Safeguarding Policy

2026-2027

	Signed	Date
Chair of Governors	John Orchard	**06/10/2026**

Headteacher	Kevin Stroud	**06/10/2026**
Designated Safeguarding Person (DSP) (if different to Headteacher)	Kevin Stroud	**06/10/2026**
Deputy Designated Safeguarding Person (if relevant)	Claire Merfield	**06/10/2026**
Deputy Designated Safeguarding Person (if relevant)		

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APPENDICIES

1. Introduction

School Name: _____ acknowledges that:

1.1. Section 175 of the Education Act 2002 requires local authorities and Governing Bodies of maintained schools to have arrangements in place to safeguard and promote the welfare of children.

Governing Bodies and school staff must have regard for this guidance when fulfilling their responsibilities for safeguarding and promoting the welfare of children.

1.2. As included in the Social Services and Wellbeing Act (Wales) 2014 there is a duty to report all safeguarding concerns to the local authority.

1.3. A judgment on the procedures in place at a school and its effectiveness in implementing those procedures to safeguard children from harm is included as part of the school inspection process.

1.4. The school governors and staff of _____ School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers and visitors, have a full and active part to play in protecting our learners from harm.

1.5. All staff and school governors believe that the school should provide a caring, positive, safe, and stimulating environment, which promotes the social, physical and moral development of the individual learner.

This policy aligns with the below six principles which support legislation, guidance and the Wales Safeguarding Procedures:

- Principle 1: Put the wishes, needs and well-being of the child or desired outcomes of the adult at risk first
- Principle 2: Be alert to the needs of children or adults at risk (including any potential or suspected abuse, or risk of abuse or harm) and understand what to do
- Principle 3: Share appropriate information and have direct access to advice to discuss any concerns about a child or adult
- Principle 4: Able to use their professional judgment to work with the child's or adult's needs and personal outcomes
- Principle 5: Work in a multi-agency and co-operative way, record decisions appropriately and review progress regularly
- Principle 6: Be supported by leaders or managers to achieve the desired outcomes for the individual

1.6 This Policy applies to all staff and volunteers working in the school including school governors. It recognises that Learning Support Assistants, Agency staff, Supervisors, Caretakers, Business Support as well as Teachers or any other

staff or volunteers can be the first point of disclosure for a learner. As a consequence, everyone working in an education setting, whether employed by the local authority or otherwise, who comes into contact with children and their families has a role in safeguarding children. They should:

- be aware of the signs that a learner has been neglected or abused;
- listen to learners who tell them about abuse and consider pupil voice in all aspects of safeguarding;
- report concerns effectively and in line with procedure.

1.7 The school acknowledges that children are amongst the most vulnerable in society. Therefore, adults in positions of trust have a duty to ensure that the rights of children and young people to protection from abuse are taken seriously. Effective action should be taken in response to any signs of abuse or neglect, to ensure that children are safeguarded in the widest sense of health and wellbeing.

1.8 Schools have a legal duty of care for the health, safety, security and wellbeing of their pupils and staff always. This duty of care incorporates the duty to safeguard all pupils from subjection to any form of harm, abuse or neglect. It is the responsibility of the governing body and senior leaders to ensure that this duty is uncompromised at all times.

Schools must be able to demonstrate understanding and actions that contribute to the development of cohesive, resilient communities in their roles as responsible guardians. They need to have arrangements in place for ensuring the safety and wellbeing of all learners.

2. School safeguarding policy

2.1 Our school/setting recognises that a Safeguarding Policy requires a broader view than that of the traditional Child Protection Policy. This guidance is compliant with Keeping Learners Safe (March 2022) and Wales Safeguarding Procedures. 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. The term children in this policy may also be used for post-16 and post-18 learners who continue to attend full-time education.

This document should be read in conjunction with the Wales Safeguarding Procedures, Keeping Learners Safe and other school policies. Additionally, staff should be familiar with the Local Authorities' key policies, in particular:

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

The local authority hosts safeguarding information pages on their website to provide information to the general public. The link for the Cwm Taf Morgannwg Safeguarding Board is below.

www.cwmtafmorgannwgsafeguardingboard.co.uk

Additional sources of information can be accessed via links provided in Appendix 1.

It is important for all staff, volunteers, contractors and school 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 any child may be at risk of or has suffered harm and/or neglect. This also includes harm by criminal exploitation, child sexual exploitation, radicalisation, female genital mutilation, or modern slavery.

2.2 [Name of School] fully recognises the contribution it makes to Safeguarding Children and supports the six principles as stated in Section 1.5.

2.3 All school staff and volunteers on school site must be aware of the School's Safeguarding 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 school staff to indicate that they have read this document. This can be electronically signed. Additionally adults on school site can be signposted to the school website to view the School Safeguarding Policy.

Trauma-Informed Safeguarding Approach

2.4 The school recognises that adverse childhood experiences, trauma, and significant life events can have a profound impact on a child's emotional wellbeing, behaviour, learning, and relationships. We are committed to adopting a trauma-informed approach to safeguarding, which seeks to understand the impact of trauma and respond to children and young people with empathy, consistency, and respect.

2.5 The school recognise that behaviours which may be perceived as challenging can often be a communication of unmet need, distress, or past experiences. Staff are trained to consider the underlying causes of behaviour, build trusted and supportive relationships, and provide appropriate support that promotes

safety, resilience, and recovery. Our safeguarding practice is child-centred and aims to create an environment where all pupils feel safe, valued, heard, and supported.

2.6 Through early identification, effective multi-agency working, and a culture of understanding and inclusion, we strive to minimise re-traumatisation and ensure that safeguarding responses take account of the individual experiences, strengths, and needs of each child.

3. Prevention

Ethos, culture and curriculum

3.1 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 pupil voice is central to all aspects of school life, 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 Health and Wellbeing and Relationship and Sexuality Education (HWE/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 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, safe relationships and parenting skills; and
- 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.

Ethical standards

3.2 All staff are clear regarding the importance of their role and responsibilities in regard to modelling appropriate behaviour and ensuring children feel 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 Appendix 2.

Pupil Voice

3.3 We will ensure that we create an environment where children feel listened to, supported and involved in decisions affecting them. By creating a culture of openness, listening and inclusion we will ensure that children can raise and discuss any concerns and these will be taken seriously and acted upon appropriately.

3.4 We have a number of forums where general concerns can be raised by pupils and we will display information around the school so that pupils are aware who they can talk to in the event that they have any concerns including those of a safeguarding nature.

Effective partnership working with parents/carers

3.5 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. To ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection, the school will ensure that parents/carers have access to the School Safeguarding Policy on the school webpage. We recognise that children reside in different family settings and the terms parents and carers will be used to describe those with whom the child resides. The school will always keep clear records and pay due regard to the arrangements for parental responsibility for each child.

3.6 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. Parents/carers are required to make their wishes for the release or collection of their children explicit to the school in writing.

3.7 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. 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.

4. Procedures

4.1 As noted 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 people for safeguarding.

The designated school governors' responsibilities will also include ensuring that the Governing Body/Management Committee undertake an annual review of

the School's Safeguarding Policy and procedures and how the school's safeguarding duties have been discharged. All school governors are recognised by the National Safeguarding Standards as Group F practitioners. As Group F practitioners, our governors are required to complete the Group A safeguarding training within six months of starting as a governor. They should also complete relevant safeguarding training linked to their role as a governor. In addition to this, our Chair of Governors and/or the Designated Governor for Safeguarding will complete relevant bespoke training (such as the VAWDASV leadership series), Part 5 Managing Allegations Against Staff/ Professional Concerns as well as learning and development such as corporate parenting. They will also publicise training amongst their governing body and encourage their colleague's attendance as safeguarding is everyone's business.

The [name of school] Safeguarding Governor is [name and contact details]

The designated safeguarding person

4.2 We will follow the Welsh Government Guidance for Keeping Learners Safe, the Wales Safeguarding Procedures and all local protocols in relation to safeguarding that have been endorsed by the Cwm Taf Morgannwg Safeguarding Board.

4.3 We will ensure we have a Designated Safeguarding Person (DSP), who has undertaken safeguarding training in accordance with their level of responsibility, plus identify clear arrangements for a substitute in the DSP's absence (see Appendix 7). These arrangements will be replicated for Children Looked After, the roles are definably different but may be undertaken by the same person. [Name of school] will aim to have a minimum of two persons trained to fulfil the Designated Safeguarding Person (DSP) role, which may include the headteacher. At least one suitably trained member of staff must be contactable at all times when the school building is open.

4.4 Within [name of school] the headteacher/setting leader retains overall responsibility for safeguarding. Our named DSP is [name of persons]. The DSP is responsible for ensuring:

- the smooth running of safeguarding processes within their school/settings;
- that all staff are made aware of their safeguarding responsibilities as part of their induction to their employment and undertake relevant training (see Appendix 7);
- and maintaining a written/printable record of staff signatures/e-signatures to evidence they have received, read and understood the Safeguarding Policy;
- consult and co-write any referrals with the member of staff that raised the initial concern
- that all staff have an annual reminder 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 Social Care 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;
- contribute and be responsible for the school actions within children's care and support plans;
- that support and advice is provided to all staff with regard to concerns for the welfare and safety of children;
- ensure that child protection learning is disseminated to all staff in the school; and
- the accuracy and efficiency of children's safeguarding records (see Section 7).

4.5 The school is responsible for ensuring that every member of staff and every governor/management committee member knows:

- the name of the lead DSP, and deputies, and their roles and responsibilities as indicated above.
- 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;
- how to take forward those concerns with any deputy DSPs when the DSP is unavailable; and
- that Children Looked After/Care-experienced children may continue to be vulnerable and will require a consistent level of support, care and monitoring.

5. Recognition: definitions of child abuse and neglect

5.1 We will ensure 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 can be found in Appendix 3.

5.2 We also recognise that the Corporate Safeguarding Policy gives further guidance as to the signs and symptoms of abuse and neglect.

6. Reporting and recording disclosure or concerns for a child

6.1 As stated in the Corporate Safeguarding Policy and adhering to Part 5 of the Wales Safeguarding Procedures 2019, 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 a position of trust within our school/setting.

6.2 If a child has an injury incompatible with an explanation or has made an allegation indicating an immediate risk of harm, the school will contact Police and IAA/MASH immediately via telephone. The school will follow this up by submitting a written referral form to IAA/MASH within 24 hours following the telephone discussion as per Wales Safeguarding Procedures. Consent to share information with Children Services is not needed from the parents/carers if there are concerns indicating an immediate risk of harm. 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. Appendix 4 provides guidance regarding the process to follow when a referral needs to be made by this school/setting to IAA/MASH.

6.3 If a child protection concern arises about a child who has an allocated social worker from another local authority, then the school will ensure the allocated social worker is spoken to, and a referral submitted with consent where appropriate in accordance to the Wales Safeguarding Procedures 2019 to both the residing and the case accountable local authority for them to determine who will be best placed to undertake any relevant enquiries.

If a child is at immediate risk of harm, then staff must contact Emergency Services by ringing 999 then follow the usual referral pathway. The child's immediate safety must always be the priority.

	Telephone Referrals	Email	Post
RCT	01443 743730	IAATeam@rctcbc.gov.uk	Children Services Ty Catrin Unit 1 Maritime Ind Est Pontypridd CF37 1NY
Merthyr Tydfil	01443 743730	Childrens.mash@merthyr.gov.uk	Children Services Civic Centre Castle Street Merthyr Tydfil CF47 8AN
Bridgend	01656 642320	mashcentra@bridgend.gov.uk	MASH Civic Offices Angel Street Bridgend CF31 4WB

If an allegation is made by a child, as a school we will ensure our staff follow the below:

Receive

- Listen carefully to what is being said, without displaying shock or disbelief. Accept what is said. The child making the allegation may be known to you as someone who does not always tell the truth, however, do **NOT** let your past knowledge of this child allow you to pre-judge or invalidate their allegation.

- Do **NOT** attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass information on.

Reassure

- Provide the child with plenty of reassurance. Always be honest and do NOT make promises you cannot keep, for example, 'I'll stay with you', or 'everything will be alright now.'

- Alleviate guilt if the child refers to it. For example, you could say, 'you're not to blame. This is not your fault.'

- Do **NOT** promise confidentiality. You have a legal duty to pass the information on and the child needs to know this.

React

- You can ask questions and may need to in certain instances. However, this is not an opportunity to interrogate the child and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the child is making. Any questions must be open and not leading.

- Do not criticise the perpetrator as the child may still have a positive emotional attachment to the person.

- Do **NOT** ask the pupil to repeat their allegation to another member of staff. If they are asked to repeat it, they may feel that they are not being believed and/or their recollection of what happened may change.

Record

- Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate into adult terminology or try to make sense of the structure of what was said. Do not be offended by any offensive language or words used to describe the abuse.

- Ensure your name, the time and date are on your notes and do not destroy them in case they are required by a court.

- [School Name] uses [name system for example, My Concern] to record safeguarding and child protection issues and concerns.

- If you are able to do so, then draw a diagram to indicate the position of any injuries observed to the child but do **NOT** ask the child to remove any clothing (for example, bruising for this purpose).

- Record statements and observable things rather than your interpretations or assumptions.

Final Steps

- Once you have followed the above guidelines, pass the information on immediately to the DSP. They will then have a number of options open to them including contacting the relevant IAA Team in Children services to seek their advice as to what should happen next.

We will ensure that any, and all, disclosures of abuse, harm or neglect are followed up via the appropriate channels. This includes historic abuse which may be reported years after it occurs. Regardless of the time elapsed between the incident(s) and disclosure, we will ensure that the correct advice, support, guidance and referrals are made.

Confidentiality

6.4 Confidentiality issues need to be understood if a child discloses information they are subject to harm or abuse. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, all school staff have a professional responsibility to share relevant information about the protection of children with the statutory agencies when a child is at risk of/or experiencing harm.

School staff will deal with this sensitively and explain to the child that they must inform the appropriate people who need to know to help. They will reassure the child and tell them that their situation will not become common knowledge within the school.

School staff will be aware that it may have taken significant courage on the child's part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

6.5 The school will ensure that only those with a professional involvement, (for example, the DSP and headteacher), have access to the child protection records. At all other times they should be kept securely and separate from the child's main file as noted in Section 7.

7. Effective record keeping and transfer of information

7.1 The school will ensure any reported concerns are recorded via a suitable and secure electronic system (such as 'My Concern') or have an alternative secure record keeping. Any written records of concerns about children will be kept secure and in locked locations and should only be accessible to members of staff who have relevant authority such as the DSP and headteacher.

7.2 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.

7.3 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 referral can still be made to Children's Social Care without parental consent. The school will communicate concerns with parents and will keep them informed of the school's intention to make a referral and told the reasons why unless doing so would place the child at further risk of harm. The school will document these discussions with parent(s)/carer(s) to evidence the efforts made to engage parents/carers in the process.

7.4 The school will ensure each professional involved in making a record of concern will write and sign their own account (by hand or electronically) and will understand that they cannot sign and agree a colleague's recording.

7.5 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/Care-experienced child 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 in line with the Data Protection Act and GDPR. The transfer of records will comply with requirements of the local authority Guidance on Transferring Child Protection Documents (See appendix 6).

8. Supporting Pupils at Risk

The school's Behaviour Policy and PREVENT Duty (radicalisation) including risk of exploitation

8.1 We recognise that children who are at risk, suffer abuse, neglect or witness violence or abuse of others, 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.

The school will endeavour to support the pupil through the content of the curriculum to encourage self-esteem and self-motivation.

The school ethos;

- Promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

- The school's behaviour policy ensures all staff will agree on a consistent approach which focuses on promoting positive behaviour and repairing relationships. We focus on not damaging the individual's sense of self-worth. The school will endeavour to ensure that the learner knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.

- The Regional Safeguarding Board Exploitation Strategy Cwm Taf Morgannwg Exploitation Strategy and Toolkit | Safeguarding, Cwm Taf Morgannwg details the approach to preventing and responding to exploitation risk within the region. Schools should utilise the Strategy and Toolkit to strengthen and support their safeguarding response to any concern relating to child exploitation within schools.

8.2 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 have undertaken relevant PREVENT training in line with the PREVENT duty (see Appendix 7) and will have awareness of the Welsh Government guidance relating to Respect and Resilience. The school's DSP for Child Protection 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. When completing a PREVENT referral form a referral form should also be sent to IAA/MASH. The referral should make explicit that

dual safeguarding and PREVENT referrals have been made. This will ensure swift communication between safeguarding teams and Counter Terrorism to ensure a coordinated approach to addressing the issue of concern. (See appendix 3 and 4).

8.3 Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The PREVENT duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections 406 and 407 of the Education Act 1996.

8.4 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 to develop in all aspects of their lives. This would include forming positive relationships and being aware of their own safety. In respect of learners who remain in school beyond the age of 18, school will continue to support and where needed, will make the necessary adult protection referrals.

8.5 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, Behaviour Support Services and the Education Welfare Service.

De-escalation and positive handling

8.6 Physical contact can range from leading a child to safety by the hand, to a pupil being restrained to prevent violence of injury to themselves or others. There is no legal definition of reasonable force, but it should be the minimum needed to achieve the desired result.

8.7 This school adopts the local authority's guidance in relation to de-escalation, positive handling and restrictive physical intervention. Our school will ensure that all school staff who physically intervene with any pupil have had appropriate levels of training and advice.

8.8 The school will ensure that every physical restraint is recorded appropriately and actioned in accordance with local authority arrangements. This will ensure an audit overview can be maintained centrally. The school will inform parents/carers if and when physical interventions have taken place.

8.9 Any allegation of inappropriate physical intervention with a child must be reported to Children's Services in line with local guidance relating to allegations against professionals (Section 11).

This process complies with the requirements listed in Section 5 of the Wales Safeguarding Procedures.

Bullying

8.10 Everyone in (add name) School 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.

8.11 Our policy on bullying is set out in a separate document/the school's behaviour policy in line with the Welsh Government's Rights, Respect, Equality guidance (2019).

8.12 Discriminatory bullying links safeguarding issues with the wider Equalities agenda, see Section 16 for further details. The school complies with the legal requirement to report all discriminatory incidents to the LA.

A multi-agency approach

8.13 In accordance with Welsh Government guidance in Keeping Learners Safe, the school will notify Children's Services if a pupil on the Child Protection Register:

- is excluded, either for a fixed term, or permanently; and
- has an unexplained absence of more than two days' duration from school (or one day following a weekend).

8.14 We 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.

Violence Against Women, Domestic Abuse and Sexual Violence Act 2015 (VAWDASV)

8.15 (Name of School) are aware of the domestic abuse legislation in Wales – Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 as well as the Home Office guidance under the Domestic Abuse Act 2021 where children living with domestic abuse should be considered victims. We recognise that pupils living in domestically abusive situations are likely to be suffering trauma, may be feeling scared or nervous and are less likely to

achieve in the same way as pupils not living in such circumstances. Our school is committed to responding to such pupils with child protection and safeguarding policies in mind.

8.16 We work closely with South Wales Police officers to respond to pupils who may have experienced domestic abuse at home under Operation Encompass processes. If police officers attend a dwelling where domestic abuse is identified and children are in attendance or recorded as living at the address, they will submit an operation encompass report to the appropriate local authority the following morning.

9. Safe use of the internet and digital technology

9.1 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 must adhere to the local authority guidance and policies on Information and Communications Technology (ICT) and be aware of the safety mechanisms and requirements built into all ICT within school in line with the Welsh Government Digital Standards and Education Digital Standards (EDS) and 360 Safe Cymru.

9.2 The school is required to maintain a device compliance programme in line with national and local authority expectations, ensuring that all digital devices used within the school meet current approved standards for security, safeguarding, and operational effectiveness. The school will regularly review its technology estate, update and replace outdated devices and systems where necessary, and decommission any legacy or non-compliant technology that no longer meets the required Education Digital Standards (EDS) for safeguarding and security.

9.3 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.

9.4 All digital devices utilised to capture, store or process images of children must belong to the school and comply with ICT 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 ICT security. All items of school ICT are properly disposed of in line with local authority policy when they are no longer in use.

9.5 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.

9.6 All staff are required to familiarise themselves with the local authority's/school's Social Media Policy and 360 Safe Cymru. 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.

9.7 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 professional boundaries and pupil safety.

9.8 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 will be informed immediately. If the images and/or content raise a child protection concern immediate advice will be sought from the Local Authority Designated Officer (LADO) for Safeguarding (Education) as to whether the concern should be considered under Section 5 of the Wales Safeguarding Procedures – Safeguarding Allegations/Concerns about Practitioners and those in positions of Trust (see Section 11). The headteacher/setting leader or DSP will also contact Corporate IT.

9.9 As Digital Competence is a core skill within the Curriculum for Wales, we will actively promote online safety as part of our approach to Digital Citizenship. The Welsh Government's Keeping Safe Online resources, available on Hwb, support learners, practitioners and parents/carers. These resources are used to provide up-to-date guidance, teaching materials and practical advice on staying safe online, supporting a consistent and informed approach to online safety across the school community.

10. Contact with pupils

10.1 All staff, volunteers and school governors/management committee members will maintain an awareness of the position they hold within 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.

10.2 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. If there is inappropriate contact, this may result in the instigation of Section 5, Wales Safeguarding Procedures - Safeguarding Allegations/Concerns about Practitioners and those in positions of Trust (see Section 11).

10.3 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.

11. Allegations against staff/volunteers

11.1 The DSP and the headteacher/setting leader ensure we are fully aware of the relevant legislation and guidance in relation to procedures required when an allegation is made against a professional and ensure that all staff are aware of their duty to report any concerns they may have.

11.2 All staff must ensure that any allegation regarding an adult who is working with children, (this will include staff, volunteers, school governors/management committee members, occasional workers or contractors, and those staff that are not on school site but come into contact with children that is., 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. All chairpersons should therefore have attended Managing Allegations Against Staff training as soon as possible following their appointment.

11.3 The headteacher/chair of governors will contact the Local Authority Designated Officer (LADO) for Safeguarding (Education) to discuss next steps in accordance with the CTMSB Guidance.

11.4 If there was an allegation/concern regarding the headteacher **and** chair of governors, the staff member will communicate the allegation/concern directly to the LADO to discuss next steps.

11.5 Where there is evidence of a clear 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 referral will be completed and submitted to Children's Services as noted in appendix 4. Any professional/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 human resources and complete the risk assessment form.

11.6 When an allegation is made against a professional, our staff (ordinarily the DSP) will gather information in respect of:

- what is alleged to have occurred;
- where and when the alleged incidents occurred;
- any other parties involved;
- any other persons present;
- pupil voice (where relevant)

11.7 Staff should refer to Section 8 of this policy and always remember if a child is believed to be in immediate risk of harm to contact 999. If there is no immediate risk, but police need to be informed, our staff will use the SWP 101 partner portal

11.8 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.

11.9 Inappropriate behaviour with/or towards children is unacceptable. Under the Sexual Offences Act 2003, it is an offence for a person over 18 years old to have a sexual relationship with a child under 18 years old where that person is in a position of trust (for example, teacher, youth worker) even if the relationship is consensual.

J12 Responding to safeguarding concerns about individuals whose work brings them into contact with children and adults at risk endorsed (Sept 2018) (cwmtafmorgannwgsafeguardingboard.co.uk)

Local Authority Designated Officer for Safeguarding (LADO)

LA	Role	Telephone No	Email Address
RCT CBC	Designated Officer for Safeguarding (LADO)	01443 490120	rct-lado-childrensservices@rctcbc.gov.uk

MT CBC	Principal Manager, Safeguarding	01443 724686 07515192134	safeguarding@merthyr.gov.uk education.safeguarding@merthyr.gov.uk
BCBC	Local Authority Designated Safeguarding Officer (LADO)	01656 815129	csprofessionalconcerns@bridgend.gov.uk

Safeguarding Lead for Education

LA	Role	Telephone No	Email Address
RCT CBC	Education Safeguarding Lead	07385375489	Joanne.Morgan@rctcbc.gov.uk
MT CBC	Education Designated Officer for Safeguarding	07751729529	Greg.Morgan@merthyr.gov.uk
BCBC	Education Engagement Team Manager	01656 642407	Megan.Apsee@bridgend.gov.uk

12. Safer recruitment

12.1 In accordance with Welsh Government Guidance (Keeping Learners Safe, Chapter 9: Safer Recruitment Practice), this school/setting will follow the human resources management processes, which include a criminal record check and barred list check from Disclosure and Barring Services (DBS). Renewal checks will be undertaken, where appropriate, in line with the above Welsh Government Guidance and the local authority's human resources policies. All teaching and support staff must be appropriately registered with EWC in the

relevant category and subject to other pre-employment checks deemed necessary in line with the local authority's human resources policies.

12.2 All members of staff and volunteers will be required to hold a DBS disclosure certificate, where applicable, in line with DBS regulations. There is no requirement for DBS checks for school governors unless they undertake additional duties that includes regular work in the presence of children, or care for, train, supervise or are in sole charge of children. Further guidance on this can be obtained from Human Resources. The school will maintain a record of all staff DBS disclosure dates.

12.3 The engagement of agency/peripatetic 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 agency/peripatetic 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.

12.4 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.

12.5 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 that is, private tutoring arrangements, sport clubs etc. the member of staff will ensure they clearly inform the headteacher/setting leader of their role and remit in this regard.

12.6 All schools should familiarise themselves with their local authority Recruitment and Selection Protocol and Guidance.

13. School site security

13.1 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.

13.2 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 which clearly list the control measures employed by the school to safeguard pupils.

13.3 All visitors to school site will be issued with, and required to clearly display, an identification badge listing their status within the school that is, visitor, contractor, school governors/member of management committee and so on. We will ensure that all persons visiting know how and who to report a safeguarding concern to when visiting school site. 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.

13.4 We are committed to maintaining a safe and secure environment in which children can develop their abilities with the minimum of interference from external issues not of the schools making and not within their sphere of influence.

These issues have been categorised as:

- Environmental e.g. sudden onset air pollution (external fires blanketing the school building and grounds)
- Hostile acts e.g. parents attending school in a heightened emotional state, or individuals with intent to cause harm
- Dangerous situation within external play areas e.g. the presence of a dangerous animal
- Insider threat e.g. disgruntled pupil or staff member

13.5 We acknowledge our obligations as outlined in Section 26 of the Counter Terrorism and Security Act 2015 and the Prevent Duty Guidance. However, the introduction of new legislation, specifically the Terrorism (Protection of Premises) Act 2025, commonly referred to as Martyn's Law, necessitates that additional duties and responsibilities must be complied with and evidenced. The purpose of this legislation is "to keep people safe by introducing new security requirements for certain public venues and spaces, ensuring they are better prepared for and protected against terrorist attacks.". All schools within RCT, Merthyr and Bridgend Local Authorities fall under the Standard Tier of this legislation. As such, we must ensure that appropriate procedures, risk assessments, and staff training are in place to comply with the law.

13.6 As the welfare of the children is paramount, the school has taken proactive steps to implement appropriate safety and security measures in anticipation of the Terrorism (Protection of Premises) Act 2025 (Martyn's Law). These measures were introduced prior to the Act coming into place and will continue to be reviewed and developed in line with emerging guidance and best practice.

13.7 The school has done this by:

- Conducting risk assessments of the school perimeter and building infrastructure identifying and addressing any physical or procedural vulnerabilities

- Implementing emergency policies and procedures—such as lockdown, evacuation, invacuation, and internal communication strategies—in the unlikely event of one of the previously mentioned incidents occurring
- Developing a clear communication strategy to ensure parents and guardians are promptly informed during any such incident
- Conducting annual drills to test emergency procedures, ensuring they are effective, and that staff are trained appropriately.

The above has been completed with proportionality and minimum of potential distress to the children

13.8 As a result we work closely with the Local Authority and partners to consider the safety and security of the school site and put in place lockdown procedures, which are tested regularly, to ensure the safety of all pupils and staff.

13.9 We will make decisions concerning the appropriateness or suitability of external speakers. On occasion we may vet or undertake background checks for external speakers. We should seek advice and support from the local authority as needed. See appendix 5 for more information.

14. Educational visit outside of school premises (including foreign exchange visits)

14.1 It is recognised that there will be occasions when there will be opportunity to expand educational and social development by learner participation in school activities that take place away from the usual school setting. There may or may not be a residential component to the activity.

14.2 Our school will carry out Disclosure and Barring checks on adults providing care and accommodation. These visits differ to usual school trips as learners spend less time under the direct supervision of teachers.

14.3 Whenever a trip is organised it is important that there is close communication over the arrangements to enable clarity as to the organisation of the learners' time; parents will be made aware of the school's safeguarding policy.

14.4 We will undertake an appropriate Risk Assessment in conjunction with Central South Consortium's Evolve Policy.

15. Cwm Taf Morgannwg Safeguarding Board

15.1 Cwm Taf Morgannwg Safeguarding Board (CTMSB) provides ongoing training, advice and guidance on all matters of safeguarding children and adults. Our school welcomes partnership working that promotes the health and welfare of our pupils and considers CTMSB information to be of enormous value to our school and staff development.

15.2 Research and case reviews have consistently emphasised the need for good interagency communication, constructive professional challenge and the swift resolution of professional differences of opinion. Our school remain 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 Concerns Regarding Inter-Agency Safeguarding Practice (CRISP) Policy to achieve best outcomes for children.

Concerns Regarding Inter-Agency Safeguarding Practice (CRISP) CRISP policy

15.3 Our school is fully committed to the protection and development of all our pupils and view the CTMSB information as a vital tool with which to forward this agenda. All staff are aware that full information on various themes is available on the Cwm Taf Morgannwg Safeguarding website.

Professionals Safeguarding Board, Cwm Taf Morgannwg (cwmtafmorgannwgsafeguardingboard.co.uk)

16. Equalities and Welsh Language

16.1 Our 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 Sign Language or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

16.2 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 considered at every stage.

16.3 Discriminatory bullying incidents, which cross-cut Safeguarding and Equalities issues, are monitored and reported termly to the Directorate of Education who, together with the local authority's Equalities and Welsh Language team, can assist with support in terms of training needs and complaints resolution.

APPENDIX 1

LEGISLATION AND GUIDANCE (this is not an exhaustive list)

Education (Wales) Act 2014
Education (Wales) Act 2014 (legislation.gov.uk)

The Education Act 2002
Education Act 2002 (legislation.gov.uk)

The Children Act 1989
Children Act 1989 (legislation.gov.uk)

The Social Services and Well-being (Wales) Act 2014
Social Services and Well-being (Wales) Act 2014 (legislation.gov.uk)

The Children Act 2004
Children Act 2004 (legislation.gov.uk)

The Human Rights Act 1998
Human Rights Act 1998 (legislation.gov.uk)

The Data Protection Act 2018
Data Protection Act 2018 (legislation.gov.uk)

The Equality Act 2010
Equality Act 2010 (legislation.gov.uk)

Well-being of Future Generations (Wales) Act 2015
Well-being of Future Generations (Wales) Act 2015 (legislation.gov.uk)

Additional Learning Needs and Education Tribunal (Wales) Act 2018
Additional Learning Needs and Education Tribunal (Wales) Act 2018 - Explanatory Notes (legislation.gov.uk)

Female Genital Mutilation Act 2003
Female Genital Mutilation Act 2003 (legislation.gov.uk)

Modern Slavery Act 2015
Modern Slavery Act 2015 (legislation.gov.uk)

Children (Abolition of Defence of Reasonable punishment) (Wales) Act 2020
Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020 (legislation.gov.uk)

Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015

Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 (legislation.gov.uk)

GUIDANCE (see appendix 3 for more guidance related to abuse and exploitation)

Wales Safeguarding Procedures
Safeguarding Wales

All Wales Practice Guides
Safeguarding Wales

Working Together to Safeguard People: Code of Safeguarding Practice
Working together to safeguard people: code of safeguarding practice | GOV.WALES

UN Convention on the Rights of the Child
UN Convention on the Rights of the Child - UNICEF UK

Keeping Learners Safe
Keeping learners safe | GOV.WALES

Ending physical punishment in Wales
Ending physical punishment in Wales | GOV.WALES

Additional Learning Needs (Wales) Regulations
The Additional Learning Needs (Wales) Regulations | GOV.WALES

School Bullying Guidance and Services
School bullying | Sub-topic | GOV.WALES

Safe and effective intervention – use of reasonable force and searching for weapons
Safe and effective intervention: guidance for schools and local authorities | GOV.WALES

Elective Home Education
Elective home education | Sub-topic | GOV.WALES

Supporting Learners with Health Care Needs
WG31248 (gov.wales)

Making a difference: A guide for the designated person for looked after children in school
making-a-difference-a-guide-for-the-designated-person-for-looked-after-children-in-schools.pdf (gov.wales)

Disciplinary and dismissal procedures for school staff
Disciplinary and dismissal procedures for school staff | GOV.WALES

Safeguarding and Protecting children and young people: A guide and good practice exemplification for awarding bodies
Safeguarding and protecting children and young people (ioe.ac.uk)

Inclusion and pupil support: guidance for schools and local authorities
Inclusion and pupil support: guidance for schools and local authorities | GOV.WALES

Exclusion from schools and pupil referral units (PRU)
Exclusion from schools and pupil referral units (PRU) | GOV.WALES

Community focused schools: Guidance
Community Focused Schools | GOV.WALES

Becoming a teacher
Becoming a teacher | Sub-topic | GOV.WALES

APPENDIX 2

ETHICAL STANDARDS AND SAFETY CONSIDERATIONS FOR EDUCATION BASED PROFESSIONALS

All staff should refer to their local authority Codes of Conduct.

In addition to the County 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 Professional Conduct and Practice (ewc.wales)

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 Child Protection arena from what would previously have been deemed 'usual' school practice, the photographing of school concerts or sporting activity for example. In addition, the personal lives of professionals/working with children are now under increasing scrutiny.

Local guidance has been agreed in Cwm Taf Morgannwg with Children's Social Care to ensure robust objective oversight is secured in the event of allegations against a professional/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 Social Care where there is clear concern for children's welfare or safety, or discussions held with the Designated Officer for Safeguarding (Education). 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 the Designated Officer for Safeguarding (Education) to agree a way forward.

In Cwm Taf Morgannwg the following advice is given to all 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 a number

of incidents where staff has failed to turn off their Bluetooth when in school. Pupils have then linked to staff phones and sent inappropriate material or even accessed the personal information of the staff member. Remember that many laptops have a Bluetooth facility and therefore the potential for pupils to 'search' and infiltrate such equipment. The authority has clear guidelines regarding the use of Bluetooth on its equipment/or modifying to facilitate such technology. Staff have in the past lost mobile phones/cameras/tablets, or they have been stolen. Pupils have then accessed the contents of the device; the staff member remains responsible for the content of the device. Should it contain any explicit photographs and inappropriate language or jokes, this could become a disciplinary matter.

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.

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 cause you and the school significant difficulty if there was a complaint. This will include material generated for teaching and/or examination purposes.

5. **Do not be tempted to view/reproduce electronic images** If you should discover 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 media item should be secured, and advice sought from either the Designated Officer for Safeguarding (Education) or IAA/MASH. If you feel that the image may be a criminal offence, then you should report this to SWP by ringing 101. Additionally, the local authority IT policy outlines the expected behaviours of all staff in relation to use of, and security of IT. This can be found on your local authority intranet.

6. **Be aware of your conduct on the internet including social media sites.** Every professional/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 on social media sites are notoriously unreliable, and should they fail, you cannot get back any information which spills into the public domain. You should not accept pupils or former pupils, who still have links to your current or former school, onto your social page, as 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. It is important that you check your local authority's Social Media Policy to ensure you are compliant, however it is advisable for employees to either not state that they work for the school or be non-specific, as the public may assume your views are representative of the school/setting or the local authority. 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 disciplinary procedures.

7. **Do not restrain pupils for behaviour management issues, unless trained to do so.** RCT/Merthyr Tydfil/Bridgend local authority will use an accredited model of physical intervention as prescribed within local arrangements. To fulfil your 'duty of care' you can of course perform a reasonable intervention, in a life or limb situation (for example, if a pupil is causing or likely to cause serious personal injury to self and or others). However, restraint as a response to behaviour management issues 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, without recognised training and authority, you leave yourself and the school extremely vulnerable to criticism and reproach.

8. **Maintain appropriate contact at all times.** Pupils can sometimes present as extremely upset or distressed and a compassionate response is often to offer physical reassurance to minimise distress. Staff should be aware of appropriate zones for physical contact with children, an arm around or on a pupil's shoulder is really as close as any member of staff should be. 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 be aware of that particular child's view of physical contact (or as yet any undisclosed abuse) and you may cause additional distress by touching them. Additionally, a child may view your intent in a completely different manner and may feel extremely uncomfortable/threatened by your attempt at reassurance. Staff should never initiate physical contact and should make clear notes if a distressed pupil unavoidably initiates a physical contact.

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 SMT 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 will encounter children at social,

sporting or community events. 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 professional/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. To safeguard pupils and staff, a risk assessment would need to be formulated. 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 professional 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 professional/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 would be required 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 professional/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 but may also result in a disciplinary 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 (CLYWCH recommendation). It is not your role to judge the child, the professional/person in a position of trust or 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 child protection incident or disclosure.

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 safeguarding person for child protection arrangements. The school has a responsibility to ensure that child protection is an intrinsic part of any induction, and that regular updates are available to all staff. Individuals should also report any concerns that any other professional is not complying with these standards, either to their headteacher/setting leader or through the school or local authority'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. As a professional/person in a position of trust you know that most scenarios do not fit the 'guidebook' exactly and professional judgement must come into play. 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 safeguarding 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 Designated Officer for Safeguarding (Education).

Child Protection is a **DUTY** not an option.

APPENDIX 3

Types of abuse and exploitation

You can also access resources from the Cwm Taf Morgannwg Safeguarding Board website

Safeguarding Board | Safeguarding Board, Cwm Taf Morgannwg (cwmtafmorgannwgsafeguardingboard.co.uk)

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 feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after. This situation may be described as fabricated or induces illness by carer.

Using physical chastisement toward children is no longer a reasonable defence and the Children (Abolition of Defence of reasonable Punishment) (Wales) Act 2020 abolishes the defence to the existing criminal offences of assault and battery against a child.

Practice guide:

Social Care Wales (safeguarding.wales)

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectation being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone.

Sexual abuse

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

Stop It Now

Advice for professionals - Work in child protection - Stop It Now

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 medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Practice guide:

Social Care Wales (safeguarding.wales)

Financial abuse

Financial or material abuse, including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits. This will normally only be applicable to adults at risk but may apply to a child in circumstances such as a parent using a child's inheritance or compensation in a way that does not contribute to the child's well-being.

Identifying significant harm

The Children Act 1989 introduced **the concept of significant harm** as the threshold that justifies compulsory intervention in family life to protect children. Significant harm is defined in the legislation as ill treatment or the impairment of health and development. It describes the effects of sexual, physical, emotional abuse or neglect, or a combination of different types. Local authorities have a statutory duty under *the Children Act 1989* section 47 (1) (b) to make enquiries, or cause enquiries to be made, where they have reasonable cause to suspect that a child who lives, or is found in their area is suffering, or likely to suffer, significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. A single, serious event of abuse, such as an incident of sexual abuse or violent assault, might be the cause of significant harm to a child. However, more frequently significant harm occurs because of a longstanding compilation of events, which interrupt, change or damage a child's physical and psychological development. The significant harm resulting from the corrosive effect of long-term abuse is likely to have a profound impact on the future outcomes for the child.

At the time of referral, it might not be clear whether a child is in need or is suffering significant harm. The initial assessment should ensure that sufficient information is obtained by social services to make a judgment about the nature of the need and/or harm and what action is required. This requires the sharing of information between agencies, structured assessment and analysis, including considering the child's own

view about his/her circumstances according to his/her age and understanding. **A good assessment is an essential basis for deciding what are the concerns for the child, what needs to change, and which services and interventions are needed to achieve the planned changes**.

To understand and establish significant harm, it is necessary to consider:

- the family context;
- the child's development within the context of their family and wider social and cultural environment;
- any special needs, such as medical condition, communication difficulty or disability that may affect the child's development and care within the family;
- the nature of harm, in terms of ill treatment or the failure to provide adequate care;
- the impact on the child's health and development; and
- The adequacy of parental care.

Other types of abuse

Online abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children, young people and adults at risk may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children and adults at risk can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming) or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children and adults at risk can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

All Wales Practice Guide
Social Care Wales (safeguarding.wales)

Education from the National Crime Agency: CEOP Education (awareness of online child abuse and exploitation)
Professionals | CEOP Education (thinkuknow.co.uk)

Keeping Safe Online – A range of guidance is available at: -
Repository - Hwb (gov.wales)

NSPCC Keeping Children Safe Online
Keeping children safe online | NSPCC

Domestic abuse

Domestic abuse is defined in the All Wales Strategy on Domestic Abuse as, 'the use of physical and/or emotional abuse or violence, including undermining of self-confidence, sexual violence or the threat of violence, by a person who is or has been in a close relationship.

Domestic abuse can go beyond actual physical violence. It can also involve emotional abuse, the destruction of a spouse's or partner's property, their isolation from friends, family or other potential sources of support, threats to others including children, control over access to money, personal items, food, transportation and the telephone, and stalking.

It can also include violence perpetrated by a son, daughter or any other person who has a close or blood relationship with the victim/survivor. It can also include violence inflicted on, or witnessed by, children. The wide adverse effects of living with domestic abuse for children must be recognised as a child protection issue. The effects can be linked to poor educational achievement, social exclusion and to juvenile crime, substance misuse, mental health problems and homelessness from running away. Domestic abuse is not a "one-off" occurrence; it is frequent and persistent'.

Thresholds for intervention in cases of domestic abuse continue to be a challenge for all agencies and it is important that threshold are continually monitored in relevant forums.

All Wales practice Guide
Social care Wales (safeguarding.wales)

Providing help and advice about violence against women, domestic abuse and sexual violence
Live Fear Free helpline | GOV.WALES

A Whole Education approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales- a Good Practice Guide (as produced by Welsh Government)
Good practice guide English document (gov.wales)

Radicalisation

Guidance from the *Prevent* Counter Terrorism Strategy sets out the responsibilities for 'specified authorities' which includes schools, to have 'due regard to the need to prevent people from being drawn into terrorism'. Due regard is defined as giving appropriate weight to the new duty taking into account the context of the school and its community. In fulfilling the duty, schools are required to demonstrate clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.

The school's E-safety procedures will ensure that children are unable to access unsuitable material on school premises.

School will counter extremism and promote community cohesion by teaching a broad and balanced curriculum that promotes the spiritual, cultural, physical and mental development of pupils and prepares them for the opportunities, responsibilities and experiences of life.

Any visiting speakers will be assessed for suitability and will be appropriately supervised.

School will ensure that all safeguards are appropriate and proportionate. There is a need for balance as it is important to allow learners the freedom to be different, experimental and have strong views and to challenge ideas with healthy debate. It is also important to keep learners safe from all forms of abuse and neglect, including exploitation, bullying, grooming, radicalisation, violent extremism, harassment, hate crime and violence.

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Counter-terrorism strategy (CONTEST) 2023 - GOV.UK (www.gov.uk)
Prevent | Counter Terrorism Policing All Wales Prevent Partners Referral Form - English (south-wales.police.uk)

Child sexual exploitation

Child sexual exploitation is a form of sexual abuse that can include sex of any form of sexual activity with a child; the production of indecent images and/or any other indecent material involving children. Children do not volunteer to be sexually exploited and cannot consent to their own abuse. They are forced or coerced. CSE includes:

- the exchange of sexual activity for payment;
- the production of indecent images;
- grooming; and
- trafficking.

Raising awareness with children and young people is an important part of educating them to stay safe and speak up; it should form part of sex and relationships education. Exploitation can be online or offline.

All Wales Practice Guide
Social care Wales (safeguarding.wales)

Safeguarding Children from child sexual exploitation
Safeguarding children from child sexual exploitation | GOV.WALES

Child Sexual Abuse/Exploitation | Safeguarding, Cwm Taf Morgannwg

Child criminal exploitation (CCE)

Child criminal exploitation is a form of child abuse and requires a safeguarding response. Children are involved in criminal activities including the movement of drugs or money which results in personal gain for an individual, group or organised criminal gang. Children do not volunteer to be criminally exploited and cannot consent to their own abuse. CEE includes:

- an element of exchange and still be exploitation even of the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

This form of abuse is related to County Lines. County Lines, as defined by the UK Government, is a 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 adults at risk to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons (Criminal Exploitation of children and Adults at risk: County Lines Guidance; Home Office 2017). If you suspect a child is subject to County Lines you should phone 101 and make a safeguarding referral.

All Wales Practice Guide
Social care Wales (safeguarding.wales)

Criminal exploitation of children and vulnerable adults: county lines
Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk)

Defining child criminal exploitation
Defining Child Criminal Exploitation | The Children's Society (childrenssociety.org.uk)

Criminal exploitation and gangs
Criminal exploitation and gangs | NSPCC

Modern slavery/child trafficking

Child Trafficking consist of three components:

- Action: recruitment, transportation, harbouring on receipt, of a child which includes an element of movement from one place to another.
- Exploitation: there is evidence or reasonable cause to believe that a child is suffering abuse through sexual exploitation, criminal exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs of the child.
- Involves a child up to the age of 18.

The All Wales Practice Guide has a list of indicators that practitioners should familiarise themselves with and if they have any immediate concerns for a child they should report it to emergency services by ringing 999 and follow this up with a referral to children services. Where there are indicators that the child may be a possible victim of modern slavery/human trafficking a multi-agency decision should take place to decide if a National Referral Mechanism (NRM) referral form is needed. Under the Modern Slavery Act 2015 victims of trafficking or slavery should be referred to the NRM. A service set up to identify and support victims of trafficking in the UK. Independent Child Trafficking Guardians will provide specialist support to trafficked children.

All Wales Practice Guide
Social care Wales (safeguarding.wales)

Modern Slavery victims: referral
Modern slavery victims: referral - GOV.UK (www.gov.uk)

National Referral Mechanism
National Referral Mechanism | ECPAT UK

Trafficked Children
Trafficked children | Barnardo's (barnardos.org.uk)

Interim guidance for Independent Child Trafficking Guardians
Interim guidance for Independent Child Trafficking Guardians - GOV.UK (www.gov.uk)

Child Trafficking
What You Need to Know About Child Trafficking | NSPCC

Peer on peer and harmful sexual behaviour

Children can be a threat to other children. Sometimes relationships between children can be coercive, inappropriate or exploitative. **All** children in these situations need their child protection needs and their care and support needs met. The Brook Advisory Traffic Light tool can help you to recognise and define Harmful Sexual behaviour.

guidance-for-education-settings-on-peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour.pdf (gov.wales)

All Wales Practice Guide
Social Care Wales (safeguarding.wales)

Brook Traffic Light Tool



Sexting and Self-Generated Imagery
Sexting: Responding to incidents and safeguarding learners
Sexting in Schools Resource Pack (gov.wales)

Indecent Images of children: guidance for young people
Indecent images of children: guidance for young people - GOV.UK (www.gov.uk)

UK Council for Safety Internet: Responding to incidents and safeguarding children and young people
sharing-nudes-and-semi-nudes-guidance-for-education-settings-in-wales-final-english-011220.pdf (gov.wales)

Children missing from home or care

The reasons why children go missing are varied, complex and unique to individual children. For guidance on how to respond when a child cannot be located please refer to the All Wales Practice Guide.

All Wales Practice Guide
Social care Wales (safeguarding.wales)

Unaccompanied asylum seeking children (UASC)

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 or experienced traumatic events, suffered loss or have communication or language barriers.

Unaccompanied asylum-seeking children: guidance for professionals | GOV.WALES

Black and Minority Ethnic (BME) Children

There are cultural differences in raising children, but 'culture' is no excuse for harming a child. There is a need to be clear about differences between culturally specific practice that is not harmful, and incidents of abuse that may be linked to cultural or religious beliefs.

Ethnic minority learners | Sub-topic | GOV.WALES

Bullying

Everyone has the right to learn, free from the fear of bullying, whatever form that bullying may take. Cyber-bullying is on the increase and includes texting, social media comments or sending malicious e-mails. It is important that schools have a culture where everyone is safe and included and that they step in quickly to stop bullying.

School bullying | Sub-topic | GOV.WALES

Bullying - Children's Commissioner for Wales (childcomwales.org.uk)

Child abuse related to culture, religion, or superstition

Culture

When thinking about safeguarding children from abuse related to tradition, culture, religion or superstition, it is important to have some understanding of how culture and tradition influence specific behaviours and practices. Whether people live in established communities or are newly arrived in Wales, maintaining their home traditions, culture and religion is rightly important and families will often wish to pass these values onto their children. Within this context it should be remembered that child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances.

'Honour' based abuse

Honour' crime involves abuse and/or violence, including murder, committed by people who want to defend the reputation of their family or community. It can also take the forms of intimidation, coercive control or blackmail.

Forced marriage

Forced marriage is an unacceptable cultural practice; it is child abuse and a form of violence against women and girls. Forced marriage is illegal in the UK. For the purpose of the criminal law in England and Wales, forced marriage is one which occurs without the full and free consent of one or both parties.

Forced marriage: guidance for professionals | GOV.WALES

Honour-based violence and forced marriage | GOV.WALES

Female Genital Mutilation (FGM)

Female Genital Mutilation is also known as Female Circumcision or Female Genital Cutting (FGC) and is a traditional cultural practice. The procedure causes severe short- and long-term health consequences, including difficulties with childbirth,

causing danger to the mother and child and mental health problems. FGM has no health benefits, and it causes significant harm.

The Home Office has also produced multi-agency guidelines that outline the actions that should be taken by front-line professionals, such as teachers, health professionals, police officers and social workers, to protect girls and women and offer them the support they need. Reporting incidents of FGM is a mandatory duty as set out in the FGM Act 2003.

In the UK, all forms of FGM5 are illegal under the Female Genital Mutilation Act 2003. It is an offence (regardless of their nationality and residence status) to:

- perform FGM in the UK;
- assist the carrying out of FGM in the UK;
- assist a girl to carry out FGM on herself in the UK; and
- assist from the UK, a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

The Act also makes it an offence, for the first time, for UK nationals or permanent UK residents to:

- perform FGM abroad;
- assist FGM carried out abroad by a UK national or permanent UK resident – this includes taking a girl abroad to be subjected to FGM;
- assist from outside the UK for FGM to be carried out abroad by a non-UK person on a girl or woman who is a UK national or permanent UK resident – this includes taking a girl abroad to be subjected to FGM; and
- assist a girl to perform FGM on herself outside the UK, even in countries where the practice is legal.

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

If you have concerns that a girl or young woman may be taken overseas for FGM then you should also contact the Foreign and Commonwealth Office. FORWARD is a UK organisation which provides support, counselling and safe space for girls and women to talk about their experiences. They can also educate and work with families to prevent FGM happening to any other girls in the family.

The NSPCC has a 24-hour helpline for anyone who is worried a child is at risk of or has had FGM. You can call 0800 028 3550 or you can email fgmhelp@nspcc.org.uk

Female genital mutilation: guidance for professionals | GOV.WALES

Child Abuse linked to faith or belief (CALFB)

Child abuse or neglect linked to faith or belief is not confined to one faith, nationality, ethnic group or community. Not all with such a belief go on to harm children. However, some beliefs and superstitions can and have resulted in the abuse of children.

All Wales Practice Guide
Social care Wales (safeguarding.wales)

APPENDIX 4

Referral Flowchart

Bridgend

Bridgend Schools Referral FlowChart.c

Merthyr Tydfil

Merthyr Schools Referral FlowChart.c

Rhondda Cynon Taf

FLOWCHART RCT SCHOOLS.docx

APPENDIX 5

Visitors and External Speakers Policy

Introduction

Schools have a legal duty of care for the health, safety, security and wellbeing of their pupils and staff at all times. This duty of care incorporates the duty to safeguard all pupils from subjection to any form of harm, abuse or neglect. It is the responsibility of the governing body and senior leaders to ensure that this duty is uncompromised at all times.

Schools therefore require that all visitors comply with the following policy and procedures.

Policy responsibility

The headteacher is responsible for the implementation, coordination, and review of this policy. This person will also be responsible for liaising with the designated Child Protection lead in the school as appropriate.

Aim

To safeguard all children under the school's responsibility both during school hours and during out of school activities which are arranged by the school. The aim is to ensure that pupils can learn and enjoy extra-curricular experiences in an environment where they are safe from harm.

Objectives

To have in place a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff, school governors, visitors and parents which conforms to child protection and safeguarding guidelines.

Where and to whom the policy applies

The school has control and responsibility for its pupils anywhere on the school site during normal school hours, during after school activities and on school organised (and supervised) off-site activities.

The policy applies to:

- all staff and non-teaching staff employed by the school;
- all external visitors entering the school site during the school day or for after school activities;
- all school governors;

- all parents and volunteers;
- all pupils;
- other education related personnel (LA advisory staff, inspectors);
- building and maintenance and all other independent contractors visiting the school premises; and
- independent contractors who may transport students on minibuses or in taxis.

Visitors to the school

Before a visitor is invited to the school, the headteacher or a member of the senior leadership team must be informed, with a clear explanation as to the relevance and purpose of the visit and intended date and time of the visit. Permission must be granted by a member of the senior leadership team before a visitor is asked to come into school. The headteacher will advise of the level of supervision and pre visit checks required:

- Visitors must report to reception first. No visitor is permitted to enter the school via any other entrance.
- At reception, all visitors must state the purpose of their visit and who has invited them. This will be verified by the receiving member of staff.
- All visitors will be asked to sign the Visitors Record which is always kept in reception.
- All visitors, including contractors will be required to wear an identification badge. The evacuation procedures must be given to the visitor.
- Please ensure that visitors abide by the non-smoking policy throughout the school site.
- All accidents must be reported to the school office where an Accident Report Form can be completed.
- Visitors will be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. It is not currently LA policy for all school visitors to be DBS checked, however, this is deemed as best practice.

Visitors' departure from the school

On departing the school, visitors should leave via reception and:

- enter their departure time on the Visitors Record alongside their arrival entry;
- return identification badge to reception; and
- a member of staff should escort the visitor to the staff car park (ensuring the visitor does not re-enter the school site, potentially breaching security).

Unknown/uninvited visitors to the school

Any visitor to the school site who is not wearing an identity badge should be challenged politely to enquire who they are and their business on the school site.

They should then be escorted to reception to sign the visitor's book and be issued with an identity badge. The procedures under "Visitors to the School" above will then apply.

In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Head (or Designated Safeguarding Person) should be informed promptly.

The headteacher or DSP will consider the situation and decide if it is necessary to inform the police.

If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for.

Staff development

As part of their induction, new staff will always be made conversant with this policy for external visitors and asked to ensure compliance with its procedures.

This policy will be available to all staff and parents on the website and included as part of the Staff Handbook.

Approved visitor list

The school will hold an approved visitor list for visitors who frequently visit the school site to undertake work within the school (including contractors and supply and peripatetic staff). To qualify for this list the visitor must have demonstrated, prior to the visit that:

- they have a current clear enhanced DBS check and a copy of this has been registered on the School's Central Record;
- a current clear DBS children's barred check has been undertaken; and
- visitors on the Approved List MUST follow the same procedures on entry to the premises (that is, come to reception and sign in the visitors' log).

A copy of the approved visitor list will always be kept behind reception.

External speakers

All schools are required by law to teach a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Schools recognise the important contribution and value that can be gained from allowing visitors and external organisations into the school to support this.

Guidance from the *Prevent* Counter Terrorism Strategy which came into effect from July 1st, 2015, sets out the responsibilities for 'specified authorities' which includes schools, to have 'due regard to the need to prevent people from being drawn into terrorism'. In fulfilling the duty, schools are required to demonstrate clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections 406 and 407 of the Education Act 1996.

Schools will have to make decisions concerning the appropriateness or suitability of external speakers. On occasion schools may be required to vet or undertake background checks for external speakers. If schools are having difficulty in this area, then the school should contact the local authority for advice and support.

Specific guidance for members of staff organising visits from external agencies and speakers

The following procedures should be followed by all school staff involved in organising visits from external agencies and speakers:

- Prior to the visit, the organiser must discuss with the visitor how their session will add value to the pupils' learning experience.
- Ensure the visitor/external agency learning outcomes complement school's planned programmes or schemes of work and are in line with school policies.
- Be confident that the visitor/external agency has the required expertise in the subject they are delivering together with the necessary experience and skills to deliver sessions that are age appropriate and factually accurate.
- Discuss and agree the aims/desired learning outcomes of the session, professional boundaries, including responsibility for classroom discipline.
- Inform each visitor/external agency of all information to ensure the inclusion of all pupils. This may include the age and ratio of pupils, background, ethnicity and culture of pupils and special education needs (if applicable).
- Provide each visitor with a named school contact.
- Ensure the activity meets health and safety guidelines. If appropriate, carry out a risk assessment of the activity/session.
- Staff must ensure such visitors are aware of the school's safeguarding procedures and allow access to such policies as child protection, safeguarding, and risk assessments.
- All staff must inform the relevant school staff of the intended visit and remit of the visitor, (for example, headteacher, office staff).

- Ensure the relevant staff members, (for example class teacher, is present during the session as they are responsible for class discipline, monitoring and evaluation).
- Ensure the pupils are given time to reflect on what they have learned.

External speakers and visitors must ensure that they comply with UK legislation. This means speakers and visitors must ensure that in the views or ideas, they put forward - or in the way they express these views or ideas - they do not infringe the rights of others or discriminate against them. Their speech or the manner of its expression must not constitute a criminal offence, a threat to public order, a threat to the health and safety of individuals, incite others to commit criminal acts, or be contrary to the civil and human rights of individuals. **It is a criminal offence to 'stir up hatred' against other people on religious or racial grounds.**

All speakers will be made aware of their responsibility to abide by the law, and the school's various policies, including that:

- they must not contravene fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;
- they must not incite hatred, violence or call for the breaking of the law;
- they are not permitted to encourage, glorify, or promote any acts of terrorism including individuals, groups or organisations that support such act; and
- they must not spread extremism, radicalisation, hatred or intolerance in the school community and thus aid in disrupting social and community harmony.

If an external speaker
or external visitor contravenes this guidance, the school reserves the right to immediately shut down an event and to ban that speaker or visitor from the site.

The decision to grant of refuse permission for any speaker ultimately rests with each school.

Prayer rooms

There is no requirement to offer any separate facilities for religious observance, but many schools recognise that it is good practice to provide a facility that caters for pupils and staff of a particular religion or belief. In doing so schools demonstrate awareness of and respect for the diverse communities they serve.

All previous advice about external speakers will apply and schools should ensure that they know what goes on in prayer rooms. Staff members should always be available to supervise activity in prayer rooms.

Any signage or posters linked to prayers or religion should only be displayed in English and Welsh.

Local Authority Advice
The school is encouraged to contact the local authority's Senior Management Team/Safeguarding Team should there be any concerns about external speakers. Please allow sufficient time for checks to be undertaken.

The **Channel** process has been established as part of the **'Prevent' element of the Governments Counter Terrorism 'Contest' Strategy.**

Channel provides a mechanism to:

- identify individuals and groups at risk of being drawn into violent extremism;
- assess the nature and extent of that risk and vulnerability; and
- refer cases to a multi-agency panel to develop the most appropriate support package to safeguard those at risk.

However, if any member of staff believes that a child (ren) is in immediate danger then they need to contact the Police on 999. If you believe that a child(ren) is at risk of significant harm, then a C1 form needs to be completed and sent to the MASH/IAA as per the process outlined in the Schools Child Safeguarding policy. In addition, a dual referral to Counter Terrorism is required using the on-line Prevent referral form referenced in section 8 of the model Cwm Taf Morgannwg Safeguarding Board School Safeguarding Policy.

This is in relation to all causes for concern including children and young people.

Linked policies

This policy and procedures should be read in conjunction with other related school policies, including:

- Safeguarding and Child Protection Policy.
- Health and Safety Policy.
- Merthyr Tydfil Council DBS Policy and Safer Recruitment Policy.
- RCT Council DBS Policy and Safer Recruitment Policy.
- Bridgend Council DBS Policy

APPENDIX 6

Guidance on transferring child protection documents

To enable a smooth transition between schools all child protection documents need to be sent to the relevant educational establishment the child will be enrolled with. This will ensure that the receiving school is better informed of **all** of the child's needs.

'Where children leave the establishment ensure the child protection [safeguarding] file is copied for the new establishment as soon as possible but transferred separately from the main pupil file, ensuring a secure transit and confirmation of receipt should be obtained.'
(Annex B: Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges –July 2015)

Introduction

The statutory guidance in relation to Part 7 (safeguarding) of the Social Services and Wellbeing (Wales) Act 2014 states that "keeping children safe is everyone's responsibility". A local authority must make arrangements to promote co-operation between the relevant officers, this will include education.

Brandon *et al* (2013), conducted a study into 'New Learning from Serious Case Reviews: a two-year report 2009-11' in which the 'Importance of full, accurate and accessible information was a frequent theme across agencies. The need for better information sharing both between and within agencies was central to many of the recommendations made'.

The Data Protection Act 1998 is not a barrier to information sharing but provides a framework to ensure that personal information is shared appropriately.

Well-kept records are essential to good safeguarding and child protection practice. All staff should be clear about the need to record and report concerns about a child or children within the school or educational setting. The Designated Safeguarding Person (DSP) is responsible for such records and, ultimately, the child protection/safeguarding file. At times of transition, it is an opportunity for careful, proactive planning and sharing of information that, if conducted sensitively, can ensure a successful transition at any stage.

What should be in a child protection/safeguarding file?

A child protection /safeguarding file is the record kept by the DSP of any concerns about a child's welfare. These concerns should be factual and not have opinions attached. This file may only have one concern in it, or it may be a large file with extensive history. It is the record of all safeguarding concerns. Regardless of its size, the file must be passed on, in its entirety, to the next educational setting.

It is the responsibility of the DSP to ensure that the file is kept up to date and a chronology is maintained in each case. A chronology is the brief overview of the school's concerns and highlights all the significant events for the child. It should not contain details, just a brief one-sentence statement of what has occurred, who was involved and what happened as an outcome.

The contents of the file can include:

- Basic details
- Chronology
- Cause for Concern forms
- Referrals to IAA/MASH
- Outcomes of referrals made
- Domestic abuse information (for example, police notifications)
- MARAC information
- Child Protection Conference minutes/ school contribution/ core group minutes
- Any CYPS assessments
- Multi-Agency meetings minutes.

Should third party reports be included, then the owner of such reports should be aware that it will be included in the child protection/ safeguarding file.

How to transfer the child protection/safeguarding file

When a child transfers to another school, the DSP should inform the receiving school within five school days that a child protection/safeguarding file exists. The receiving school should routinely ask the previous school if a child protection/safeguarding file exists, for all transfers. The original child protection/ safeguarding file must be passed on either by hand or sent recorded delivery if in paper, transferred securely if using an online system and sent separately from the child's main school file, within five school days from notification. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. Parents should **never** be used as couriers for such files.

Once the previous school has confirmation that the new school has received the file, the previous school should remove all records relating to the transferred child unless records are required for an **ONGOING investigation**/case.

Whether child protection/safeguarding files are passed on by hand or sent recorded delivery, there should be written evidence of the transfer (such as a form or slip of paper signed and dated by the member of staff at the receiving school) this receipt should be retained by the originating school.

Electronic child protection records

Electronic records must be password protected with access strictly controlled in the same way as paper records. They should be in the same format as paper records

(that is, with well-maintained chronologies and so on) so that they are up to date if/when printed, if necessary, (for example, for court). Electronic files should only be transferred electronically to other schools/Post 16 providers if there is a secure system in place. When the receipt has been returned to confirm that the file has been received at the new school, it should be removed by the originating school unless required for an **ONGOING** Investigation/case.

Child protection/safeguarding records may also be recorded on the school Management Information System. All schools have the ability to record whether a child is subject to a Care and Support Protection Plan or if they are a Child Looked After/Care-experienced child. Additional information can be stored on MIS but requires schools to use MIS software to enable them to scan and attach documents. Schools must ensure they make this information confidential by ticking/applying the appropriate privacy settings. An up-to-date chronology is still required.

Elective home education

If the pupil is removed from the roll to be electively home educated (EHE), for the requisite period, the school must retain the child protection/safeguarding file. Unless the child transfers to another school and then this file would transfer to the new school as per the process described above.

EHE is not of itself a safeguarding concern, however, if there are any other concerns about a child which being EHE may exacerbate, then this may warrant a safeguarding referral.

All Wales Practice Guide
Social Care Wales (safeguarding.wales)

Elective Home Education
Elective home education | Sub-topic | GOV.WALES

Children missing education

If a pupil with a Child Protection Record leaves the school without a forwarding address and no contact is received from a new school within 10 school days, the DSP should inform the Senior Education Welfare Officer in Merthyr Tydfil or the Attendance and Wellbeing Service in Rhondda- Cynon-Taf or the Education Engagement Team in Bridgend. The Welsh Government has published statutory guidance to help prevent children and young people from missing education. It provides a practical toolkit to identify children and young people missing education.

statutory-guidance-help-prevent-children-young-people-missing-education.pdf (gov.wales)

Keeping Learners Safe Safeguarding Toolkit

As **effective practice,** it is expected that the Designated Senior Person ensure that the safeguarding audit tool is completed on an ongoing basis. The tool supports education settings to review its safeguarding arrangements and identify strengths and weaknesses to ensure they are exercising their legal safeguarding obligations in line with this guidance. The tool has been developed with input from Estyn and meets the requirements expected by Estyn during inspection. However, it is not designed to be completed for inspection purposes only; the tool should be used as a continuous assessment of meeting legal requirements. Each authority may have their own additions to the original toolkit RCT's includes a list of recommended policies schools should have in place.

Keeping learners safe | GOV.WALES

APPENDIX 7

Safeguarding Training Matrix

Training	Mandatory?	For who	Training Delivery	Frequency
Group A practitioners	Mandatory for all staff prior to starting role, or during their induction	All staff	Accessed online via Group A Safeguarding | Social Care Wales Or can also access the mandatory eLearning from intranet	Every 3 years unless the practitioner changes group.
Group B practitioners	Mandatory – for new roles, staff should have training within the probation period (first six months)	For identified roles	These arrangements differ between the three local authorities. More information can be gathered from the Safeguarding Lead for Education.	Refresher training – mandatory within 3 years of initial/renewal date
Group C practitioners	Mandatory for DSP, and those with	Best practice – Headteacher responsibility to determine	Provided by Cwm Taf Morgannwg Social Care Workforce (RCT and Merthyr schools)	Refresher training – mandatory within 3 years of

	safeguarding responsibility	appropriate number of staff Group C trained based on the size of the school Recommended in policy – at least 2 members of staff	or BCBC Education Engagement Team (Bridgend schools) Due to current delays with the rollout of Group C training, DSP's who are approaching their 3-year point since their last training (likely the old level 3) should access Group B training as an interim measure. Once Group C training is live, this should be prioritised for access and booked as soon as possible by the DSP before other staff who are simply using this for professional development.	initial/renewal date
Prevent Awareness course 1	Mandatory for all staff Best practise – completed prior to starting role or during induction.	All Staff	To Access the online course use this link: **Start awareness course**	Once

	Essential – completed within 4 weeks of starting			
Prevent refresher course for those that have completed the awareness course 1	Recommended for all staff	All Staff	https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal#refresher-awareness-course	Recommended - annually (following awareness course 1) Mandatory – every 2 years (following awareness course 1)
Prevent Course 2	Optional	Recommended - The Designated Safeguarding Person and other Group C trained staff	Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training (support-people-susceptible-to-radicalisation.service.gov.uk)	

		Best Practise – all members of schools SLT		
VAWDASV Group 1	Mandatory	All staff	Click this link: Course: Violence Against Women, Domestic Abuse And Sexual Violence	Mandatory – every 3 years
VAWDASV Group 2 Ask and Act	Optional	DSP and other Group C staff	Available via the training unit	Recommended – every 3 years

- Once training is completed staff should download the completion certificate/provide their certificate of attendance to the DSP/clerk for recording within the school
- As the National Safeguarding Standards are in a rollout phase, Level 1 training remains valid for up to 3 years since the last completion date. The relevant Group training (A or B) should therefore be completed by those staff members before the end of the 3-year period.
- Similarly for DSPs with Level 3 training, the training remains valid for up to 3 years and therefore Group C course completion should be before the end of the 3-year period. If this training has not been rolled out in time for the 3 year end date, please ensure you attend Group B training as an interim with a view to book onto Group C as soon as possible once released/once there is availability.
- If you are unsure which group a member of staff sits within, there is a separate exemplar document outlining roles and/or you can speak to your Safeguarding Lead in Education who can provide advice and support.
- New staff who join the school part-way through the year may have missed school-based Group B training. They should book on to Group B training as soon as practical via the local authority training – this must be within the first six months of the role.

- There is standalone training for section 5 available here - https://safeguarding.wales/modules/en/section-5/ - Chairs of Governors and/or the Designated Governor for Safeguarding should complete this eLearning module. We would also encourage Headteachers/DSPs to complete this eLearning. This eLearning covers the basics and a more in depth understanding may be gathered from training run by the local authority.