Albert Primary School

Safeguarding Policy

October 2026

Disclaimer

Please ensure that you are using the most up to date version of this policy.

If the review date has passed please contact the Reviewer.

OUT OF DATE POLICY DOCUMENTS MUST NOT BE RELIED UPON

KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED SENIOR PERSON FOR CHILD PROTECTION (DSP)
NAME: Mr Daniel Bennett
CONTACT NUMBER: 02920707682

DEPUTY DSP
NAME: Mrs Marilyn Lewis
CONTACT NUMBER: 02920707682

NOMINATED GOVERNOR FOR CHILD PROTECTION & SAFEGUARDING (DSG)
NAME: Mrs Hilary Southam
CONTACT NUMBER: 02920707682

CHAIR OF GOVERNORS
NAME: Mrs Jendy Hillier
CONTACT NUMBER: 02920707682

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

REFERRAL TO Vale of Glamorgan CHILDREN & YOUNG PEOPLES SERVICE (CYPS)
Where schools have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours telephone: **01446725202**
To make **URGENT** referrals **OUT OF OFFICE HOURS** telephone **029 20788 570**

POLICE (CHILD PROTECTION): 101 in an emergency 999

The Learning & Skills Safeguarding Team is able to provide advice and support.
CONTACT EMAIL: jdredrup@valeofglamorgan.gov.uk , scollier@valeofglamorgan.go.uk, Telephone 01446 709867

Natasha James – Local Authority Designated Officer (LADO)
CONTACT NUMBER 01446700111

Helen Anderson – Designated Officer for Safeguarding (DOS)
CONTACT NUMBER 01446700111

Katy Williams – Safeguarding Lead for Learning & Skills
CONTACT NUMBER 01446700111

Enquiries/referrals in relation to Safeguarding concerns about practitioners or persons in position of trust should be sent to Jason Redrup & Helen Anderson

Document Version Control

Document	**Safeguarding Policy**
Reference	
Version	V7
Previous Document	V6
Associated Documents	Refer to Advice & Guidance [p12]

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Document Version History

Version Number	Date Review Approved	Date Published	Summary of Amendments
V1	4th February 2021	4th February 2021	*Based on Model Safeguarding Policy issued by LA*
V2	3rd February 2022	3rd February 2022	*Reviewed one year on from last date of approval.*
V3	24th March 2022	24th March 2022	*Addition of contact names of DSP/DDSP/Governor/LA Officer*
V4	30th March 2023	30th March 2023	*This revised policy is based upon the model child protection policy provided in Welsh Government guidance document no: 283/2022 of Keeping learners safe.*
V5	17th October 2024	18th October 2024	*Amendments made to DDSP name and contact*
V6	16th October 2025	17th October 2025	*Amendments made following re-issue of Vale of Glamorgan Model Policy and contact details. Amendments to text from Governors' feedback 16-10-25*
V7	12th October 2026	16th October 2026	*Amendments made to DSP name and contact. Update Anti-Racism link within policy*

Safeguarding Policy for Albert Primary School

1. Introduction

Albert Primary fully recognises the contribution it makes to safeguarding and child protection and that children have a right to be safeguarded and protected from harm.

Our policy is informed by a children's rights approach to safeguarding as a principled and practical framework for working with children, grounded in the UN Convention on the Rights of the Child.

There are three main elements to our policy:

- Prevention through the culture, teaching and pastoral support offered to learners;
- Procedures for identifying and reporting cases, or suspected cases, of abuse – because of our day to day contact with children our staff are well placed to observe the outward signs of abuse;
- Support to learners who may have been abused

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

Our policy should be read in conjunction with Welsh Government guidance document no: 283/2022 *Keeping Learners Safe*. https://gov.wales/sites/default/files/publications/2022-04/220401-keeping-learners-safe.pdf

2. Prevention

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

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

3. Procedures

We will follow the Wales Safeguarding Procedures that have been endorsed by 58 Safeguarding Children Boards. Our school will:

- ensure it has a Designated Safeguarding Person (DSP) for safeguarding who has undertaken the appropriate training;

- recognise the role of the DSP and arrange support and training [schools may wish to mention the additional training undertaken by their DSP];
- ensure every member of staff and every governor knows:
    - the name of the DSP and their role and the name of the designated governor for safeguarding (DSG);
    - that they have an individual responsibility for reporting children at risk and protection concerns to socials services, or to the police, within the timescales agreed with the Wales Safeguarding Procedures 2019; and
    - how to take forward those concerns where the DSP is unavailable.
- ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect and know how to respond to a learner who may disclose abuse or neglect.
- ensure that members of staff who are Education Workforce Council of Wales registrants are aware of the Code of Professional Conduct and Practice for Registrants with the Education Workforce Council and the expectation within the Code that registrant has regard to the safety and well-being of learners in their care and related content;
- ensure that parents have an understanding of the responsibility placed on the school/college/setting and staff for safeguarding and child protection by setting out its obligations in the school brochure / website;
- provide training for all staff so that they:
    - understand their personal responsibility;
    - know the agreed local procedures and their duty to respond;
    - are aware of the need to be vigilant in identifying cases of abuse and neglect;
    - know how to support a child who discloses abuse or neglect; and
    - understand the role online behaviours may have in each of the above

- notify the local authority's social services team if:
    - a learner on the child protection register is excluded, either for a fixed term or permanently; or
    - there is an unexplained absence of a learner on the child protection register of more than two days duration from school (or one day following a weekend).
- 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 the conferences;
- keep digital records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately; at this time schools utilise the 'My Concern' software platform for managing all safeguarding concerns
- ensure that all safeguarding records are managed securely on an approved safeguarding software platform(electronic);
- adhere to the procedures set out in the Welsh Government's Disciplinary and Dismissal Procedures for School Staff;
- ensure that recruitment and selection procedures are made in accordance with Welsh Government's Keeping Learners Safe guidance; and
- designate a governor for safeguarding (DSG) who will oversee the school's child protection policy and practice. Ensuring that this Governor attends the Local Authority Designated Safeguarding Governor training on a biennial basis.

- When a member of staff, teaching or non – teaching, is alerted to signs of abuse or neglect s/he should:
- discuss the issue with the school's DSP or in their absence the Deputy DSP. If the decision is taken that the incident needs to be referred**, the DSP in the case of an emergency where there are immediate child protection concerns must without delay make a telephone referral to CYPS** by telephoning the Duty Officer on 01446 725202, or out of hours on 02920 788570, in the unlikely event that they are unable to contact CYPS then the referrer needs to dial 999 and report the matter to police as an emergency. This must be followed within one working day by completing the Multi-Agency Referral Form (MARF) via e-mail to: dutymarfs@valeofglamorgan.gov.uk . Cases which do not require immediate child protection can be referred through submission of a MARF. If the "Child in Need" referral box is ticked, the MARF must be accompanied with parental consent. No parental consent is needed for the "CP" referral box.

Advice may be sought prior to referral by discussing concern with CYPS duty desk, or the Safeguarding Officer for Learning & Skills.

Definitions of Child Abuse and Neglect

The Children Act 1989 and 2004 and Social Services and Well-being (Wales) Act 2014

defines abuse as follows;

> *'A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan'*

- **Physical Abuse**

  Hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions;

- **Emotional/Psychological Abuse**

  Threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others

- **Sexual Abuse**

  Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including: physical contact, including penetrative or non-penetrative acts; non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways

- **Financial Abuse**

  This category will be less prevalent for a child but indicators could be:

  - not meeting their needs for care and support which are provided through direct payments; or
  - complaints that personal property is missing

- **Neglect**

  Failure to meet basic physical, emotional or psychological needs which is likely to result in impairment of health or development.

Based on Welsh Government Guidance Document no: 283/2022 *Keeping learners safe*

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

- Criminal exploitation such as county lines (CCE)
- Child sexual exploitation (CSE)
- Radicalisation or extremism
- Female genital mutilation
- Modern slavery
- Honour Based Abuse

For further information on these types of harm visit the Safeguarding Wales web site for further explanation in the glossary of terms

4. Schools Governing Body

Albert Primary's Governing Body is responsible for ensuring that:

- the school has an effective child protection policy and safeguarding procedures in place that is in accordance with local authority model guidance and Keeping Learners Safe 2022
- the school's child protection policy and safeguarding procedures are:
    - available to parents and carers
    - provided in a format appropriate to the understanding of children, and in particular for children with additional needs
- the school operates safer recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that all appropriate checks are carried out for new staff and volunteers who will work with children, including relevant DBS checks.
- the head teacher and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for child protection effectively: and is kept up-to date by refresher training
- the governing body addresses any identified areas for improvement in regard to child protection arrangements that are brought to its attention
- the governing body to ensure that the designated senior person (DSP), designated governor for child protection and safeguarding (DSG) and the chair of governors undertake and maintain relevant safeguarding training as agreed by the Regional Safeguarding Board.

5. Supporting those at risk

We recognise that children/young people who are at risk, suffer abuse or experience violence may be deeply affected by this.

Our school may be the only stable, secure and predictable element in the lives of children at risk.

"A child may be navigating trauma or adversity in their life. While in the school environment, their resulting responses may manifest as challenging or defiant behaviour, or as withdrawal

and disengagement. These behaviours are often adaptive coping strategies developed in response to overwhelming experiences, rather than intentional acts of defiance.

Our school will endeavour to support the learner through:

- the content of the curriculum to encourage self-esteem and self-motivation
- our school ethos which:
  - promotes a positive, supportive and secure environment; and
  - gives learners a sense of being valued (see section 2 on Prevention)

- our school behaviour/relationship policy, which is aimed at supporting vulnerable pupils in the school. The school is committed to supporting pupils affected by trauma or adversity through a consistent, whole-staff approach which focuses on the child's underlying needs. We will prioritise building trust and emotional safety while creating clear, predictable boundaries. Staff will help the learner understand that certain actions may be inappropriate (as they impact the safety of others). We will ensure the learner knows they are valued and are never to be blamed for the abuse or adversity they have experienced.
- liaison with other agencies who support the learner, including the following:
  - Educational Psychology Service, Engagement Services or the Education Welfare Service
  - Child and Adolescent Mental Health Services and advocacy services;
- keeping records and notifying the local authority as soon as there is a recurrence of a concern.
- ensuring that when a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform Social Services.
- having a suitable secure email address in order for notifications to be received as part of Operation Encompass, and to support the child subject of that notification

6. Anti-Racism Policy

As a school community, we consider that racism in education should be treated as a safeguarding issue. We have an anti-racism policy with processes and procedures for us to follow when an incident occurs. This policy promotes equality and supports us to eliminate unlawful discrimination including racism. As a school we reject all forms of racist behaviour and are committed to the elimination of racial discrimination (including direct and indirect racism, racial vilification, abuse, antisemitism, harassment and victimisation) in our organisation, curriculum and in the learning and working environment



Anti-Racism Policy
for Schools Septemt

7. Anti-Bullying

We have an anti-bullying policy which is set out in *(the anti-bullying procedures 2020)* reviewed annually by the governing body and consistent with Vale of Glamorgan Directorate of Learning and Skills *Policy 2021 and updated Guidance on Anti-Bullying in Schools/Educational Settings* (2014) and the Welsh Government Guidance document No: 050/2011, Rights, Respect, equality guidance 2019
https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf

8. Physical intervention

Our policy on physical intervention is set out in *(a separate document*) and is reviewed annually by the governing body and is consistent with the Welsh Government's guidance on Safe and effective intervention – use of reasonable force and searching for weapons.
https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf



Restrictive Practices and Physical Interve

9. Children with Additional Learning Needs

We recognise that statistically children with additional learning needs and disabilities can be more vulnerable to abuse. School staff who engage with children with profound and multiple disabilities, sensory impairment and or social emotional and mental health difficulties need to be particularly sensitive to signs of abuse.

10. Prevent Duty

Our policy to protect pupils from radicalisation and extremism complies with the *Revised Prevent Duty Guidance: for England and Wales* (2015)
https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

and Welsh Government guidance document No: 045/2011 *Respect and resilience*
https://gov.wales/sites/default/files/publications/2018-03/respect-and-resilience-developing-community-cohesion.pdf

and informed by the *Respect and resilience Self-assessment tool 2016*
https://gov.wales/sites/default/files/publications/2018-03/self-assessment-tool-respect-and-resilience.pdf

We ensure that staff are compliant with Home Office PREVENT E-learning and that school ensures ongoing security and safety measures are in place to help keep the whole school community safe.

11. Online Learning

As a school we will take the guidance and advice laid out in the *Revised Keeping Safe Online: Live streaming and video conferencing safeguarding principles and practice*
https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice, to ensure that our whole school community is kept safe whilst learning online**.**

12. The use of images

Photographic and video images of children may be recorded for a variety of purposes. Staff will be required to take pictures of pupils for curriculum purposes, extra school activities, publicity and celebrating achievement.

Particular care should be taken regarding the use of images which may include children who are looked after or children of other vulnerable groups, for example asylum seekers.

Every parent/carer must give specific written consent for any image of their child to be recorded or shared.

Staff should never use their own personal equipment to capture images.

It is recommended that when using a photograph, the following guidance should be followed

- If the photograph is used, avoid naming the child
- If the child is named avoid using the photograph
- Establish and record whether the image will be retained for further use
- Images are stored securely and used only by those authorised to do so: they should be available for scrutiny to ensure acceptability.

13. Recruitment and Selection

Our school is committed to safeguarding and promoting the welfare of children and expects all employees, agency workers, contractors and volunteers to share this commitment.
Safer Recruitment is the first step to safeguarding and promoting the welfare of children in our school by the implementation of a policy and procedures that help deter, reject, prevent or detect people who might abuse children or are otherwise unsuited to working in a school environment.
Our policy on safer recruitment complies with the with the Vale of Glamorgan Council's *Safer Recruitment Policy* (Revised 2021)
https://staffnet.valeofglamorgan.gov.uk/Documents/Schools/Schools-HR-Policies/Safer-Recruitment-Policy.pdf
and *Safer Recruitment Guidelines* and Welsh Government guidance document no: 283/2020 *Keeping Learners Safe*. https://gov.wales/sites/default/files/publications/2022-04/220401-keeping-learners-safe.pdf

14. Self-Evaluation and Audit

Our school maintains an up-to-date safeguarding self-evaluation report which is reviewed annually by the governing body and consistent with the Estyn *Self-evaluation form for Safeguarding and Child Protection*


Albert Primary
Safeguarding Self E

or the Welsh Government safeguarding self-evaluation *Audit Tool and Guidance*

Keeping Learners Safe that accompanies *Keeping learners safe (Annex 3)* as tools for continuous improvement in safeguarding practice.

Based on Welsh Government Guidance Document no: 283/2022 *Keeping learners safe*

15. Allegations Against Employees and Volunteers

Any allegation of abuse made by or on behalf of a child will be taken seriously and the child will be listened to and dealt with sensitively.

Our school also has a duty of care to our employees and volunteers and will support individuals subject to an allegation to manage and minimise the stress inherent in the allegations process.

Our school has procedures set out that adhere to the procedures set out in Welsh Government circular no: 009/2014 *Safeguarding children in education: handling allegations of abuse against teachers and other staff*.

When an allegation has been made against a member of staff the Head Teacher must be informed immediately, the Head Teacher will then manage the allegation by informing the Local Authority Designated Officer (LADO) with support from the Learning & Skills Safeguarding Officer.

When an allegation has been made against the Head Teacher, the Chair of Governors must be informed immediately. The Chair of Governors will then manage the allegation by informing the Local Authority Designated Officer (LADO) with support from the Learning & Skills Safeguarding Officer.

https://gov.wales/sites/default/files/publications/2018-11/safeguarding-children-in-education-handling-allegations-of-abuse-against-teachers-and-other-staff.pdf

and the Wales Safeguarding Procedures: Section 5, allegations/concerns about practitioners and those in positions of trust Safeguarding Wales

16. Safeguarding Training

Our school is committed to ensuring that all staff (permanent and non-permanent) and volunteers undertake the appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for safeguarding children effectively, which is kept up-to-date by annual refresher training, this is known as Level 1 training.

Our school ensures that the Designated Senior Person (DSP), Deputy Designated Senior Person (DDSP) for safeguarding, the Designated Safeguarding Governor (DSG) undertake training to standards agreed by the Regional Safeguarding Board. In addition to basic safeguarding Level 1 training t is a requirement that the DSP, DDSP also undertake an annual refresher training, known as level 2 training. These training levels are in transition phase of being replaced by a national training framework referred to as Group B training.

17. My Concern

My Concern safeguarding software is used by the school. It is a simple and safe system for recording and managing all safeguarding, pastoral and wellbeing concerns.

Staff record and manage any safeguarding concerns as they occur. Integrated with SIMS, My Concern pulls through the relevant student information across from SIMS to create the student profile in My Concern. Automatic notifications are sent to the designated safeguarding lead when any new concerns are added by users.

My Concern allows schools to facilitate joint working and information sharing with trusted partners and colleagues such as the school's youth mentors or a child's social worker, by adding them as team members to a specific concern or student profile in My Concern. This promotes a complete picture of an individual's well-being and enables the relevant team members to act when required without having to send additional updates by email.

Documents, minutes, MARFs and other referral forms and other types of media can be uploaded and linked to the pupil's record. This minimises the need for paper records and centralises all relevant and supporting information. It enables our school to manage and prioritise actions and evidence the effectiveness of safeguarding arrangements to Estyn, Governors and Senior Leaders and drive improved outcomes for students.

Reports can be created on any combination of categories of concern or student information over a fixed or dynamic time period. Typical reports schools can run include a breakdown of 'total concerns by month', 'concerns by category', 'termly governor report' etc.

Schools have an equal responsibility to ensure that relevant documentation and information is shared in a secure and timely manner with all relevant safeguarding partners.

Additional areas for consideration

The following headings are for schools to consider for inclusion in this policy, for stand-alone policy or for retention as useful reference documents to inform practice. The content for each heading is contained within appendix A

- Child Collection & Release from school (Primarily Primary Schools)
- Ending Physical Punishment of children
- Suicide & Self-harm
- Social Networking and staying safe online
- Substance Misuse in education
- External Speakers & Visitors
- Venue Hire policy
- Children who enter the Looked after System
- Teenage pregnancy
- Child criminal & sexual exploitation (CCSE)

Advice / Guidance

The below sections are aimed to provide additional advice & guidance on specific safeguarding topics at Albert Primary School.

Child collection & release from school

As a school we need to understand the demands of parenting, along with the individual needs of our pupils.

> ***Under our safeguarding protocols, we advise parents that the school's advice is to personally collect children under 8 or have them supervised by a sibling aged 16 or older.***
> ***As a school, we would have concerns about, for example, a 11/12-year-old being responsible for a younger sibling on a regular basis, as it could pose a safeguarding risk.***

We would discuss with parents the following advices:

- It is legal for someone under the age of 16 years to collect a child from school, according to the NSPCC. However, you can set age limits, for example for babysitters and older siblings collecting pupils.
- Take in to account that the minimum age for working part-time is 13, according to GOV.UK. A good question to ask your self is whether it seems reasonable and sensible to allow a 10 /11-year-old to have charge over a younger sibling on roads on journey from school to home and the danger of cars etc and what would the response from professionals be if there was an accident resulting in serious injury or death.
- Cover walking home alone arrangements
- Explain whether you allow pupils to walk home alone, and whether you set any age limits.
- Remind parents/carers that they have responsible for their child's safety outside of school
- Make sure you follow up with parents / carers who don't provide collection arrangements

If you think this could become a safeguarding concern, refer to our child protection policy and to https://gov.wales/sites/default/files/publications/2022-04/220401-keeping-learners-safe.pdf

It is essential to:

- Ask parents/carers to formalise collection arrangements in writing. Anyone collecting a pupil should have written permission from the pupil's parent/ carer.
- Ask parents/carers to provide a list of people allowed to pick up their child
- Ensure contact sheets are updated to include the list of authorised people
- Ask parents/ carers to inform school in advance of any changes to their collection arrangements (such as medical appointments)
- Make sure the teacher and office staff know if a pupil's going to be collected during the day, and who's collecting them
- Encourage authorised adults to briefly introduce themselves to staff
- **Never** let anyone who's not listed as authorised collect a pupil without contacting the parents/carer to verify their identity first
- If a parent/carer wants their child to walk home alone, and school agree that this is appropriate, parents / carers prior consent will need to be given in writing

- Parents/Carers must provide photographs of anyone authorised to collect their child, so staff can verify them more easily. (These photographs will be stored in line with the GDPR regulations to protect people's personal data.)

Ending Physical Punishment

21st March 2022 was a historic moment for children and their rights in Wales. From this day on, physically punishing children will be illegal in Wales. This change is being brought about by the Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020 (the Act). From 21 March 2022, no one in Wales will be able to use the defence of reasonable punishment as a defence to common assault. All physical punishment will be illegal in Wales. Below are some additional links to further explain the changes.

Ending Physical Punishment in Wales: factsheet for the education workforce | GOV.WALES

https://wales.assetbank-server.com/assetbank-wales/images/assetbox/ce40e904-b1b3-4ca8-b0f6-98f9e78cd2ad/assetbox.html

Cysur | 7 Minute Briefings

Physical Intervention

Additional useful documents

Protocol - Logging Restrictive Practices

Form - Restrictive Practices Intervention

SIMS Restrictive Practices - setup look

SIMS Restrictive Practices - Recording

Behaviour Escalation flow Diagram Schools

BE1 Form New Template.docx

Suicide & Self-harm

The tragedy and devastation that is associated with suicide and self-harm is very real in our schools and how we positively approach supporting the entire school community is essential in helping to reduce the number of incidents, helping to make people feel listened to and supported along with ensuring we all talk about the subject, thereby helping to reduce the stigmas attached.

The Cardiff & Vale of Glamorgan Regional Safeguarding Board has an agreed strategy and action plan 2021-24, this approach should be considered and followed by school.

Draft Action Plan - English.pdf

Draft Strategy English.pdf

Draft Action Plan - Welsh.pdf

Draft Strategy Welsh.pdf

Social Networking and On-line safety policy

Based on Welsh Government Guidance Document no: 283/2022 *Keeping learners safe*

The use of mobile devices, tablets and computers is ever increasing and children are accessing devices for social and educational purposes from a very early age. It is essential that remaining safe on line is a priority for schools and parents/carers and whilst school can help monitor and guide usage during the school day, parents need to remain vigilant and engaged in their child's on-line activity outside of these times. The ages outlined in age restricted content has been designated through consultation with Social Media / App creators and Broadcasters along with Government watchdogs and regulators, as such our school supports the age restrictions recommended and expect parents to support these age restrictions too.

https://staffnet.valeofglamorgan.gov.uk/Documents/Schools/Schools-HR-Policies/Internet-Social-Networking-Schools-Policy.pdf

More Resources are available at, Hwb (gov.wales) for Hwb users, his includes:

- Keeping Safe on Line
- Sharing-nudes-and-semi-nudes-responding-to-incidents-and-safeguarding-children-and-young-people

Substance Misuse in education

The misuse of alcohol and unlawful substances by pupils in and out of the school setting continues to be an issue on a national level and South Wales Police contribution to the All Wales Schools Programme helps to address these issues through education, support, enforcement and diversion. With lessons delivered and lesson plans provided, your local schools officer will be able to advise further on this topic.

The below are a list of good resources to inform your own substance misuse policy which needs to be specific to your school



Substance Misuse in education.zip

Mental Health

It is clear that the incidences of anxiety and mental health unwellness is on the increase in our schools, this could be for a number of factors, including that learners feel more confident in reporting and reaching out for help. As professionals it is essential that we are able to confidently respond to such reports and effectively support learners. The below Hwb resources contains a number of videos and links to support you in this. the resource is aimed at secondary age learners but can be used effectively for younger learners.

Repository - Hwb (gov.wales) - English

Repository - Hwb (gov.wales) – Welsh

Visitors & Guest Speakers Policy

Based on Welsh Government Guidance Document no: 283/2022 *Keeping learners safe*

Whilst not compulsory it would be advisable that schools had an agreed policy for the safe and effective management of all visitors and invited speakers.



External Speakers & Visitors Policy - Mar

PREVENT - Self-assessment, School Security and Training

As part of the national CONTEST counter terrorism overarching policy, schools have a key role within the PREVENT element, this includes identifying those at risk from being radicalised along with ensuring that school security processes and policies are considered against the ever-present threat of terrorism. The below links will help schools in further understanding this duty and how best to put any necessary referrals in to the security service.



Prevent - self assessment - security and training.zip

All Wales Prevent Partners Referral Form - English (south-wales.police.uk)

All Wales Prevent Partners Referral Form - Welsh (south-wales.police.uk)

Teenage Pregnancy

If a pupil below the age of 13 discloses that they are pregnant (or thinks they may be pregnant) a MARF will be required. Staff are advised to follow the Fraser Guidelines when discussing personal or sexual matters with a young person under 16.

The Fraser Guidelines give guidance on providing advice and treatment to young people under 16 years of age. Staff should assess the pupil's competency to give consent and of the nature of the relationship

Whether it is appropriate to share information with parents and carers should always be considered as part of the assessment and based on what is in the child's / young person's best interests.

Wherever possible we would encourage the young person to inform their parent/carer. However, this may not be the case if the parent being informed would place the child at risk of harm.

In any situation of uncertainty, where a member of staff is unsure of the course of action to take then consult with Duty Team or Education Safeguarding Team.

A MARF would be REQUIRED if there was a concern that the child and/or unborn child was at risk of harm or the child is under 13.

Children Looked After (CLA)

We have a policy for schools, to enable them to support CLA. Corporate parenting promotes the collective responsibility of local authority employees to safeguard and promote the rights and life chances of Children Looked After (CLA). Local authority employees are corporate parents to CLA.

Children can become looked after by agreement with parents or by order of a court. For children on a full care order, it is the child's social worker who has full parental responsibility (PR). For children on an interim care order or placed with parent order, the local authority shares PR. Where schools have safeguarding concern's or where children looked after are absent without authorisation, schools should contact the child's social worker and enable a swift and effective response to this.

Know the vulnerabilities

Children who are looked after are:

- at greater risk of being bullied or abused by peers.
- more likely to be the target of sexual exploitation.
- significantly more likely to run away from home.
- at greater risk of misusing substances due to early life experiences.
- more likely to suffer social, emotional and mental health difficulties due to trauma.
- at a higher risk of having some form of developmental delay.
- potentially going to have issues with their identity.
- more likely to have barriers to learning.

What you can do

Schools play a key role in protecting children in care. Every school should have a designated lead for looked after children. However, it is everyone's responsibility to make sure that children who are looked after are safeguarded.

- Know who the child's social worker is
- Be aware of signs of abuse and neglect.
- Be aware of vulnerabilities of children in care.
- Focus on the individual needs of the child.
- Know what the specific plans are for any looked after child that you are responsible for.
- Ensure that a good quality Personal Education Plan (PEP) is in place: reflecting the voice of the child; is person-centred; and has multi-agency approach that seeks to meet social, emotional, and academic needs of the CLA.
- Listen to the child's voice and act upon it.
- Work collaboratively with other agencies.



Child-Looked-After-CLA-Policy-for-Schools.

Based on Welsh Government Guidance Document no: 283/2022 *Keeping learners safe*

Child Exploitation

School recognises its responsibility to safeguard and promote the wellbeing of pupils where there are concerns that they are at risk of abuse through any form of exploitation (Criminal, County Lines, and Sexual).

Child exploitation is the coercion or manipulation of children and young people into taking part in activities (criminal, sexual etc.). It is a form of abuse involving an exchange of some form of payment which can include money, mobile phones and other items, drugs, alcohol, a place to stay, 'protection' or affection. The vulnerability of the young person and grooming process employed by perpetrators renders them powerless to recognise the exploitative nature of relationships and unable to give informed consent.

Exploitation includes:

- abuse through exchange of sexual activity for some form of payment or gift
- abuse through the production of indecent images and/or any other indecent material involving children whether photographs, films or other technologies
- abuse through grooming whether via direct contact or the use of technologies such as mobile phones and the internet
- abuse through trafficking for sexual or criminal purposes
- abuse through taking ownership of individuals property (cuckooing).

Children do not volunteer to be sexually exploited and they cannot consent to their own abuse; they are forced and/or coerced.

Child Sexual Exploitation might be when someone gives you things like love, affection, food, money or gifts, but then makes you do sexual things to pay them back. They might make you feel special, or make you think that you're in a relationship, but that's not true. Sometimes they can be violent or say nasty things.'

(Child Sexual Exploitation Steering Group, 2019)

If the school is concerned that a pupil is at risk of CSE a Sexual Exploitation Risk Assessment Framework (SERAF) will be completed and advice sought from Vale Duty Team.

Further information can be sought from the All Wales Protocol Safeguarding Children and young People at Risk of Sexual Exploitation 2013.