Polisi Diogelu
Ysgol Gymraeg Cwmbrân
Safeguarding Policy

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Safeguarding Policy

2026-2027

School……**Ysgol Gymraeg Cwmbrân**……

Head teacher…**Catrin Evans**……

Named personnel with designated responsibility for safeguarding children and young people

Academic year	Designated Senior Person (DSP)	Deputy DSP	Safeguarding children Governor (SCG)	Chair of Governors (COG)
2020-2021	Catrin Evans	Catrin Passmore	Guto Aaron	Jo Lewis
2021-2022	Catrin Evans	Catrin Passmore	Guto Aaron	Jo Lewis
2022-2023	Catrin Evans	Catrin Passmore	Guto Aaron	Jo Lewis
2023-2024	Catrin Evans	Catrin Passmore	Guto Aaron	Jo Lewis
2024-2025	Catrin Evans	Catrin Passmore	Guto Aaron	Jo Lewis
2025-2026	Catrin Evans	Catrin Passmore	Guto Aaron	Jo Lewis
2026-2027	Catrin Evans	Catrin Passmore	Guto Aaron	Jo Lewis

Policy review dates

Review Date	Changes made	By whom	Date Shared
20/09/25	Updated training information	Catrin Evans	02/10/25
23/09/26	Updated training information	Catrin Evans	02/10/26

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Dates of Staff training and details of course title and training provider

Whole school	Designated Senior person	Deputy Designated Senior Person
07/26 Group A Safeguarding	05/26 VAWDASV Ask and Act 2	
09/26 - Level 1 Safeguarding and Prevent	04/26 E-learning PREVENT Home Office.Gov.Uk	
	19/01/25 E-learning PREVENT Home Office.Gov.Uk	01/26 Safeguarding Training BFE Consultancy Ltd
09/25 - Level 1 Safeguarding and Prevent	13/05/25 'Keeping Our Children Safe' Training for Designated Person for Child Protection	19/01/25 E-learning PREVENT Home Office.Gov.Uk
09/24 - Level 1 Safeguarding and Prevent	03/04/24 E-learning PREVENT Home Office.Gov.Uk 30/04/24 VAWDASV Ask and Act 2	27/02/24 CIW 'Keeping Our Children Safe' Training for Designated Person for Child Protection
09/23 – Level 1 Safeguarding and Prevent	02/03/23 CIW Safeguarding Training for Designated Senior Person and Deputies	
09/22 – Level 1 Safeguarding and Prevent		21/01/22 CIW Safeguarding Training for Designated Senior Person and Deputies
09/21 – Level 1 Safeguarding and Prevent	19/03/21 CIW Safeguarding Training for Designated Senior Person and Deputies	
09/20 – Level 1 Safeguarding and Prevent		28/01/20 CIW Safeguarding Training for Designated Senior Person and Deputies

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09/19 – Level 1 Safeguarding and Prevent		
09/19 Online VAWDASV training completed by all staff		
11/18 ACES training	03/19 'Keeping our Children Safe' training for DSP	05/02 – UBD Operation Encompass
09/18 – Level 1 Safeguarding and Prevent	11/18 Group 2 VAWDASV 'Ask and Act' Training	Refresher Designated Person Training – Children in Wales - 01/18
Refresher for Catering staff and Lunchtime supervisors 09/10/17	11/17 – Catrin Evans – Missing children training/CSE – Alexis Redwood – Gwent Missing Children Team	12/17 - Catrin Passmore Prevent Radicalisation

Safeguarding Procedures and Prevent duty 24/04/17	03/17 – Catrin Evans Refresher Designated Person Training – Children in Wales	09/16-Catrin Passmore Children in Wales – Understanding How to Safeguard the Welfare of Children and Young People Level 2
Safeguarding Procedures 1/9/16	07/16- Catrin Evans Safe recruitment	
	05/16 - Catrin Evans Prevent Radicalisation	

SCG	COG
10/03/21 Safeguarding Training for Chair of Governors and Safeguarding Children Governor	25/11/21 Safeguarding Training for Chair of Governors and Safeguarding Children Governor
14/12/22 E-learning PREVENT Home Office.Gov.uk	22/5/22 E-learning PREVENT Home Office.Gov.uk

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16/03/23 Safeguarding Training for Chair of Governors and Safeguarding Children Governor	22/11/23 Safeguarding Training for Chair of Governors and Safeguarding Children Governor
18/02/25 E-learning PREVENT Home Office.Gov.Uk	06/03/25 E-learning PREVENT Home Office.Gov.Uk
	12/25 Safeguarding Training for Chair of Governors and Safeguarding Children Governor

Governor Review of policy dates

30/09/21
15/02/23
06/10/23
01/10/24
02/10/25
02/10/26

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INTRODUCTION

This policy applies to all adults, including volunteers, working in or on behalf of the school.

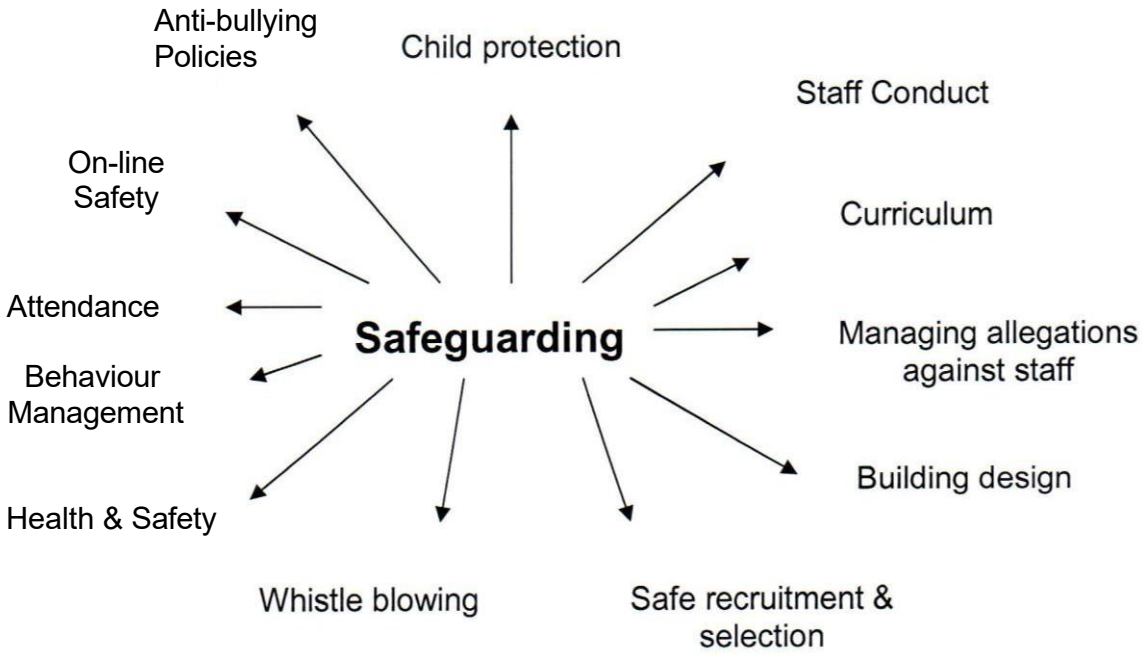
Everyone working in or for our school service shares the objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe at home and in our school.

SCHOOL COMMITMENT

Ysgol Gymraeg Cwmbrân is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

We will make sure that all of our policies link up to promote the safeguarding of children.



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PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1 Safer Recruitment and Selection

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers, governors and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking an enhanced (DBS) check to check against the barred list.

In line with statutory changes, underpinned by regulations, the following will apply:

- a DBS Enhanced Disclosure is obtained for **all** new appointments to our school's workforce (unless portability applies, e.g. supply teachers);
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff;
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority.

2 Safe Practice

Our school will follow the Safeguarding Children and Young People in Educational Settings policy and procedures along with guidance provided by the Gwent Safeguarding Board.

gwentsafeguarding.org.uk/en/protocols-and-procedures

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question;
- discuss and/or take advice from school management over any incident which may

give rise to concern;

- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;

- be aware of the confidentiality policy;

- are aware that breaches of the law and other professional guidelines could result in criminal and/or disciplinary action being taken against them.

3 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. Our school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Our school will ensure that pupils are made aware that information can be found on various posters and websites. Each area in the school has a dedicated noticeboard with easy access to avenues of support e.g. information from NSPCC, Childline, Crucial Crew.

School's arrangements for consulting with and listening to pupils are through 'listening to listeners' sessions, the School Council and weekly wellbeing afternoons.

We make pupils aware of these arrangements as part of a weekly well-being afternoons on Wednesdays and during assemblies.

4 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. Parents are made aware of the themes that will be covered in our well-being sessions in order to help them reinforce key messages with their children.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Ysgol Gymraeg Cwmbrân will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with their child's teacher in the first instance but the school has an open door policy and parents/guardians can usually see the Headteacher as soon as possible to share any concerns.

We make parents aware of our safeguarding policy by including details in the prospectus and displaying a copy on the school website. Parents are made aware that they can view this policy on request.

5 Partnerships with Others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the SEWSCB. The school works with the LA, school nurse, MASSH, Families First, Young Carers, National Youth Advocacy Service, CCYP, the Police and the NSPCC, There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

6 School Training and Staff & Governor Induction

The school's senior member of staff with designated responsibility for child protection (DSP) and their deputy undertakes safeguarding training to support them in carrying out their role and this is refreshed every 2 years. In addition training in inter–agency working is undertaken to ensure continual professional development and that skills and knowledge in child protection are always up to date.

The Head teacher and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively. This training is repeated formally every 3 years and refreshed at least annually.

The SCG and COG receive training to support them in undertaking their roles which is refreshed every two years. All other governors also receive appropriate safeguarding training, which is supported by the National Safeguarding Training Learning and Development Standards.

The Keeping Learners Safe Modules available on Hwb support all staff, volunteers and governors to understand their safeguarding responsibilities as set out in the Keeping Learners Safe Guidance.

All staff, governors and volunteers are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

7 Support, Advice and Guidance for Staff

Staff will be supported by Miss Evans and Miss Passmore at Ysgol Gymraeg Cwmbrân, the LA and professional associations.

The designated senior person for Safeguarding/Child Protection (DSP) will be supported by Mr Guto Aaron, designated Safeguarding Governor and Mrs Jo Lewis, Chair of Governors.

8 Children Missing from Education

When a child on roll at a school appears to have gone missing or is withdrawn from a maintained school in Wales without the parent/carer giving notice or without the school being advised of the new school, the school should try to make contact with the parent/carers. Care should be taken to record all the steps taken to locate the child

such as information known, received, dates, times and people spoken to along

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with decisions and actions taken. If these efforts fail, the school should notify the Education Welfare Service promptly who will then work with the school and make every effort to try and identify the child or young person's current whereabouts/destination. If a child or young person has left school without a known destination and both school and the Education Welfare Service have followed procedures and all 'reasonable efforts' to locate them have been unsuccessful, then, after a minimum period of 4 weeks, the school, in consultation with the Local Authority should remove the child or young person's name from its roll and create a 'lost pupil' common transfer file (CTF) with XXXXXXX as the destination. The CTF should be uploaded onto the s2s secure site where it will be held in the 'lost pupil' area.

9 Confidentiality

The school has adopted the LA's Data Protection Policy and has a Code of Conduct which describes our expectations of staff.

Where there is a concern that a child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

Confidentiality is important in maintaining confidence and participation in services and thereby helping to protect children's' health and well-being. However, the duty of confidentiality is not absolute and may be breached where this is in the best interest of the child and in the wider public interest.

10 Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above);
- details of any persons authorised to collect the child from school (if different from above);
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- if the child is or has been on the Child Protection Register or subject to a care plan:
    - name and contact detail of G.P.
    - any other factors which may impact on the safety and welfare of the child

- The school will collate, store and agree access to this information using SIMS and each parent provides this information via Microsoft forms which is securely stored on the school system.

11 Roles and Responsibilities

Our Governing Body will ensure that:

- the school has a child protection policy and procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;

- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;

- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures;

- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);

- A lead governor is nominated to ensure safeguarding is receiving proper attention – the Safeguarding Children Governor (SCG)

- staff undertake appropriate child protection training;

- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;

- a governor is nominated (typically the Chair of Governors) to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher

- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.

- they review their policies and procedures annually and provide information to the Local Authority about them and about how the above duties have been discharged

Our Head teacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;

- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior Member of Staff with Designated Responsibility for Child Protection (Designated Safeguarding Person DSP) will:

- take responsibility for Child Protection practice, policy and procedures and professional development working with other agencies as necessary

- refer cases of suspected abuse or allegations to the relevant investigating agencies as soon as a problem, suspicion or concern about a child becomes apparent and certainly within 24 hours

- ensure referrals made by telephone or in person are confirmed in writing within 24 hours using the Duty to Report - Multi Agency Referral Form (MARF)

- act as a source of support , advice and expertise within the educational establishment;

- liaise with the Head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

- recognise how to identify signs of abuse and when it is appropriate to make a referral;

- have a working knowledge of the Gwent Safeguarding Board, the conduct of a child protection case conference and be able to attend and contribute to these;

- ensure that all staff have access to and understand the school's child protection policy;

- Support the Head teacher and governing body in ensuring the school has robust safe recruitment and retention procedures

- ensure that all staff have induction training;

- keep detailed accurate secure written records and/or concerns

- obtain access to resources, attend any relevant or refresher training courses at least every two years and ensure the learning from the training is cascaded to all staff as necessary within the school.

- ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;

- ensure parents are made aware of the child protection/ safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;

- where a child leaves the school/setting, ensure the child protection file is copied for the new school/setting asap and transferred to the new school separately from the main pupil file in accordance with the LA School's Retention Policy. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education inclusion Service.

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

Staff And Volunteers Should Never:

- Engage in sexually provocative or rough physical games, including horse play.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments in front of, about, or to a child, even in "fun".
- Let allegations made by a child go without being addressed and recorded
- Deter children from making allegations through fear of not being believed.
- Do things of a personal nature for children that they can do themselves.
- Share a bedroom with a child or young person.
- Invite or allow a child or young person to stay with them at their home unsupervised.
- Jump to conclusions about others without checking facts.
- Rely on their own good name to protect them.

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of

emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter (including exclusion from home or abandonment), protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate carers), or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity, (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

Child Criminal Exploitation is common in county lines and occurs when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can also occur through the use of technology,

The UK Government defines county lines as the term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs or money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Online Abuse – Online abuse is abuse that is facilitated using technology. It may take place through social media, online games, or other channels of digital communication. Children can also be re-victimised if evidence of their abuse is recorded or uploaded online. Technology can facilitate a number of illegal abusive behaviours including, but not limited to: harassment; stalking; threatening behaviour; sharing indecent images of children under 18; inciting a child to sexual activity; sexual exploitation; grooming; sexual communication with a child; and, causing a child to view images or watch videos of a sexual act. Using technology to facilitate any of the above activities is online abuse. Alongside those illegal activities that are perpetrated online, children may also be exposed to inappropriate behaviours or content online. For instance, children may be bullied online by their peers or they might, either accidentally or intentionally, view content which is intended for adults, such as pornography. Both online abuse and exposure to unsuitable content or behaviour can have a long lasting impact on the wellbeing of children and young people.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow the Gwent Safeguarding Board Child Protection Procedures which are consistent with 'Working Together to Safeguard Children' and the Wales Safeguarding Procedures.

It is ***not*** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

Our school fully recognises the contribution it makes to child protection and the following procedures will be followed in relation to concerns of a child protection nature in this school:

There are three main elements to our child protection policy and procedures:

- Prevention through the culture, 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 may have been abused.

Our policy and procedures apply to all staff and volunteers working in the school and governors. Learning support assistants, midday supervisors, caretakers and secretaries as well as teachers can be the first point of disclosure for a child.

Prevention

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 and are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum, activities and opportunities for relationships and sexuality education which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate
- take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

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Procedures

We will follow the Wales Safeguarding Procedures that have been endorsed by the Gwent Safeguarding Board and as required in WG Guidance Keeping Learners Safe the school will ensure:

- It has a designated governor, the Safeguarding Children Governor (SCG) who will oversee the school's safeguarding policy and provide a supporting link for the DSP
- it has a designated safeguarding person (DSP) for safeguarding who has undertaken appropriate training
- it recognises the role of the DSP and arrange support for training

- Every member of staff and every governor knows:

    - the name of the DSP and their role, the local authority point of contact and the designated governor for safeguarding
    - that they have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board

    - How to take forward concerns where the DSP is not available

- Ensure that members of staff are aware of the need to be alert to signs of abuse or neglect and know how to respond to a pupil who may disclose abuse or neglect

- 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* www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf 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

- Provide training for all staff so that they:

    - understand their personal responsibility
    - – know the agreed local procedures and their duty to respond
    - – are aware of the need to be vigilant in identifying cases of abuse and neglect
    - – know how to support a child who discloses abuse or neglect
    - – understand the role online behaviours may have in each of the above

- Notify the local MASSH team if
    - A pupil on the child protection register is excluded either for a fixed term or permanently
    - If there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)

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- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial review as well as child protection conferences and core groups and the submission of written reports to the conferences

- Keep written records of concerns about children and ensure all records are kept secure and in locked locations (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately

- Adhere to the procedures set out in the Welsh Government's *Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies* https://gov.wales/disciplinary-and-dismissal-procedures-school-staff

- Ensure that recruitment and selection procedures are made in accordance with WG guidance – Keeping Learners Safe

Supporting the pupil at risk

In line with the Future Generations (Wales) Act 2015, schools and colleges should maintain an emphasis on prevention, in terms of early intervention, with a view to reducing the risks children are exposed to and subsequent difficulties in later life. Exposure to adverse childhood experiences (ACE's) is associated with poorer health and well-being outcomes. Early identification, intervention and action to mitigate the impact of ACE's, across the life course, is vital. ACE's are traumatic experiences that occur before the age of 18 and are remembered throughout adulthood. They may include child maltreatment such as physical, sexual, verbal abuse and neglect and wider experiences of household dysfunction, such as growing up in a household affected by domestic violence, parental separation, alcohol and drug use, mental illness or parental incarceration. We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this and this school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. 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 behaviour policy, which is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The school will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred

- liaison with other agencies who support the pupil such as local authority officers – for example the educational psychology service, behaviour support services or the Education Welfare Service – child and adolescent mental health services, and advocacy services keeping records and notifying the local authority as soon as there is a recurrence of a concern.

- When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform MASSH.

Violence Against Women Domestic Abuse and Sexual Violence (VAWDASV)

Our school is aware that violence against women, domestic abuse and Sexual Violence can have a huge impact on children and young people and can affect their safety, health and wellbeing, educational attainment, family and peer relationships and their ability to enjoy healthy, respectful relationships in the future. We are committed to a whole school approach to tackling this as set out in the Good Practice Guide – A Whole School Approach to VAWDASV in Wales https://gov.wales/live-fear-free?policies-and-guidance/good-practice-guide-a-whole-education-approach and pupils are supported via the curriculum by providing age appropriate healthy relationship lessons and staff and governors are encouraged to undertake training in line with the National Training Framework.

Operation Encompass

Our school supports Operation Encompass which is a police and education early intervention safeguarding partnership. Gwent Police informs relevant primary and secondary schools of any incident of domestic abuse which is experienced by or involves a child or young person. This approach enables our school to provide the most appropriate support and creates a trusting environment for all children or young people following any incident.

Safeguarding Pupils who are Vulnerable to Extremism - the Prevent Duty

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. We use opportunities within the curriculum to explore and challenge these topics and to promote the values of democracy and mutual respect and tolerance of different faiths and beliefs.

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.

The school has a risk assessment in place in line with the Prevent Duty and all staff with designated safeguarding responsibilities have received training in relation to the Prevent Duty which is refreshed every 2 years. As with any other safeguarding risks they are aware they must bring concerns to the attention of the DSP who will take appropriate action. **See Appendix 7.**

Female Genital Mutilation (FGM) Mandatory Reporting Duty

On 31st October 2016 a new duty was introduced that requires health and social care professionals and teachers to report known cases of FGM in girls under 18 to the police.

In the UK all forms of FGM are illegal under the FGM Act 2003 and our school follows Home Office multi agency guidelines which outline the actions that should be taken by frontline professionals including teachers, to protect girls and women and offer them the support they need. The Wales Safeguarding Procedures Protocol on FGM also provides advice on safeguarding girls from FGM.

Any information or concern that a child is at immediate risk of, or has undergone FGM will result in an immediate child protection referral.

Harmful Sexual Behaviour

Sexual abuse can happen between children of any age and sex, and takes many forms along a continuum ranging from sexual harassment through to contact sexual abuse, including peer sexual exploitation and harmful sexual behaviour. Peer sexual abuse involves children of similar ages/year groups whereas other types of harmful sexual behaviour will involve a large difference in age. Increasingly, peer sexual abuse is taking place through digital platforms, which makes it more complex for education settings to tackle. We recognise there is a continuum of behaviours which constitute peer sexual abuse, exploitation and harmful sexual behaviour. We will respond to all behaviours in a proportionate way and in in line with the recommendations in Estyn's paper and Welsh Parliament's Children, Young People and Education Committee's inquiry report on peer-on-peer sexual harassment among learners (July 22). We continue to ensure a whole school approach to creating healthy, respectful relationships between peers is embedded within our school and implement appropriate safeguarding and child protection procedures as required.

Children with Additional Learning Needs

We recognise that 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.

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play

- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. A child who has communication difficulties will be supported by the staff member who works closely with them and specialist support will be sourced as and when required.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make an immediate record. Children who have made a disclosure should not be re-interviewed by school staff – a child protection referral should be made.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'

- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the safeguarding designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

Actions by the DSP

Following any information raising concern, the DSP will consider:

- any urgent medical needs of the child
- consulting with appropriate persons e.g. Safeguarding Officer, Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard Duty to Report referral form (MARF).

Action following a child protection referral

The DSP or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Safeguarding Manager of Torfaen Safeguarding Unit.

- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care

Recording and monitoring

Accurate records will be made as soon as practicable using the 'MyConcern' system and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Head teacher and DSP. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Child Protection Coordinator (**See Appendix 8**). If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Educational Welfare Service**. Original copies will be retained until the child's 25th birthday – these should be retained by the school.**

Supporting the Child and Partnership with Parents

School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child

We will provide a secure, caring, supportive and protective relationship for the child

Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSP will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

a. Behaved in a way that has harmed a child or may have harmed a child
b. Possibly committed a criminal offence against or related to a child or
c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the Gwent Safeguarding Board procedures. Our school disciplinary procedures also reflect these requirements.

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Head Teacher and will only be accessed by herself, the Safeguarding Governor and Chair of Governor. These records will be made available to the LA and the designated Human Resources personnel if required.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Safeguarding Responsibilities in Specific Circumstances

There are many additional considerations in relation to specific safeguarding issues and a wealth of guidance exists which schools must follow to meet their safeguarding duties and responsibilities. Examples of specific issues are:

Abuse by children and young people
Asylum seeking children
Black Minority Ethnic Pupils
Bullying
Child Abuse images and the internet
Child Abuse linked to witchcraft and spiritual beliefs
Child Neglect
Children and young people in the youth justice system
Children living away from home or in temporary accommodation
Child Criminal Exploitation (CCE)
Child Sexual Exploitation (CSE)
Children who may have been trafficked
Children missing education
Children who run away/missing
Disabled children

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On-line safety
Fabricated or induced illness
Female Genital Mutilation
Forced marriage and honour based violence
Foster care including private fostering
Foreign exchange visits
Gender based violence, domestic abuse and sexual violence
Physical contact with pupils, including restraint
Radicalisation
Sexually active young people
Substance misuse
Suicide
Teenage intimate partner abuse

Schools should therefore refer to WG Guidance 272/2021 Keeping Learners Safe for links to statutory and good practice guidance on specific safeguarding issues.

Other Useful Contacts

Gwent Safeguarding Board – www.gwentsafeguarding.org.uk

Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) – Vawdasv Gwent – Vawdasv.Gwent@newport.gov.uk

Community Safety Team – CommunitySafetyTeam@torfaen.gov.uk

NSPCC – www.nspcc.org.uk

ChildLine – www.childline.org.uk

Children in Wales - www.childreninwales.org.uk

Hwb Digital Learning for Wales – www.hwb.wales.gov.uk

Domestic Violence - Live Fear Free - www.livefearfree.gov.wales

Internet Safety - SWGfL - www.swgfl.org.uk

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Appendix 1

Legislative Framework

Legislation underpins Torfaen LA's Safeguarding Policy & Procedures.

CHILDREN ACT 1989

Section 47 places a duty on:

- any local authority;
- any local education authority;
- any housing authority;
- any health authority, Special Health Authority or National Health Service Trust; and
- any person authorised by the National Assembly for Wales

to help a Local Authority with its enquiries in cases where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Meaning of "harm"

"Harm" is defined in section 31(9) of the Children Act 1989 as "ill-treatment or the impairment of health or development". It is broader than physical violence and includes sexual abuse and forms of ill-treatment which are not physical. Any harm a child suffers because a parent is being harassed or intimidated is caught by the definition of "harm". Section 120 of the Adoption and Children Act 2002 amends the definition of harm in the Children Act 1989 to "ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another".

CHILDREN ACT 2004

The Children Act (2004) sets out the framework for all services working with children, safeguarding children being recognised as a key area which is now a central responsibility of all agencies under the scrutiny of the Local Safeguarding Children's Board.

The Children Act 2004 strengthens the arrangements for protecting and promoting the Welfare of children and young people. It places a duty on all local authorities in Wales to make arrangements to promote co-operation with a view to improving the well-being of children in their area, in relation to:

- Physical & mental health and emotional well-being.
- Protection from harm and neglect.
- Education, training and recreation.
- The contribution made by them to society.
- Social and economic well-being.

EDUCATION ACT 2002

Section 175 of the Education Act 2002 places a statutory duty on LAs and the Governing Bodies of all schools and further education institutions to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. In addition, these bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make under Section 175.

Section 157 places the same duties on the proprietors of all independent schools and colleges.

'Everyone in the Education Service shares an objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in education settings; and Identify children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school'.

(Safeguarding Children in Education Guidance, 2004)

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HUMAN RIGHTS ACT 1998 AND DATA PROTECTION 1998

The Children Act 1989 and Human Rights Act 1998 have changed the way referrals to Social Care are made. Parents now have a right to know that their child is being referred – unless it is reasonable to assume that informing the parents will place the child in danger or that it would lead to the destruction of evidence – this is most likely in cases of alleged physical or sexual abuse.

A child can bring an action for damages against a Local Authority in their own right rather than through their parents. The child when an adult can bring a claim within three years of the injury coming to their attention, but can be extended by the court if leave is granted. If bringing an action as a child it can be for the parents or a guardian to do this. This means that pupil records should be kept for nine years after the child has left school (as a minimum).

Data protection legislation means that parents/former pupils have the right to see their school records and although child protection information is exempt from this requirement, if a parent or former pupil asked to see notes registering any child protection concerns, then it is likely that a Local Authority would be obliged to show them, unless to do so would cause individual harm to the parent or former pupil, unless the case had involved a criminal prosecution, care order or other legal prohibition. Therefore, it is vital that all information written about children, or allegations made by children is kept to objective comments, verbatim accounts and factual information.

Before disclosing any information as an access request you should follow Torfaen's County Borough Council's procedure. If in doubt contact the Council's Information Security Manager or Legal Services **SEXUAL OFFENCES ACT 2003**

The Sexual Offences Act 2003 has established a new legal framework for defining acceptable and unacceptable relationships. **It clarifies that it is inappropriate for any education professional to form an intimate relationship with a young person under 18.** This is clearly stated in the LA's Code of Conduct. It makes new provision about sexual offences including those against children.

THE EQUALITY ACT 2010 The Equality Act 2010 imposes statutory duties on local authorities and educational establishments so that all schools in Wales, irrespective of how they are funded or managed, have obligations under the Equality Act 2010 as employers, service providers and bodies which carry our public functions.

THE SOCIAL SERVICES AND WELL-BEING ACT 2014

The Social Services and Well-being Act 2014 came into force on 6 April 2016. The Act is a pivotal delivery mechanism for implementing and strengthening key aspects of the Welsh Government's safeguarding agenda. The scope of the Act extends beyond social services. It sets out the responsibilities in terms of the promotion of well-being and places a duty on local authorities to arrange or provide services which contribute to the prevention of abuse and neglect. It has strengthened arrangements for adult safeguarding and protection and enhances the wellbeing for people who need care and support, and carers who need support by providing a core legislative framework to underpin policy objectives.

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THE VIOLENCE AGAINST WOMEN, DOMESTIC ABUSE AND SEXUAL VIOLENCE (WALES) ACT 2015 (VAWDASV)

The Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 introduces requirements for relevant authorities to prepare, publish and implement strategies to contribute to its purpose. The Act aims to improve the Public Sector response by providing strategic focus to improve the arrangements for the prevention, protection and support for individual affected by such violence and abuse.

THE COUNTER TERRORISM ACT 2015

The Counter Terrorism Act 2015 places a duty on 'specified authorities' in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty. **The following guidance has also been considered:**

Wales Safeguarding Procedures

National Service Framework - The National Service Framework (NSF) for children and young people states as its aims that "All children and young people achieve optimum health and well-being and are supported in achieving their potential". The objectives outlined in Torfaen's Corporate Plan will ensure that through multi agency/disciplinary working this will be achieved.

Lost in Care - the report of the Tribunal of Inquiry into the abuse of children in care in the former county council areas of Gwynedd and Clwyd since 1974, Department of Health 2000.

Framework for the Assessment of Children in Need and their families - Department of Health, 2000.

Clwych Report of the Examination of the Children's Commissioner for Wales into the allegations of child sexual abuse in a school setting – 2004.

The Bichard Inquiry Report – The Home Officer, 2004.

The Victoria Climbie Inquiry Report and inquiry by Lord Laming 2003.

Safeguarding Children: Working Together under the Children Act 2004
WG Guidance 272/2021 – Keeping Learners Safe – April 2021

WG Guidance 009/2014 – Safeguarding Children in Education – Handling Allegations of Abuse against teachers & other staff – April 2014

Torfaen LA Corporate Safeguarding Policy

CATEGORIES OF ABUSE

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional setting, by those known to them or more rarely by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate care or treatment.

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

It may involve causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it might occur alone.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (e.g. rape or oral sex) or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at or in the production of, sexual images, watching sexual activities or encouraging children to behave in

sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

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