



Adopted: Autumn 25

Review: Autumn 26

SAFEGUARDING POLICY

Note – this policy is based upon the 2024/25 template provided by Cwm Taf Morgannwg Safeguarding Board with alterations to ensure that it accurately reflects the situation in our school.

Policy Review and Monitoring

This policy is due to be reviewed at the time stated, unless circumstances determine that this policy needs to be reviewed at an earlier time.

Signed: **Chair of Governors**
Mr J Orchard

Headteacher
Mr K Stroud

	Signed	Date
Headteacher / Designated Senior Person	<i>Kevin Stroud</i>	25.03.25
DHT / Designated Senior Person	<i>Claire Merfield</i>	25.03.25

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1. Introduction

School Name: Maes yr Haul Primary School 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 Governors and staff of Maes yr Haul Primary 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 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 incorporates four main elements:

- Protection through teaching and pastoral support offered to learners;
- Procedures for identifying and reporting cases, or suspected cases, of abuse. Day to day contact with learners mean school staff are uniquely placed to observe signs of abuse;
- Support to learners who may be at risk of abuse or neglect; and,
- Concerns in relation to school staff who may abuse positions of trust.

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.
- 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 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 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 Under the Safeguarding Children agenda, our school/setting recognises that a Safeguarding Policy requires a broader view than that of the traditional Child Protection Policy. This guidance is compliant with the Keeping Learner 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.

This document should be read in conjunction with the Wales Safeguarding Procedures, Keeping Learners Safe (March 2022) and other school policies. Additionally, staff should be familiar with the Council's key policies, in particular:

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

The Council hosts safeguarding information pages on the Council website in order to provide information to the general public. The Council intranet site has direct links to Cwm Taf Morgannwg Safeguarding Board.

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 governors/management committee members to remember: -

IT IS NOT the responsibility of any employee, volunteer, contractor or Governor/Management Committee Member to determine whether abuse or neglect is actually taking place. However, **IT IS** the responsibility of any employee, volunteer, contractor or Governor/Management Committee Member to take the actions set out in this policy if they are concerned that abuse or neglect may be taking place or if they are concerned a person may be harmed. This also

includes harm by criminal exploitation, child sexual exploitation, radicalisation, female genital mutilation, or modern slavery.

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

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

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 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.
- 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.

Effective Partnership Working with Parents

3.3 As a school we recognise the importance of working in partnership with parents/carers to avoid foreseeable risks to children and to work with families in ways which build resilience

and strengths. In order to ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection, the school should ensure that parents have access to the school policy as part of their child's induction and ensure the safeguarding policy is available on the school webpage. We recognise that children reside in a diversity of arrangements and the terms parents and carers will be used to describe those with whom the child resides. The school will always keep clear records and pay due regard to the arrangements for parental responsibility for each child.

3.4 Whilst the school has a robust system of risk assessment in place for issues within school, risks outside the school gates must be managed in partnership with good communication. Parents/carers are required to make their wishes for the release or collection of their children explicit to the school in writing.

3.5 The Royal Society for the Prevention of Accidents and the NSPCC both recommend that no one under 16 years of age should be left to care for a younger child. 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 should 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 Governors responsibilities will also include ensuring that the Governing Body/Management Committee undertake an annual review of safeguarding policy and procedures and how the school's safeguarding duties have been discharged. The Designated Governor and Chair of Governors will ensure that they attend CTMSB Level 3 Safeguarding training or equivalent a minimum of every 2 years in line with the requirements of the DSP. They will also publicise training amongst their governing body and encourage their colleague's attendance as safeguarding is everyone's business. The Safeguarding Governor is named on the school website.

The Designated Senior Person for Safeguarding

4.2 We will follow the Welsh Government Guidance for Keeping Learners Safe (2022), 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 The school will ensure it has a Designated Senior Person (DSP) for Safeguarding, who has undertaken the CTMSB Level 3 Safeguarding training or equivalent in accordance with their level of responsibility, plus identify clear arrangements for a substitute in the DSP's absence. These arrangements will be replicated for Looked After Children, the roles are definably different but may be undertaken by the same person. Maes yr Haul Primary School will aim to have a minimum of two persons trained to fulfil the Designated Senior Person (DSP) role, which where relevant, should include representation from each key stage, including 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 Maes yr Haul Primary School the Headteacher/Setting Leader retains overall responsibility for Safeguarding. Our named DSPs for Safeguarding are the Headteacher and Deputy Head teacher. The DSPs are responsible for ensuring: -

- The smooth running of safeguarding processes within their school/settings.
- That all staff are compliant with safeguarding training requirements and all staff receive Level One safeguarding training via an accredited training source at minimum every three years.
- That all staff are made aware of their safeguarding responsibilities as part of their induction to their employment.
- To maintain a written record of staff signatures to evidence they have received, read and understood the Safeguarding Policy.
- 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 Services and other partners with effective sharing of information.
- That all multi agency meetings for children are attended and that appropriate written information is shared with the meeting in accordance with timescales.
- 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.
- 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 DSP and their role and responsibilities as indicated above and the shadow arrangements in place.
- The protocol and procedures within the school for safeguarding pupils.
- The signs and indicators of potential abuse, neglect or harm.

- That they have an individual responsibility for referring child protection concerns in accordance with the Social Services and Wellbeing Act (Wales) 2014 and the Wales Safeguarding Procedures.
- How to take forward those concerns with the Shadow DSP when the DSP is unavailable.
- That all Looked After Children continue to be vulnerable and will require a consistent level of support, care and monitoring even though they may no longer reside in inappropriate circumstances.

5. Recognition: Definitions of Child Abuse and Neglect

5.1 All members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse, the definitions of abuse in accordance with the Wales Safeguarding Procedures can be found in Appendix 3.

5.2 The school also recognises 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, 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 a disclosure indicating an immediate risk of harm, a referral to the IAA/MASH should be made verbally, immediately via telephone. The referral form (C1/RHF) should be sent to the IAA/MASH within the locally agreed guidance timescale of 24 hours following the telephone discussion. 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 child makes a disclosure and a referral needs to be made by this school/setting to Social Services.

6.3 If a child protection concern arises about a child who is resident in your local area but has an allocated worker from another local authority it is important that the allocated worker is spoken to, and a referral submitted to both the residing and the case accountable local authority in order 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 Trevithick Abercynon CF45 4UQ
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 Ravens Court Brewery Lane Bridgend CF31 4AP

Dealing with a disclosure made by a child

Receive

- Listen carefully to what is being said, without displaying shock or disbelief. Accept what is said. The child making the disclosure 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.
- Maes yr Haul Primary School uses 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 e.g., 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.

Confidentiality

6.4 Confidentiality issues need to be understood if a child discloses information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, 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.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who need to know in order to help. They should reassure the child and tell them that their situation will not become common knowledge within the school.

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 Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. 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. All written records of concerns about children must 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 Services without parental consent. However, the parents/carers should be 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. It is important to document these discussions with parent(s)/carer(s) to evidence the efforts made to engage parents/carers in the process.

7.4 Each professional involved in making a record of concern will write and sign their own account 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 Looked After 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 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)

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 which: -

- promotes a positive, supportive and secure environment
- gives pupils a sense of being valued.
- The school's behaviour policy. All staff will agree on a consistent approach which focuses on the promoting positive behaviour and repairing relationships and any harm that may occur. Focus on not damaging the individual's sense of self-worth will be important. The school/college 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

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 including 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 C1/RHF 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 & 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. At the time of writing, we are not aware that Welsh Government has guidance which defines extremism. We will therefore be using the [definition provided by UK Government](#) (*applies to England, 14th March 2024*) – see also Appendix Seven.

8.4 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 LA's Inclusion Manager for advice and support. See appendix 5.

8.5 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.

8.6 Where necessary/appropriate, the school will provide support and advice to pupils and parents/carers in line with multi-agency guidance in relation to Self-Harm and Child Sexual Exploitation. Referrals to Children's Services will be made where a child requires protection as appropriate.

8.7 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

8.8 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.

8.9 This school adopts approaches to de-escalation, positive handling and restrictive physical intervention which are consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force and searching for weapons 097/2013. The school will ensure that all school staff act appropriately and proportionately and that any staff who support a pupil with a care plan that includes the likely prospect of physical intervention would be trained for restraining proportionately.

8.10 The school will ensure that every physical restraint is recorded appropriately and sent to the Local Authority in accordance with local reporting 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.

8.11 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

8.12 Everyone has the right to learn, free from the fear of bullying, whatever form that bullying may take. Bullying can be, physical like hitting or kicking; taking belongings; sexual harassment; name-calling; insulting and/or spreading rumours.

8.13 This school/setting is aware that, at a national level, cyber-bullying is on the increase and includes texting, social media comments or sending malicious e-mails. There is also a

recognition that incidents of reported peer on peer sexual harassment is on the rise nationally as highlighted in Estyn's recent report.

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

8.15 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. For more guidance see Appendix 3.

A Multi-Agency Approach

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

- A pupil with current involvement with Social Services is excluded either for a fixed term or permanently; and
- A pupil with current involvement with Social Services has an unexplained absence.

8.17 This school will work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at initial and review child protection conferences and core groups, and the submission of written reports to such meetings.

Vulnerable Groups of Children

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

- Vulnerable groups of children.
- Behaviours.
- Circumstances.

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 Safe use of the Internet Policy and be aware of the safety mechanisms and requirements built into all IT within school.

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

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

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

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

9.6 All staff are required to familiarise themselves with the Council's Social Media Policy. 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 should be informed immediately. If the images and/or content raise a child protection concern immediate advice should be sought from the Local Authority Designated Officer 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.

10. Contact with Pupils

10.1 All staff, volunteers and 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 will ensure they 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, governors/management committee members, occasional workers or contractors, and those staff that are not on school site but come into contact with children i.e., those who transport children to and from school, school crossing patrol etc is reported immediately to the Headteacher/Setting Leader. If an allegation is made about the Headteacher/Setting Leader, the Chair of Governors/Management Committee should be informed. 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 for Safeguarding (Education) to discuss next steps in accordance with the CTMSB Guidance.

11.4 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 3. 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 HR and complete the risk assessment form. The Headteacher will nominate a person within the school to act as the designated point of contact for the staff member whom allegations are made. This designated person will keep the staff member up to date with information at scheduled times throughout the process to ensure a duty of care to the staff members wellbeing.

11.5 When a child makes an allegation against a professional, it is important where possible to 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.

11.6 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 you believe an offence has taken place police should also be contacted on 101.

11.7 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.

11.8 It is important that all Education staff know that inappropriate behaviour with/or towards children is unacceptable. In particular, 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 (e.g., teacher, youth worker) even if the relationship is consensual. This applies where the child is in full time education and the adult works in the same establishment as the child, even if they do not teach them.

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

Local Authority Designated Officer for Safeguarding (LADOS) (also referred to as Education Safeguarding Officer)

		Telephone No	Email Address
RCT CBC	Designated Officer for Safeguarding (DOS)	01443 490120	childprotectionreviewingteam@rctcbc.gov.uk
MT CBC	Principal Manager, Safeguarding	01443 724686 07515192134	safeguarding@merthyr.gov.uk
	Education Designated Officer for Safeguarding	01685 725082	education.safeguarding@merthyr.gov.uk
BCBC	Education Designated Officer for Safeguarding	01656 815129	csprofessionalconcerns@bridgend.gov.uk

	Education Engagement Team Manager		
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12. Safer Recruitment

12.1 In accordance with Welsh Government Guidance (Keeping Learners Safe 3.2.14, Chapter 5: Safer Recruitment Practice), this school will follow the human resources management processes, which include a criminal record check and barred list check from Disclosure and Barring Services (DBS). In addition to local authority requirements, the governing body expects that all staff will provide the relevant information required to renew their DBS certificate periodically. This may be three-yearly or via the annual update service as determined by the governing body (cost to be borne by the school).

12.2 All members of staff and any volunteers who may be unsupervised will be required to hold an up-to-date DBS disclosure certificate, where applicable, in line with DBS regulations. There is no requirement for routine 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. The school will maintain a record of all staff, volunteer and governor 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 i.e., 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. The Headteacher/Setting Leader will keep clear written records of the agreed arrangements.

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 visitors' risk assessment is formulated by the school which clearly lists the control measures employed by the school to safeguard pupils.

13.3 All visitors to school site will be required to sign in and out of school premises. They will be issued with, and required to clearly display, an identification badge listing their status within the school i.e., visitor, staff, student, etc. Schools should 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.

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 Schools should 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 should be made aware of the school's safeguarding policy.

14.4 Appropriate Risk Assessment should be carried out in conjunction with the Consortium using the Evolve System.

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. 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 Guidance to achieve best outcomes for children.

[J4 Protocol for Resolving Concerns regarding Inter-agency Safeguarding Practice - September 2019 \(cwmtafmorgannwgsafeguardingboard.co.uk\)](https://www.cwmtafmorgannwgsafeguardingboard.co.uk)

15.3 Our school are 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 \(cwmtafmorgannwgsafeguardingboard.co.uk\)](https://www.cwmtafmorgannwgsafeguardingboard.co.uk)

16. Equalities and Welsh Language

16.1 This school is committed to ensuring that all children gain maximum benefit from their education regardless of ethnic origin, sex, age, sexual orientation, disability, gender reassignment (transgender issues), religious belief or non-belief, use of Welsh language, British 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 Council's Equalities and Welsh Language team, can assist with support in terms of training needs and complaints resolution.

APPENDIX ONE

LEGISLATION AND GUIDANCE (this is not an exhaustive list)

Education (Wales) Act 2014

[Education \(Wales\) Act 2014 \(legislation.gov.uk\)](https://legislation.gov.uk)

The Education Act 2002

[Education Act 2002 \(legislation.gov.uk\)](https://legislation.gov.uk)

The Children Act 1989

[Children Act 1989 \(legislation.gov.uk\)](https://legislation.gov.uk)

The Social Services and Well-being (Wales) Act 2014

[Social Services and Well-being \(Wales\) Act 2014 \(legislation.gov.uk\)](https://legislation.gov.uk)

The Children Act 2004

[Children Act 2004 \(legislation.gov.uk\)](https://legislation.gov.uk)

The Human Rights Act 1998

[Human Rights Act 1998 \(legislation.gov.uk\)](https://legislation.gov.uk)

The Data Protection Act 2018

[Data Protection Act 2018 \(legislation.gov.uk\)](https://legislation.gov.uk)

The Equality Act 2010

[Equality Act 2010 \(legislation.gov.uk\)](https://legislation.gov.uk)

Well-being of Future Generations (Wales) Act 2015

[Well-being of Future Generations \(Wales\) Act 2015 \(legislation.gov.uk\)](https://legislation.gov.uk)

Additional Learning Needs and Education Tribunal (Wales) Act 2018

[Additional Learning Needs and Education Tribunal \(Wales\) Act 2018 - Explanatory Notes \(legislation.gov.uk\)](https://legislation.gov.uk)

Female Genital Mutilation Act 2003

[Female Genital Mutilation Act 2003 \(legislation.gov.uk\)](https://legislation.gov.uk)

Modern Slavery Act 2015

[Modern Slavery Act 2015 \(legislation.gov.uk\)](https://legislation.gov.uk)

Children (Abolition of Defence of Reasonable punishment) (Wales) Act 2020

[Children \(Abolition of Defence of Reasonable Punishment\) \(Wales\) Act 2020 \(legislation.gov.uk\)](https://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 \(legislation.gov.uk\)](https://legislation.gov.uk)

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

Wales Safeguarding Procedures

[Social care Wales \(safeguarding.wales\)](https://safeguarding.wales)

All Wales Practice Guides

[Social care Wales \(safeguarding.wales\)](https://safeguarding.wales)

Working Together to Safeguard People: Code of Safeguarding Practice

[Working together to safeguard people: code of safeguarding practice | GOV.WALES](https://gov.wales)

UN Convention on the Rights of the Child

[UN Convention on the Rights of the Child - UNICEF UK](https://www.unicef.org/uk)

Keeping Learners Safe

[Keeping learners safe | GOV.WALES](https://gov.wales)

Ending physical punishment in Wales

[Ending physical punishment in Wales | GOV.WALES](https://gov.wales)

Additional Learning Needs (Wales) Regulations

[The Additional Learning Needs \(Wales\) Regulations | GOV.WALES](https://gov.wales)

School Bullying Guidance and Services

[School bullying | Sub-topic | GOV.WALES](https://gov.wales)

Use of Reasonable Force: Advice for Headteachers, staff and governing bodies

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Elective Home Education

[Elective home education | Sub-topic | GOV.WALES](https://gov.wales)

Supporting Learners with Health Care Needs

[WG31248 \(gov.wales\)](https://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 \(gov.wales\)](https://gov.wales)

Disciplinary and dismissal procedures for school staff

[Disciplinary and dismissal procedures for school staff | GOV.WALES](https://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 \(ioe.ac.uk\)](https://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: guidance | GOV.WALES](#)

Becoming a teacher

[Becoming a teacher | Sub-topic | GOV.WALES](#)

APPENDIX TWO

ETHICAL STANDARDS & 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 \(ewc.wales\)](http://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 etc. 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 Services 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 Services 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, however, generated beyond the need to 'have reasonable cause to believe' that a child is at risk of/suffering significant harm.

If you should discover 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. If you accept pupils or former pupils, who still have links to the school, onto your social page, they will have access to your personal contact details and your social environment. This may blur the boundary in their mind of the pupil/staff relationship. In addition, your behaviour in a social setting may not portray you in the way the school would wish its staff to be viewed by pupils. You must be aware that if you state on any social media site that you are employed by RCT/Merthyr Tydfil/Bridgend CBC or any of its facilities, you are then representing the Council's public image on-line and the public may assume your views are representative of the school/setting or Council. Members of the public should be able to expect a level of accountability in your on-line conduct. If you disregard the cautionary points in this guidance, you must be aware that your conduct on-line is also open to scrutiny under the disciplinary procedures.

7. Do not restrain pupils unless trained to do so. RCT/Merthyr Tydfil/Bridgend local authority will use an accredited model of physical intervention as prescribed within local arrangements. In order to fulfil your 'Duty of Care' you can of course perform a reasonable intervention, in a life or limb situation. 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. Do not cuddle or kiss pupils. 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. In order 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 in order to safeguard pupils and yourself. If you were perceived to be actively supporting a person who is being investigated for, or has been charged with, offences against

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

14. Safeguarding children is the concern of the whole school. All staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions. As a 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 Senior 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 Council's Whistleblowing policy. The listed advice is intended to not only improve the safeguarding of children, but also to protect staff.

A clearly outlined expectation of standards of behaviour will provide guidance for staff and help ensure situations of risk are kept to a minimum. 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 Senior Person or the Headteacher/Setting Leader as soon as possible. In any instances where the Headteacher/Setting Leader finds themselves in circumstances such as listed above, they should report their concerns to their Chair of Governors/Management Committee and seek advice from Human Resources and Designated Officer for Safeguarding (Education).

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

APPENDIX THREE

Types of Abuse and Exploitation

You can also access resources from Cwm Taf Morgannwg safeguarding Board Website [Safeguarding Board | Safeguarding Board, Cwm Taf Morgannwg \(cwmtafmorgannwgsafeguardingboard.co.uk\)](https://www.safeguardingboard.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 \(safeguarding.wales\)](https://www.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 in sexually inappropriate ways.

Stop It Now

[Advice for professionals - Work in child protection - Stop It Now](https://www.stopitnow.org.uk)

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 \(safeguarding.wales\)](https://www.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 in order 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 as a result 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 \(safeguarding.wales\)](https://safeguarding.wales)

Education from the National Crime Agency: CEOP Education (awareness of online child abuse and exploitation)

[Professionals | CEOP Education \(thinkuknow.co.uk\)](https://thinkuknow.co.uk)

Developing approaches to support distance learning

[Developing approaches to support distance learning - Hwb \(gov.wales\)](https://gov.wales)

Keeping Safe Online – A range of guidance is available at: -

[Repository - Hwb \(gov.wales\)](https://gov.wales)

NSPCC Keeping Children Safe Online

[Keeping children safe online | NSPCC](https://nspcc.org.uk)

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 \(safeguarding.wales\)](https://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. We will handle this based on age-appropriateness and maturity of the pupils concerned. 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 \(CONTEST\) - 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.
- 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 \(safeguarding.wales\)](https://www.safeguarding.wales)

Safeguarding Children from child sexual exploitation

[Safeguarding children from child sexual exploitation | GOV.WALES](https://www.gov.wales)

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 if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- 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 \(safeguarding.wales\)](https://www.safeguarding.wales)

Criminal exploitation of children and vulnerable adults: county lines

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Defining child criminal exploitation

[Defining Child Criminal Exploitation | The Children's Society \(childrensociety.org.uk\)](https://www.childrensociety.org.uk)

Criminal Exploitation and gangs

Modern Slavery /Child Trafficking

Child Trafficking consist of 3 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.
- And 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.

All Wales Practice Guide

[Social care Wales \(safeguarding.wales\)](#)

Brook Traffic Light Tool - see appendix 6

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

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 FGM 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.
- 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.

- 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 FOUR

Referral Flowchart

Bridgend



Bridgend Schools
Referral FlowChart.c

Merthyr Tydfil



Merthyr Schools
Referral FlowChart.c

Rhondda Cynon Taf



RCT Schools
Referral FlowChart.c

APPENDIX FIVE

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 schools 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 e.g., 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, separate 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.

Schools will not retain sensitive pupil information, such as safeguarding files, once a pupil has transferred to another school without justification.

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 (i.e., with well-maintained chronologies etc.) so that they are up to date if/when printed, if necessary, e.g., 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 retained by the originating school with the file of the child.

Child protection/safeguarding records may also be recorded on SIMS (School Information Management Systems). All schools have the ability to record whether a child is subject to a Care and Support Protection Plan or if they are a Looked after Child. Additional information can be stored on SIMS but requires schools to use SIMS software to enable them to scan and attach documents onto SIMS. 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 Senior Attendance and Wellbeing Office in Rhondda- Cynon-Taf or the Lead Education Welfare Officer 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.

[Children missing from education](#)

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.

[Cadw dysgwyr yn ddiogel | LLYW.CYMRU](#)

[Keeping learners safe | GOV.WALES](#)

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

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Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

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Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

APPENDIX SEVEN

Definition of Extremism (from UK Government, 14th March 2024) – applies to England.

[New definition of extremism \(2024\) - GOV.UK](#)

2. The definition

Extremism is the promotion or advancement of an ideology^[footnote 3] based on violence, hatred or intolerance^[footnote 4], that aims to:

1. negate or destroy the fundamental rights and freedoms^[footnote 5] of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy^[footnote 6] and democratic rights^[footnote 7]; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition, and are an important guide to its application. The further context below is also an essential part of the definition.