important to consider: • if they're able to understand, and consent to the sexual activity they're involved in • who they're living with • if they're being exploited • if they have a drug or alcohol problem • if they're being asked to keep it secret • whether they have any learning needs	Sexual Offences Act 2003 Wales Safeguarding Procedures (2019) Safeguarding Children: Working Together Under the Children Act 2004 Children Act 1989 https://gov.wales/curriculum-wales-guidance-and-code-relationships-and-sexuality-education-rse

	• or any other cause for concern	
Substance misuse	A drug is a chemical substance which brings about a change in a person's emotional state, body, functioning or behaviour. This definition includes many substances which might not immediately be considered as drugs, such as solvents, alcohol, tobacco and caffeine. Relatively new psychoactive substances are commonly known as "legal highs". This phrase potentially minimises the risks associated with such substances. Substance misuse is a major threat to individuals, families and the wider community.	Hidden Harm – Responding to the needs of children of problem drug users Model Substance Misuse Policy for Scl DAN 24/7 https://dan247.org.uk/ Welsh Substance Misuse Helpline Young People - Barod https://barod.cymru › young-persons Young person's services work with under 18's to prevent **substance misuse** and related harm.
Suicide & Self Harm	Children and young people who think about suicide can be difficult to identify but they may harm themselves, suffer alone or are too frightened to speak openly about how they feel.	*Gwent Safeguarding Board Guidance* GSB - Responding to SSH - ENG.pdf GSB - Responding to SSH - CYM.pdf

		The guidance provides information for teachers and professionals who work with children and young people regarding how to respond to issues of suicide and self-harm. It addresses how to ask questions of children and young people who may have suicidal feelings or be self-harming, and how to respond to disclosure of these feelings and behaviours. It provides guidance on confidentiality, safeguarding and routes of escalation. ***Meic - 080880 23456 - https://www.meiccymru.org/*** Talk to Me – the national action plan to reduce suicide and self harm in Wales which sets out how to: ● Promote mental health and well-being ● Step in early to help ● Respond to personal crisis ● Manage the consequences of self-harm and suicide ● Promote learning and information ● Work with media ● Restrict the access to the means of suicide.
Trafficking	Child trafficking is child abuse. Children who are trafficked may be used for: ● sexual exploitation ● domestic service ● exploitative labour ● criminal activity ● forced marriage Devolved **NRM** decision making model is intrinsically linked to local safeguarding structures to ensure a more	All Wales Practice Guidance for Safeguarding Children Who May Have Been Trafficked https://www.policingslavery.co.uk/transforming-our-response/training-delivery/e-learning-child-victims-of-modern-slavery/ **What is the National Referral Mechanism (NRM)?** Sexual Offences Act 2004 Asylum and Immigration (Treatment of Claimants, etc) Act 2004 – EU Framework Decision on Trafficking for the Purposes of Sexual and Labour Exploitation Convention on Action against Trafficking in Human Beings

	holistic approach to protecting child victims of trafficking and preventing further exploitation	Safeguarding Children who may have been trafficked. Strategy on Human Trafficking. Also The NSPCC's Child Trafficking Advice Centre (CTAC) 0808 800 5000 – help@nspcc.org.uk

Appendix 2

Extract/links from Wales Safeguarding Procedures (2019)

Key definitions relevant to safeguarding children

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

A child

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

A child at risk

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

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

It is important to note:

- The use of the term 'at risk' means that actual abuse or neglect does not need to occur, rather early interventions to protect a child at risk should be considered to prevent actual harm, abuse and neglect;
- The two conditions necessary to demonstrate a child is at risk of abuse or neglect ensures that protection is provided to those with care and support needs who *also* require actions to secure their safety in the future;
- Risk of abuse or neglect may be the consequence of one concern or a result of cumulative factors.

Harm

Harm is defined as:

- ill treatment this includes sexual abuse, neglect, emotional abuse and psychological abuse
- the impairment of physical or mental health (including that suffered from seeing or hearing another person suffer ill treatment).
- the impairment of physical intellectual, emotional, social or behavioural development (including that suffered from seeing or hearing another person suffer ill treatment).

vol 5 Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk

Types of harm

The following is a non-exhaustive list of examples for each of the categories of harm, abuse and neglect included in vol 5 Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk

- **physical abuse** - hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions;
- **emotional/psychological abuse** - threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others
- **sexual abuse** - 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, including: physical contact, including penetrative or non-penetrative acts; 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;
- **financial abuse** - this category will be less prevalent for a child but indicators could be:
- not meeting their needs for care and support which are provided through direct payments; or
- complaints that personal property is missing.
- **neglect** - failure to meet basic physical, emotional or psychological needs which is likely to result in impairment of health or development.

Risk from other actual or potential harm to a child or young person may also result from:

- **Criminal exploitation such as county lines (CCE)**
- **Child sexual exploitation**
- **Radicalisation**
- **Female genital mutilation**
- **Modern slavery**

Significant harm

Concerns about likely or actual significant harm to a child is the threshold for initiating [s47 enquiries under the Children Act 1989]

There is no statutory definition of significant harm. Therefore, practitioners must:

'Where the question of whether harm is significant turns on the child's health or development, the child's health or development is to be compared with that which could reasonably be expected of a similar child (*Section 31(9)*, **Children Act 1989**.)

Pointers for Practice: Signs and Indicators of Possible Abuse and Neglect in a Child

See also: All Wales Practice Guides

Responsibilities to report

The Social Services and Well-being (Wales) Act 2014 s.128, specifies the duty placed on practitioner 'relevant partners' under s.162 of the Act to report both adults and children, including unborn children, they have reasonable cause to suspect are at risk of harm.

Safeguarding children affected by domestic abuse

- **There is well established evidence that exposure to domestic abuse can and does cause significant harm to children.**[1] The Adoption and Children Act 2002 extended the definition of significant harm to include 'impairment suffered from seeing or hearing the ill-treatment of another'. This recognises the fact that witnessing domestic violence can have a serious impact on children's emotional well-being and development.
- We know that sensory impaired and disabled children are at an increased risk of being abused compared with their non-disabled / non-sensory impaired peers. They are also less likely to receive the protection and support they need when they have been abused. Practitioners and professionals should explicitly recognise the increased vulnerability of sensory impaired and disabled children to abuse and neglect, as well as the barriers they may face, especially around communication and provide for any additional safeguards needed to protect them.
- Practitioners should familiarise themselves with the culture and beliefs of those families they work with. Practitioners should not be afraid to ask about particular behaviours and the reasons for them in a sensitive manner and should never overlook potential harmful practices on the basis of cultural sensitivity.
- All practitioners must be alert to the possibility of the child being at risk of harm regardless of the setting they are living in, whether in foster care, adoptive placements or a children's home. Children in placements or those who are adopted will have relationships that may include foster carers, adoptive parents, birth parents, siblings or other birth relatives. These relationships and any contact may be positive and welcomed or undesired and deemed a risk. Children's past experience of abuse and neglect may leave them at risk of having emotional, behavioural and mental health difficulties, which may continue to make them vulnerable.
- **Children should be seen and heard.** Evidence from Child Practice Reviews has highlighted the need for children to meet on their own with practitioners, away from parents and carers in an environment where they feel safe, so that the child can speak about the impact that the circumstances which have prompted safeguarding concerns are having on them. There are too many cases where the child was not seen or asked their views or feelings, or where

this did not happen enough. Providing time and space to listen directly to children supports a child-centred system and promotes good safeguarding practice.[2]

- The purpose of the **Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015** is to improve:
    - Arrangements for the prevention of violence against women, domestic abuse and sexual violence;
    - Arrangements for the protection of victims of violence against women, domestic abuse and sexual violence;
    - Support for people affected by violence against women, domestic abuse and sexual violence.

The Act covers all forms of gender based violence in recognition that both men and women are victims of violence; threats of violence or harassment arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation; and also forced marriage. Protection is a critical aspect of this work; public services need to work together to protect those who are currently experiencing violence against women, domestic abuse and sexual violence from suffering any further harm, and protect any children within the family setting. A whole-systems approach to multi-agency risk management is recommended to minimise crisis management where possible and relevant.

What do we mean by Domestic Abuse?

The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 sets out that:

"abuse" means physical, sexual, psychological, emotional or financial abuse;

"domestic abuse" means abuse where the victim of it is or has been associated with the abuser;

"gender-based violence" means— a) violence, threats of violence or harassment arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation; b) female genital mutilation; c) forcing a person (whether by physical force or coercion by threats or other psychological means) to enter into a religious or civil ceremony of marriage (whether or not legally binding);

"Violence against women", should be read as also including male victims of gender-based violence (GBV) unless the context suggests otherwise.

Peer relationship abuse

Peer relationship abuse is a pattern of actual or threatened acts of physical, sexual, and / or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion,

social sabotage, sexual harassment, threats and / or acts of physical or sexual abuse.

Children who are harmed and children who harm should both be treated as children who may have care and support needs, and practitioners should bear in mind that a child may be a perpetrator and also a victim of violence.

What is coercive control?

It is a criminal offence in England and Wales for someone to subject someone else to coercive control. This form of abuse must be reported to the police. Coercive control[3] is when a person with whom someone is personally connected, repeatedly behaves in a way which makes the victim feel controlled, dependent, isolated or scared. The following types of behaviour are common examples of coercive control:

- isolating someone from their friends and family
- controlling how much money someone has and how they spend it
- monitoring a person's activities and movements
- repeatedly putting someone down, calling them names or telling them that they are worthless
- threatening to publish information about someone or to report them to the police or the authorities
- damaging a person's property or household goods
- **threatening to harm or kill them or their child(ren)**
- **forcing someone to take part in criminal activity or child abuse**

Parental conflict

- Research suggests that inter-parental relationships, specifically how parents communicate and relate to each other, should be recognised as a primary influence on effective parenting practices and children's long-term mental health and future life chances. Parents/couples who engage in and poorly resolve inter-parental conflicts put children's mental health and long-term life chances at risk. Children of all ages can be affected by destructive inter-parental conflict, with effects evidenced across infancy, childhood, adolescence, and adulthood. Although some conflict in relationships is normal, frequent, intense and poorly resolved conflict between parents can profoundly affect children at any age.[4]
- Research conducted in recent decades, has highlighted how children's exposure to discordant, but non-violent, conflict between parents also exerts negative effects on child development. This research suggests that we should move away from considering conflict between parents as simply violent or not violent in favour of an acknowledgment that conflicted behaviour between parents exists across a continuum of severity – ranging from hostile silence to physical violence. Intervention programmes that focus on the inter-parental relationship have the potential to mitigate the negative

consequences of family stress, family conflict and family breakdown on children and parents, and help prevent the intergenerational transmission of factors that lead to disrupted family relationships and family breakdown.

PROTECTING CHILDREN at ..BLANK.. Primary

At BLANK school we value our children and their futures.
With this in mind we have a child Protection Policy designed to keep our pupils as safe as possible.
As a Parent or carer of our pupils you have a vital role to play. This school is part of your community and you are so important in helping us keep pupils safe. This leaflet will hopefully explain our procedures and your role within them.

Our Child Protection policy applies to all staff, governors and volunteers working in the school. The five main points are;

- Ensuring we check the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep themselves safe.
- Make sure school procedures for identifying and reporting concerns are followed.
- Supporting pupils who are at risk in line with his/her agreed child protection plan.
- Having a safe environment in which children can learn and develop.

Child Protection concerns can involve;

- Children telling staff or other pupils that they are concerned about abuse or neglect issues
- Children having injuries
- Children behaving in a way that is unusual for their age and understanding eg sexual knowledge
- Children being dirty, poorly dressed or smelling regularly
- Children who are overly hungry or tired
- Children who are frightened or overly aggressive

There are many ways in which staff might become concerned about a child. They will always want to assist the child and the family. Discussions with parents are intended to support the family not accuse anyone.

Please help our school make sure all our children stay safe.

Changing Lives, Building Futures•Newid Bywydau, Creu Dyfodol

Copies of our Safeguarding policy are available from the school

SAFEGUARDING INFORMATION FOR PARENTS

Staff **will:**

- Remember that the priority is to protect the child;
- Treat the matter seriously;
- Listen but do not judge;
- Believe the child
- Tell the child that they have done the right thing in talking to a safe adult;
- Tell the child what will happen next where possible
- Inform the Headteacher of all concerns immediately

Staff **will not:**

- Contact the parents - this is the job of the Headteacher or social services;
- Ask lots of questions if a child has told concerning information
- Speak to anyone about whom allegations are made (including colleagues);
- Promise to keep secrets

When school staff have concerns for a child, the Headteacher will usually discuss this with the parent, but in some circumstances

The Headteacher will **not** ask parents before calling Social Services if:

- The parent knew of the concerns and did not protect the child
- The parent is the cause of concern
- The parent would not be able to discuss the concern

As a parent/carer you play a vital role in all that the school do, especially when it comes to ensuring all our pupils are safeguarded and protected. As a school we ask that you as parents:

- Talk to staff about any concerns you have for your child
- Remember that the school MUST share concerns about your child
- The school will NOT judge you, but they may have to share difficult information
- The school MUST prioritise the safety and wellbeing of pupils, they cannot keep secrets from other agencies

As a parent we hope you will help us in our legal duties to protect all our pupils. As a school we have a duty to contact Social Services where we are concerned that a child may be at risk or suffering harm. Sometimes we may need to speak to you about your child and your circumstances.

We need to discuss concerns with parents, nobody within our school will judge you, or accuse you, we simply need to discuss the facts and decide whether you may need some extra help to give your child every opportunity they deserve.

Within this leaflet we have outlined some of the standard procedures the school MUST follow.

None of these procedures are aimed at upsetting or distressing you as parents/carers. They are designed to look at your childs needs and make sure that if your child needs some extra help, they get it.

Disclosure and Reporting **Appendix 4**

a) What to do if a person tells you they have been abused or harmed:

A person may confide in any practitioner. Practitioners to whom an allegation is made should remember: -

- Yours is a listening role, do not interrupt the when they are freely recalling events. Limit any questions to clarifying your understanding of what is being said. Any questions should be framed in an open manner so not to lead;
- In schools, staff should always speak to the DSP in the first instance, or in their absence, the Deputy DSP. In the event that both are absent, do not delay - anyone can contact the local authority children's social services to raise a concern at any time (Information, Advice and Assistance (IAA) team). Staff members should always act in the best interests of the child.
- For other education settings, the process outlined in the setting's own procedures must be followed.
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the DSP. 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 answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the process. Remember, your note of the discussion may be used in any subsequent formal investigation and/or court proceedings. It is advised that you retain a copy in a safe place;
- Do not give undertakings of confidentiality. You will need to express this in age/developmental related ways as soon as appropriately possible during the disclosure. This may result in the person 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have a shared a concern with you to the DSP. Often what is initially shared is the tip of an iceberg;
- That a person may be waiting for a case to go to criminal court, may have to give evidence or in the case of a child, may be awaiting care proceedings.
- You may have a future role in terms of supporting or monitoring the person, for example, contributing to an assessment or in the case of a child, implementing child protection plans. You can ask the DSP for an update on concerns shared, but they may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is confidential and not for sharing with others.
- When making a report about an 'adult at risk', consent is not required to make the report, but it would be helpful to know if the adult at risk consents to the adult safeguarding process.

b) What to do if a person tells you they have a practitioner concern (including volunteers):

If an allegation of abuse is made against a practitioner, this must be reported in accordance with the information below.

Where there is a practitioner concern, reports to children's/adult services are made in the same way as for all safeguarding concerns

Where there is an allegation/concern about a practitioner, you should refer to the Wales Safeguarding Procedures and the Welsh Government guidance circular 009/2014 Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff. (A summary of procedures is included in appendix 6: Practitioner Allegations/Concerns).

If a safeguarding allegation/concern about a practitioner is made, this must be reported to the Head Teacher/ manager.

If the concern is about the Head Teacher, this must be reported to the Chair of Governors and if the concern is about a manager, it must be reported to the next line manager.

The matter must also be discussed with the Safeguarding in Education Manager.
In the absence of the Safeguarding in Education Manager, do not delay, contact the Social Services Information, Advice and Assistance Team.

If there is an allegation against a Local Authority Officer then this must be communicated to the Chief Education Officer, colek@caerphilly.gov.uk Tel: 01443 864955, or the Lead for Safeguarding/Inclusion Sarah Ellis, elliss@caerphilly.gov.uk Tel: 01443 866618.

If the concern is about the SSL, then the Corporate Director for Education is to be contacted. If there is a concern about the Corporate Director for Education, then this should be referred to the Chief Executive.

Upon receipt of an allegation/concern about a practitioner in a school, the Head teacher/ manager (or where appropriate, the Chair of Governors), will:

- obtain details of the allegation in writing, signed and dated
- keep a record of dates, times, location and names of potential witnesses.
- not investigate the allegation, or interview pupils, or discuss the allegation with the member of staff, but consult with Safeguarding in Education/Child Protection Coordiinator/IAA Service.
- inform the Chair of Governors / manager
- contact the Safeguarding in Education Manager who, together with Children's Services will give urgent consideration as to whether or not there is sufficient substance to the allegation to warrant an investigation: The outcome will either be:

  i. without foundation
  ii. internal disciplinary procedures
  iii. a report under the safeguarding procedures

- In the case of adults at risk, further advice can be sought from the Information, Advice and Assistance team in Adult services.

Pending the outcome of this process, interim safeguarding arrangements will be necessary to prevent any unsupervised contact between the person making the allegation and the subject of the allegation, and should consider the contact that takes place between any other child(ren)/adult at risk and the person against whom the allegation has been made. This will require a risk assessment to be completed and documented by the Head teacher/Chair of Governors/manager.

The sharing of information about an allegation must be handled sensitively and must be restricted to those who have a need to know in order to safeguard.

Information about the child, adult at risk or family must not be shared with the individual against whom the allegation was made or anyone representing them.

The matter must be treated confidentially and will not be discussed with practitioners.

When a report has been made to the Local Authority, consideration will be given to the report by the statutory authorities, who can conclude their considerations at any stage in the safeguarding process. Once the statutory authorities have completed their consideration of the allegation, the matter is referred back to the governing body to consider any actions required by the employer. At the conclusion of the involvement of statutory services, the Safeguarding in Education Manager will consult with the Headteacher and chair of governors to discuss next steps (Handling allegations of abuse against teachers and staff | GOV.WALES)

Each establishment, organisation or service will keep and maintain records which detail allegations of abuse against any practitioner working for them, whether in a paid or voluntary capacity, whatever the outcome. There are clear requirements of when this information is to be shared with legal or statutory organisations such as DBS and the Education Workforce Council (EWC). Advice and guidance for the sharing of this specific information **must** be sought from Organisational Development.

c) Confidentiality

The school/setting and practitioners are fully aware of confidentiality issues if a person divulges that they are or have been abused. A person may only feel confident to confide in a practitioner if they feel that the information will not be divulged to anyone else. However, practitioners have a professional responsibility to share relevant information with the designated statutory agencies when a child or adult at risk is experiencing abuse and/or neglect.

It is important that each practitioner deals with this sensitively. When responding, practitioners should explain that they must inform the appropriate people who can help, but they will only tell those who need to know in order to be able to help. Practitioners should reassure the person and tell them that their situation will not be common knowledge within the setting. Be aware that it may well have taken significant courage 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.

Ensure that only those with a professional involvement, i.e. the DSP and Head teacher/Manager, have access to safeguarding records. At all other times, they should be kept secure and separate from the person's main file.

Appendix 5

Insert School Logo Here

Strictly Confidential-Significant Event Record

Records must be per INDIVIDUAL CHILD and secured with Childs Safeguarding File

Name	**D.O.B**	**School/setting**

Significant Event Record - factual observations

(to include child's comments **verbatim**, clearly list the situation, task being undertaken at the time, how many others present and any environmental factors that contributed, others adults present, how was the incident/event concluded, comments made to the child)

Date of event	Day		Month		Year		Time	

Description of event:

Action Taken:

Recorded By	**Name**	**Signature**	**Date/time event recorded**

Appendix 6

Insert School Logo Here

Safeguarding Pupil Information record

Name		DOB		UPN Number	
Address					

Primary PR Holder: (Parent or Social Services)	
Parent's Name:	
Parent's Address:	
Parent's contact number:	
Carer's name (if not residing with Parents)	
Carer's Address:	
Carer's contact number:	

Child Protection (CP)		**Looked After Children (LAC)**	
Date of CP Registration		**Date became LAC**	
Child Protection Register Category		**Legal Status (if LAC)**	
Date ceased CP Registration		**Date ceased to be LAC**	
Social Worker		**Contact Number**	
Social Services Team Manager		**Social Services Area Team**	

Additional Notes / Emergency Information:
(e.g. early alert files, files for children causing concern, restrictions on contact, hazards, allergies, medical information or special family arrangements)

Appendix 7

Suggested Safeguarding File Composition

The following guidance from Education Safeguarding is regarding the storage of information in School/Setting on vulnerable children and those involved with Social Services. Each child should have an individual file and all information should be in date order **with the most recent first,** in the following sections:

Safeguarding School File

1. Safeguarding Pupil Information record

2. Chronology of school concerns

3. Correspondence

4. Social Services Minutes – Conference/Core Group Minutes, LAC Review Meetings, Child in Need Planning Meetings

5. School reports for Social Services Meetings – i.e. Case Conference Meetings, LAC Reviews, Core Groups

6. Attendance Data – Registration sheets, EWO involvement

7. Academic Assessment Information – Key Stage Assessments, end of year testing

8. School based additional information e.g. Involvement with Educational Psychology Service, Behaviour Support Service, Additional Learning Needs Service. Copies of Statement of Special Educational Needs, IEP, IBP, PEP, Positive Handling Plan / Team Teach information.

9. School Report

10. Any other information – copies of referrals to other agencies

When a child leaves your school this confidential information must be securely transferred to the new school and signed for by the new Headteacher/Setting Leader or Designate Senior Person for CP. The receiving school must be made aware of the existence of a Safeguarding file prior to the child transferring.

Appendix 8

Employee Support Plan/Risk Assessment
Employee Related Safeguarding Issues

1. Employee Details	Full Name:		Date of Birth:	
	Designation:		Location:	
2. Introduction/Reason				

3. Risk	**Control**	**High Level of Risk – Additional Control**

4. Wellbeing and Support (i.e designated point of contact in school / confidentiality / ViVup / Union)	
5. Consultees	
6. Conclusion	

Signed: (Manager/Headteacher)		Date:	
Signed: (Employee)		Date:	

You can access all of the support of ViVup Wellbeing support by logging on
Vivup Staff Wellbeing programme 0800 0239387
https://caerphillycouncil.yourcarewellbeing.net

Date	Time In	Time Out	Name	Company	Reason for Visit	CP info given * (please tick)	Risk Assessment of Contractor (must be completed)			
							Valid DBS		Appropriate company I.D seen	
							Will be accompanied whilst on school site			
							Not in areas where lone pupils are			
							Not in areas where lone pupils are			
							Valid DBS		Appropriate company I.D. seen	
							Will be accompanied whilst on school site			
							Not in areas where lone pupils are			
							Valid DBS		Appropriate company I.D. seen	
							Will be accompanied whilst on school site			
							Not in areas where lone pupils are			
							Valid DBS		Appropriate company I.D. seen	
							Will be accompanied whilst on school site			
							Not in areas where lone pupils are			
							Valid DBS		Appropriate company I.D seen	
							Will be accompanied whilst on school site			

Insert School Logo Here

ne pupils

Appendix 9

Daily Staff / Visitor / Contractor Log

*CP info given to daily staff / visitors / contractors should include name and location of Designated Senior Person for CP, and immediate actions required in reporting concerns

Appendix 10

ETHICAL STANDARDS & SAFETY CONSIDERATIONS FOR EDUCATION BASED PRACTITIONERS

The Caerphilly County Code of Conduct states;

The public is entitled to expect the highest standards of conduct from all qualifying employees of relevant authorities. The role of such employees is to serve their employing authority in providing advice, implementing its policies, and delivering services to the local community. In performing their duties, they must act with integrity, honesty, impartiality and objectivity.

Qualifying employees of relevant authorities work for their employing authority and serve the whole of that authority. They are accountable to and owe a duty to that authority. They must act in accordance with the principles set out in this Code, recognising the duty of all public sector employees to discharge public functions reasonably and according to the law.

In addition to the LA Code of Conduct, the Education Workforce Council has its own guidance in professional standards, this guidance can be found on the EWC website;

Code of Practitioner Conduct and Practice for registrants with the Education Workforce Council

Education sector staff should be particularly mindful of the perceptions of their actions particularly when dealing with children (a person under 18 years of age). There has been considerable publicity around the use of multimedia equipment within educational settings. Significant concerns have arisen in the 'safeguarding' arena from what would previously have been deemed 'usual' school practice, ie the photographing of school concerts or sporting activity etc. In addition, the personal lives of professionals working with children continues to be under increasing scrutiny to ensure those working with children and vulnerable adults are suitable and safe to do so.

There are local arrangements in Caerphilly with Children's Services to ensure robust objective oversight is secured in the event of allegations against a practitioner/person in a position of trust. Allegations of a safeguarding nature against members of staff, volunteers or persons in a position of trust must be reported for consideration outside of the school. Reports can either be forwarded direct to Children's Services where there is clear concern

for children's welfare or safety, or discussions held with Education Safeguarding. Even when allegations are made against a member of staff, volunteer or a person in a position of trust that are not obviously safeguarding issues, advice can still be sought from Education Safeguarding to agree a way forward. If Education Safeguarding are unavailable, advice can be sought from the Information, Advice and Assistance Team Manager, Children's Services.

In Caerphilly County Borough the Education Safeguarding Team is clear in the following advice to all teaching and education based staff.

1. **Do not share your personal contact details with pupils**. This may give the pupil the impression you are friends and will blur the professional boundaries required between pupils and staff. Do not become friends with pupils or former pupils on social media sites as this would give them access to personal information. If a mobile telephone is required for school trips etc then the school should provide one. If you are required to link with children outside of school hours via e-mail for coursework etc, then a school based IT system that is checked and monitored by school should be used. Providing your personal details to pupils puts staff at risk of allegation and being placed in compromising positions. Clear professional boundaries will protect both pupils and staff.

2. **Do not bring electronic items onto school premises if they have any information or images that are not appropriate.** There have been reported incidents where staff have failed to turn off their Bluetooth/Wifi when in school. Pupils have then linked to staff's personal devices and sent inappropriate material or even accessed their personal data. Note… laptops/iPads also have a Bluetooth facility, therefore have the potential for pupils to 'search' and infiltrate such equipment. The authority has clear guidelines regarding acceptable social media use via the LA Social Media Policy. There have been occasions where staff have lost/misplaced their personal mobile phones/cameras/tablets etc, or they have been stolen. Pupils have subsequently then accessed the contents of these devices. All staff remain responsible for the content of the device. Should it contain any explicit photographs, inappropriate language/jokes, then this could become a concern under S.5 Wales Safeguarding Procedures (2019) and/or disciplinary matter. We understand that staff may need to have access to their personal phones/laptops/iPads etc for legitimate reasons during work hours, however, it remains the responsibility of the individual to ensure these are encrypted with password/ID protection so the content cannot be easily accessed by others. Any lost or stolen personal technology MUST be reported to a DSP or relevant person in authority immediately.

3. **Do not contact pupils on their personal mobile phones.** If you need to contact a pupil outside of school, you should contact a parent/carer first to obtain permission on each occasion. In an emergency situation, where there is concern for the pupil's immediate welfare, phone calls to pupils on their personal mobiles should be made with a witness present and the rationale clearly noted/recorded.

4. **Do not take photographs of children without explicit consent from their parent/carer.** Multimedia is fast advancing; video and photography are part and parcel of modern education. Any images made of pupils should be clearly identified, with its purpose, proposed use/distribution and storage outlined to participants and parents/carers before it is created. Storing multimedia images of pupils without documented plans and permissions could be a breach of relevant Social Media/Safeguarding Policies This will include material generated for teaching and/or examination purposes. NB…Do not use your personal devices to take/store images of pupils, always use school based technology.

5. **Do not be tempted to view/reproduce electronic images, however generated, beyond the need to 'have reasonable cause to believe' that a child is at risk of/suffering significant harm.** If you should discover, or become aware of, images of an inappropriate/sexual nature or you are alerted to the existence of images, **do not** under any circumstances view, copy or print these images. You may be committing an offence by doing so. The device should be secured and immediate advice sought from either the Safeguarding in Education Team, Social Services IAA Team or Police. If you are asked by SSD or Police to view the device to *check* if there are images, then you politely refuse to do so…this is not your responsibility. Additionally, the Caerphilly IT policy outlines the expected behaviours of all staff in relation to use of, and security of IT. The full policy is available to all staff via the Caerphilly Intranet.

6. **Be aware of your conduct on the internet, including social media sites.** Every practitioner/person in a position of trust is entitled to a private family life. However, by putting details of your life on the internet, you make them public. Security settings should be set to 'private' on social media sites, however, these can on occasions be unreliable if your private members are associated with non private members; should the security settings fail, you cannot get back any information which spills into the public domain. If you accept pupils or former pupils, who still have links to the school, onto your social page, they will have access to your personal contact details and your social environment. This may blur the boundary in their mind of the pupil/staff relationship. In addition, your behaviour in a social setting may not portray you in the way the school would wish its staff to be viewed by pupils. You must be aware that if you state on any social media site that you are employed by Caerphilly CBC or any of its facilities, you are then representing the Council's public image on-line and the public may assume your views are representative of the school/setting or Council. Members of the public should be able to expect a level of accountability in your on-line conduct. If you disregard the cautionary points in this guidance, you must be aware that your conduct on-line is also open to scrutiny under the S.5 Wales Safeguarding Procedures (2019) and/or disciplinary procedures.

7. **Do not restrain pupils unless trained to do so.** Caerphilly use the Team TEACH model of physical intervention; training is available via PBS. In order to fulfil your 'Duty of Care' you can of course perform a reasonable intervention, in a life or limb situation. However, restraint should be undertaken only by those trained to do so. Physical interventions by staff without the appropriate training elevate the risk of physical injury and relationship breakdown for both pupils and staff. Pupils have the right to complain if they feel a restraint was inappropriate, not proportionate or unsafe/caused harm to the pupil.

8. **Physical contact with pupils.** Pupils can sometimes present as extremely upset or distressed, where often a compassionate physical response is offered as reassurance to minimise distress. This can be appropriate in some situations; however, staff should be mindful of pupil's personal space and any ACE's. A contingency touch on the arm or shoulder with a reassuring/calm voice would be deemed acceptable Whilst a peck on the cheek or on top of the head is often viewed as a 'parental' response; it is certainly NOT appropriate from a member of staff towards a pupil. You will not always be aware of that child's view of physical contact (or as yet any undisclosed abuse) and this action might trigger additional distress by touching them. Additionally, a child may view your intent in a completely different manner to that intended and may feel extremely uncomfortable/threatened by your attempt at reassurance. If staff are approached by pupils and involuntarily receive a cuddle from pupils, staff should divert this attention and appropriately neutralise the situation whilst allowing the child to see that you care (e.g. verbal recognition). The Thrive Approach and trauma informed approaches recognise that the use of 'safe touch' can

be a physical way of soothing, calming and containing a pupil who is distressed. Considering the circumstances and the needs of the pupil, 'safe touch' may be an appropriate means of offering ethical care to pupils in need of emotional support.

9. **Do not give pupils money or gifts unless these items are agreed, recorded and supplied by the school.** On occasion pupils will forget lunch monies, this should be managed by the main office and cash logged appropriately. If by way of recognising an achievement, staff plan to give a pupil a reward/gift, this should be agreed by the SLT of the school/setting and clearly logged in school records as an appropriate response to the pupil's achievement. Any support, gift or rewards should be equally accessible to all pupils on merit and need.

10. **When pupils leave your school you remain in a position of authority and trust to them. You must continue in the standards of behaviour towards them that would have been expected by the school/setting throughout their attendance at the school/setting.** Some staff may encounter children at social, sporting or community events outside of normal school hours. Your conduct should remain at the expected school standard, as these children will continue to view you as a representative of the school and its values. You must also consider the high possibility of the children having siblings, family members or community associates still within the school. Your behaviour is likely to be shared and discussed with these current pupils. You must also be aware that under the Sexual Offences Act 2003, it is unlawful for a person in a position of trust to engage in sexual behaviour with pupils until they are 18 years of age. A position of trust includes any adult in a position of responsibility towards pupils, not only teaching staff.

11. **If any circumstance that could impact upon the perception of you as a practitioner/person in a position of trust for the school community should arise, you must immediately report such circumstance to the Headteacher/Setting Leader.** This may include issues of domestic abuse, intervention of Children's Services within your family, issues with alcohol or drugs, financial impropriety or aggression within your own community, however this is not an exhaustive list. In order to safeguard pupils and staff, a risk assessment may need to be formulated to consider any potential transferrable risk to the workplace. Each individual's circumstances would be considered in context, but an open and honest discussion with the Headteacher/Setting Leader is required to ensure any perceived risks are minimised and appropriate control measures implemented.

12. **If any practitioner is subject to a Police investigation of any description, this must be reported to the Headteacher/Setting Leader immediately.** This applies to any investigation no matter what type of offence. This is so the school/setting can immediately carry out a risk assessment as described above.

13. **If you become aware that any member of your household or immediate family has committed, or is being investigated for, an offence against a child, vulnerable adult or a violent offence, you should report it to your Headteacher/Setting Leader.** Although you may not have any involvement in the alleged offence, due to your standing as a person in a position of trust and a representative of the school, there is an expectation of you as a responsible practitioner/person in a position of trust to share such information. In addition, the person involved in the investigation/offence may be known by the pupils of the school as a personal link to you. There is always the danger that pupils would view the involved person as a safe adult due to their known links to you as member of staff. A risk assessment may be required in order to safeguard pupils and yourself. If you were perceived to be actively supporting a person who is being investigated for, or

has been charged with, offences against children, your ability to protect in your daytime capacity can be legitimately questioned. A risk assessment may be required to ensure that you have the necessary awareness to appropriately undertake your responsibilities under the safeguarding agenda.

14. **Safeguarding children is the concern of the whole school. All staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.** As a practitioner/person in a position of trust working with children, you have a clear duty to report any concerns you have for a child. Failure to do so may result in further distress and suffering for the child. A failure to report may also result in a disciplinary action for the staff member concerned. If a child reports concern about a professional/person in a position of trust, you must remain objective, listen and then report the facts immediately to the Headteacher/Setting Leader. It is not your role to judge the child, the practitioner/person in a position of trustor the quality and validity of the information. You have a duty to report such information in a factual and timely manner. Support is available for staff that are left feeling in anyway distressed after a safeguarding incident or disclosure. Specific guidance is available on styles of recording from the Education Safeguarding Team.

In circumstances where this guidance directs staff to report concerns to their Headteacher/Setting Leader, these reports should be made to the Chair of Governors/Management Committee if the concerns relate to the Headteacher/Setting Leader themselves.

It is the individual's responsibility to appraise themselves of the school Safeguarding Policy and familiarise themselves with the Designated Senior Person for safeguarding and child protection arrangements. The school has a responsibility to ensure that safeguarding is an intrinsic part of any induction, and that regular updates are available to all staff. In Caerphilly LA, it is expected that whole school/setting safeguarding training is refreshed no longer that every three years, with Designated Senior Persons undertaking additional practitioner learning. Individuals should also report any concerns that any other practitioner is not complying with these standards, either to their Headteacher/Setting Leader or through the School or Council's Whistleblowing policy.

The listed advice is intended to not only improve the safeguarding of children, but also to protect staff. A clearly outlined expectation of standards of behaviour will provide guidance for staff and help ensure situations of risk are kept to a minimum. Whilst it is impossible to cover all possible scenarios, practitioners/those in a position of trust *must* use professional judgement and *take action* where necessary. If there is an unavoidable need to take a course of action not recommended in this advice sheet, please ensure you document your actions with a rationale for your decision, and share that information with the Designated Senior Person or the Headteacher/Setting Leader as soon as possible. In any instances where the Headteacher/Setting Leader finds themselves in circumstances such as listed above, they should report their concerns to their Chair of Governors/Management Committee and seek advice from Human Resources and Education Safeguarding.

Safeguarding is is a **DUTY** not an option.

You can seek advice around safeguarding related concerns from IAA, Education Safeguarding…..without delay!

Please direct any queries via email to educationsafeguarding@caerphilly.gov.uk