



Schools Safeguarding Policy

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Signatures:

	Name	Signature
Chair of Governors:	Jess Williams	J. Williams
Headteacher:	Sarah Court	S. Court

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1.0 Introduction

1.1 The school fully recognises the contribution it makes to safeguarding.

1.2 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/young people, our staff are well placed to observe the outward signs of abuse; and
- Support to those learners who may have been abused.

1.3 This policy applies to all staff and volunteers working in the school and its governors. It is recognised by this school that all staff that come into contact with children/young people can often be the first point of disclosure for a child/young person. This first point of contact is an important part of the safeguarding process, and it is essential that all staff are aware of and implement the school's procedures as noted in this policy.

2.0 Prevention

2.1 This school recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children and young people at our school. The school will therefore:

- Establish and maintain an ethos where children/young people feel secure, are encouraged to talk and will be listened to;
- Ensure that children/young people know that all adults in this school can be approached if they are worried or in difficulty;
- Include in the curriculum, activities and opportunities for relationships and sexuality education and personal and social education which equip children/young people with the skills they need to stay safe from abuse and to know to whom to turn for help;
- Include in the curriculum material that will help children/young people 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; and
- Take a whole-school approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

3.0 Procedures

3.1 At this school we will follow the Wales Safeguarding Procedures (2019)¹ and other guidance and protocols that have been endorsed and agreed by the Mid and West Wales Safeguarding Board².

3.2 The school will:

3.2.1 Ensure it has a Designated Senior Person (DSP) and Deputy Designated Senior Person (Deputy DSP) for Safeguarding, who have undertaken the appropriate training.

3.2.2 Recognise the role of the DSP and arrange support and training. The school will look to the Mid and West Wales Safeguarding Board and the Council's Designated Lead Officer for Safeguarding in Education for guidance and support in assisting the school's DSP.

3.2.3 Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor knows:

- the name, contact details and role of the DSP, the Deputy DSP and designated governor responsible for safeguarding;
- that it is the lead person and/or their deputy who have the responsibility for making safeguarding reports within Mid and West Wales Safeguarding Board timescales, by completing the agreed multi-agency report form;
- that they have an individual responsibility for reporting children at risk and protection concerns using the proper channels and within the timescales agreed with the Safeguarding Board;
- how to take forward those concerns when the DSP is unavailable;
- that the DSP and Deputy DSP will seek advice from Powys Front Door Team and/or the Designated Lead Officer for Safeguarding in Education if necessary when a referral is being considered; if in doubt a referral must be sent.

3.2.4 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.

3.2.5 Ensure that members of staff who are EWC registrants are aware of the *Code of Professional Conduct and Practice for registrants with the Education Workforce Council*³ and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content.

¹ Wales Safeguarding Procedures 2019. Welsh Government. <https://safeguarding.wales/en/> Accessed on 29 August 2023

² Mid and West Wales Regional Safeguarding Board. <https://www.cysur.wales/> Accessed on 29 August 2023

³ Code of Professional Conduct and Practice. Education Workforce Council. <https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice> Accessed on 29 August 2023.

- 3.2.6 Ensure that all members of staff attend appropriate training and updates as arranged by the school.
- 3.2.7 Ensure that parents/carers have a clear understanding of the responsibility placed on the school and its staff for safeguarding and child protection by setting out the obligations in the school prospectus and other forms of communication. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with Wales Safeguarding Procedures guidance.
- 3.2.8 Provide training for all staff so that they:
- understand their personal responsibility;
 - know the agreed local procedures (Mid and West Wales Safeguarding Board and Powys local procedures) and their duty to respond;
 - are aware of the need to be vigilant in identifying suspected cases of abuse and neglect;
 - know how to support a child or adult at risk who discloses abuse or neglect; and
 - understand the role online behaviours may have in each of the above.
- 3.2.9 Notify Children's Services 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 pupil on the child protection register of more than two days' duration from school (or one day following a weekend).
- 3.2.10 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 support these with the submission of written reports.
- 3.2.11 Keep written records of concerns about children and adults at risk (noting date, event and action taken), even where there is no need to refer the matter to agencies immediately.
- 3.2.12 Ensure that all records and files are kept secure and in locked locations (whether physical or electronic). The Designated Senior Person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the Designated Senior Person to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the transfer of sensitive information.

- 3.2.13 Adhere to the procedures set out in Welsh Government Guidance Circular 002/2020 '*Disciplinary and Dismissal Procedures for School Staff: Revised guidance for governing bodies*'⁴.
- 3.2.14 Ensure that all recruitment and selection procedures are made in accordance with Welsh Government guidance '*Keeping Learners Safe*'⁵ and local guidance. The school will seek advice and guidance from the Authority's Recruitment Team on recruitment and selection (recruitment@powys.gov.uk).
- 3.2.15 Designate a governor for safeguarding who will oversee the school's safeguarding policy and practice. This governor will feed back to the governing body on safeguarding matters as and when required, and will be required to write an annual report – based on the annual audit - for the governing body on the school's safeguarding activities.
- 3.2.16 Ensure that the Designated Senior Person and nominated governor complete an annual safeguarding audit which will be reported back to the Local Authority via the Designated Lead Officer for Safeguarding in Education.

4.0 Supporting the pupil at risk

- 4.1 At this school we recognise that children and adults who are at risk, suffer abuse or experience or witness violence may be deeply affected by this.
- 4.2 This school may be the only stable, secure and predictable element in the lives of children and adults at risk. Nevertheless when at school, their behaviour may be challenging and defiant or they may be withdrawn. At this school we will endeavour to be patient and supportive to the child or adult at risk.
- 4.3 The school will endeavour to support the pupil through:
- The content of the curriculum to encourage self-esteem and self-motivation (see section 2 of this policy on Prevention);
 - The school ethos which:
 - promotes a positive, supportive and secure environment; and
 - gives pupils a sense of being valued (see section 2 on Prevention);
 - The school's behaviour policy which is aimed at supporting vulnerable pupils in the school. All staff will agree a consistent approach which focuses on the behaviour outcome of the pupil but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable (shared with parents/carers via school brochures and other points of communication), but that each individual is valued and not to be blamed for any abuse

⁴ Disciplinary and dismissal procedures for school staff: revised guidance for governing bodies. Welsh Government 002/2020. February 2020. <https://www.gov.wales/disciplinary-and-dismissal-procedures-school-staff> Accessed on 29 August 2023.

⁵ Keeping learners safe: the role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. Welsh Government 283/2022. March 2022. <https://www.gov.wales/keeping-learners-safe> Accessed on 29 August 2023.

which has occurred. Staff should read the school's behaviour policy in conjunction with this and other named policies noted in this policy.

- Liaison with other agencies who support the child/young person such as Children's Services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and advocacy services; and
- Keeping records and notifying Children's Services or Adult Services as soon as there is a recurrence of a concern with the individual.

4.4 When a pupil on the child protection register leaves the school, we will transfer the sensitive information to the new school immediately (using the procedure outlined in **Appendix D Safeguarding File – Transfer of Records**). The DSP will be central to this process and, if not already done, will inform Children's Services of the move.

5.0 Behaviour

5.1 This school has a behaviour policy which clearly states our values and expectations. This is a separate policy which is reviewed on a regular basis by the governing body and can be located on our website, staffroom board or via the school office.

6.0 Anti-bullying

6.1 The school's policy on anti-bullying has been set out in the behaviour policy. This policy/information is reviewed annually by governors and can be located on our website, staffroom board or via the school office.

7.0 Physical Intervention

7.1 The school's policy on physical intervention has been set out the behaviour policy. It is reviewed annually by the governing body and is consistent with the Welsh Government guidance on *Safe and Effective Intervention – use of reasonable force and searching for weapons 097/2013*. This policy/information can be located on our website, staffroom board or via the school office.

8.0 e-Safety

8.1 The school's policy on e-Safety has been set out in the Social Media and e-Safety Policy. This policy/information can be located on our website, staffroom board or via the school office.

9.0 Children and Adults at risk with Additional Learning Needs

9.1 This school recognises that statistically children and young people with additional learning needs are most at risk of abuse. School staff who work with children with an additional learning needs, such as profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems need to be particularly sensitive to signs of abuse. The school's policy on ALN

has been set out in the ALN Policy and this policy/information can be located on our website, staffroom board or via the school office.

10.0 Children who enter the care system

- 10.1 This school recognises that children who enter the care system (commonly referred to as Children Looked After) are often the most vulnerable and needy. Advice and guidance can be sought from the Local Authority's Virtual School virtual.school@powys.gov.uk.

11.0 Community cohesion – Preventing Extremism

- 11.1 This school is committed to providing a safe environment for all of our children/young people, staff and any visitors. There is no place for extremist views of any kind in our school. Our policy for community cohesion is attached as **Appendix E: Community Cohesion – Preventing Extremism**.

12.0 Transfer of records

- 12.1 Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of child protection records through the use of the Safeguarding File – Transfer of Records Pro forma (see **Appendix D**).

13.0 Training

- 13.1 The school will be cognisant of national and local training requirements and guidance, which will include Mid and West Wales Safeguarding Board guidance, advice and training opportunities.
- 13.2 The school will ensure that the Designated Senior Person and Deputy Designated Senior Person will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the Designated Senior Person's development. The Deputy will be initially supported by the Designated Senior Person and consideration for joint opportunities for training with the Designated Senior Person will be considered.
- 13.3 All staff will be regularly updated during the year, as appropriate, by the Designated Senior Person, but will receive specific awareness raising training within a 3-year period.
- 13.4 It will be a recommendation that the governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more specific training.

14.0 Guidance for Staff

- 14.1 **What to do if a child/young person tells you they have been abused by a member of staff (including volunteers)**
- 14.1.1 Where the allegation is against a member of staff you should refer to the Authority's guidance which takes into account the Welsh Government's

guidance circular 002/2020 *Disciplinary and Dismissal Procedures for School Staff*⁶ and Welsh Government guidance circular 009/2014 *Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff*⁷. (A summary of procedures is included in the **Appendix C: Professional Allegations/Concerns**).

14.1.2 If an allegation of abuse is made against a member of staff this must be reported to the Headteacher. If the concern is about the Headteacher this must be reported to the Chair of Governors. If in doubt you should contact the Designated Lead Officer for Safeguarding in Education or the Powys Front Door Team for guidance and advice.

14.1.3 If there is an allegation against a Local Authority Officer then this must be communicated to the Designated Safeguarding Lead for Education.

14.1.4 If the concern is about the Designated Safeguarding Lead for Education then the Head of Education should be contacted. If there is a concern about the Head of Education, then this should be referred to the Director for Education and Children. If there is a concern about the Director, this should be referred to the Chief Executive Officer.

14.2 What to do if a child or adult at risk tells you they have been abused by someone other than a member of staff

14.2.1 A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- Yours is a listening role, do not interrupt the child/young person when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child or adult at risk;
- You must report orally to the school's Designated Senior Person for Safeguarding immediately (or in their absence, their Deputy), to inform them of what has been disclosed. In the unlikelyhood of both being absent seek out the most senior person in the school;
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's Designated Senior Person. The note, which should be clear in its use of terminology, must record the time, date, place, and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the child protection process. Remember, your note of the discussion may be used

⁶ Disciplinary and dismissal procedures for school staff: revised guidance for governing bodies. Welsh Government 002/2020. February 2020. <https://www.gov.wales/disciplinary-and-dismissal-procedures-school-staff> Accessed on 29 August 2023.

⁷ Safeguarding children in education: handling allegations of abuse against teachers and other staff. Welsh Government 009/2014. April 2014. <https://www.gov.wales/handling-allegations-abuse-against-teachers-and-staff> Accessed on 29 August 2023.

in any subsequent formal investigation and/or court proceedings. It is advised that you retain a copy in a safe place;

- Do not give undertakings of absolute confidentiality (see note following this section for more details). You will need to express this in ways appropriate to the age or understanding of the child or adult at risk as soon as appropriately possible during the disclosure. This may result in the child/young person 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have a shared a concern with you to the Designated Senior Person. Often what is initially shared is the tip of an iceberg;
- That a child or adult at risk may be waiting for a case to go to criminal court, may have to give evidence or may be awaiting care proceedings;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child/young person, contributing to an assessment or implementing child protection plans. You can ask the DSP for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need-to-know basis, but whatever is shared is strictly confidential and not for general consumption with others.

14.3 Confidentiality

14.3.1 The school and staff are fully aware of confidentiality issues if a child or adult at risk divulges that they are or have been abused. A child or adult at risk 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, education staff (that is all staff at this school) have a professional responsibility to share relevant information about the protection of children or adults at risk with the designated statutory agencies when a child or adult at risk is experiencing welfare or safeguarding concerns.

14.3.2 It is important that each member of staff deals with this sensitively and explains to the child or adult at risk that they must inform the appropriate people who can help the child or adult at risk, but they will only tell those who need to know in order to be able to help. Staff should reassure the child or adult at risk and tell them that their situation will not be common knowledge within the school. Be aware that it may well have taken significant courage on the part of the child or adult at risk to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

14.3.3 Remember the pastoral responsibility of Education. Ensure that only those with a professional involvement i.e. the DSP and Headteacher, have access to safeguarding records. At all other times, they should be kept securely locked and separate from the learner's main file or Additional Learning Needs file.

14.4 Key contacts

14.4.1 The Designated Senior Person for Safeguarding at this school is:

Mrs Sarah Court - Headteacher

14.4.2 The Deputy Designated Senior Person for Safeguarding at this school is:

Ms Beth Roberts – Deputy Headteacher

Mrs Aysha Waghorn – Assistant Headteacher

Ms Ebony Johnson – Assistant Headteacher

Mrs Sam Puddy – HLTA (Cradoc campus)

14.4.3 The Designated Governor for Safeguarding at this school is

Miss Jess Williams - Chair of Governors

14.4.4 The Council's Designated Lead Officer for Safeguarding in Education is:

Michael Gedrim who can be contacted at:

E-mail – safeguarding.education@powys.gov.uk

14.4.5 Children's and Adults Services can be contacted via Powys Front Door Team (Children) or ASSIST (Adults):

Children's Services – Front Door

[Report Child Abuse - Powys County Council](#)

Telephone – 01597 827666

Out of hours – 0845 054 4847

Adult Services – ASSIST

Telephone 0345 602 7050

[How to report abuse \(A Safeguarding Concern\) - Powys County Council](#)

15.0 Tracking and ratification

15.1 This policy was updated in September 2024 by Sarah Court

15.2 This policy was presented to and accepted by the newly formed Governing Body on 17.10.2024

15.3 The school staff were made aware of this policy and/or updates on 02.09.2024 following ratification by the temporary governing body.

15.4 This policy will be reviewed on 17.10.25

Appendix A

Associated Policies, Guidance and Advice

- Care Inspectorate Wales – Providing a Care Service
<https://www.careinspectorate.wales/providing-care-service>
- Disciplinary and dismissal procedures for school staff – WG Circular 002/2020
<https://www.gov.wales/disciplinary-and-dismissal-procedures-school-staff>
- Educational records, school reports and the common transfer system: guidance for schools and local authorities
<https://www.gov.wales/educational-records-school-reports-and-common-transfer-system-guidance-schools-and-local>
- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 WG Circular 272/2021
<https://www.gov.wales/keeping-learners-safe>
- Reporting Cases of Misconduct or Professional Incompetence in the Education Service
<https://www.gov.wales/procedures-reporting-misconduct-and-incompetence-education-workforce>
- Safe and effective intervention - use of reasonable force and searching for weapons WG Guidance 097/2013
<https://www.gov.wales/safe-and-effective-intervention-guidance-schools-and-local-authorities>
- Safeguarding in Education: handling allegations of abuse against teachers and other staff – WG Circular 009/2014
<https://www.gov.wales/handling-allegations-abuse-against-teachers-and-staff>
- Statutory guidance to help prevent children and young people from missing education - WG Circular 002/2017
<https://www.gov.wales/statutory-guidance-help-prevent-children-and-young-people-missing-education>
- Wales Safeguarding Procedures – November 2019
<https://safeguarding.wales/en/>
- Welsh Government
<https://www.gov.wales/education-skills>
- Whistleblowing in schools: guidance
<https://www.gov.wales/whistleblowing-schools-guidance>
- Working together to safeguard people: code of safeguarding practice
<https://www.gov.wales/working-together-safeguard-people-code-safeguarding-practice>

Other documents

- General Data Protection Regulations 2018
- Social Services and Well-being (Wales) Act 2014
- The Children Act 1989
- The Children Act 2004
- The Education Act 1996
- The Education Act 2002
- The Human Rights Act 1998

Hyperlinks to websites that have important links to Safeguarding (this is not an exhaustive list):

- Disclosure and Barring Service
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

- Education Workforce Council www.ewc.wales
- Information Commissioner's Office <https://ico.org.uk/>
- Mid and West Wales Regional Safeguarding Board www.cysur.wales
- Prevent - Home Office <https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised>
- The National Crime Agency's CEOP (Child Exploitation and Online Protection) Education Team <https://www.thinkuknow.co.uk/>
- Welsh Government <https://www.gov.wales/>
- Welsh Government – Domestic Abuse (Live Fear Free website) <https://www.gov.wales/live-fear-free/domestic-abuse-wales>
- Welsh Government - Violence Against Women, Domestic Abuse and Sexual Violence <https://www.gov.wales/violence-against-women-domestic-abuse>

Powys County Council Schools Service provides a range of policies to schools and settings. These are available on the Powys Resources section of the Mid Wales Education Partnership Hwb site <https://sites.google.com/hwbcymru.net/adnoddau-powys-resources/home/governors-policies/gov-policies-2>

Appendix B

Definitions of Abuse and Neglect

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

A child

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

A child at risk

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

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

An adult at risk

Section 126(1) of the Social Services and Well-being (Wales) Act 2014 defines an adult at risk as an adult who:

- Is experiencing or is at risk of abuse or neglect,
- Has needs for care and support (whether or not the authority is meeting any of those needs), and
- As a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

It is important to note:

- The use of the term 'at risk' means that actual abuse or neglect does not need to occur, rather early interventions to protect a child at risk should be considered to prevent actual harm, abuse and neglect;
- The two conditions necessary to demonstrate a child is at risk of abuse or neglect ensures that protection is provided to those with care and support needs who also require actions to secure their safety in the future;
- the three conditions necessary to demonstrate an adult is at risk of abuse or neglect ensures that protection is provided to those with care and support needs who also require actions to secure the individual's safety in the future because they are unable to protect themselves;
- that the abuse of adults deemed to be 'at risk' is often linked to their circumstances rather than the characteristics of the people experiencing harm;
- Risk of abuse or neglect may be the consequence of one concern or a result of cumulative factors.

Types of harm

Physical abuse

Physical abuse may involve hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions.

Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child or adult at risk who they are looking after.

Emotional abuse

Emotional or psychological abuse is the persistent emotional ill treatment of a child or adult at risk such as to cause severe and persistent adverse effects on the child's or adult's emotional development. It may involve 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

Sexual abuse involves forcing or enticing a child or young person or adult at risk 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 watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child or adult at risk's basic physical and/or psychological needs, likely to result in the serious impairment of the child or adult at risk's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child or adult at risk 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 or adult at risk's basic emotional needs. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

Financial abuse

Financial abuse includes theft, fraud, pressure about money, misuse of money. It 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.

Identifying significant harm

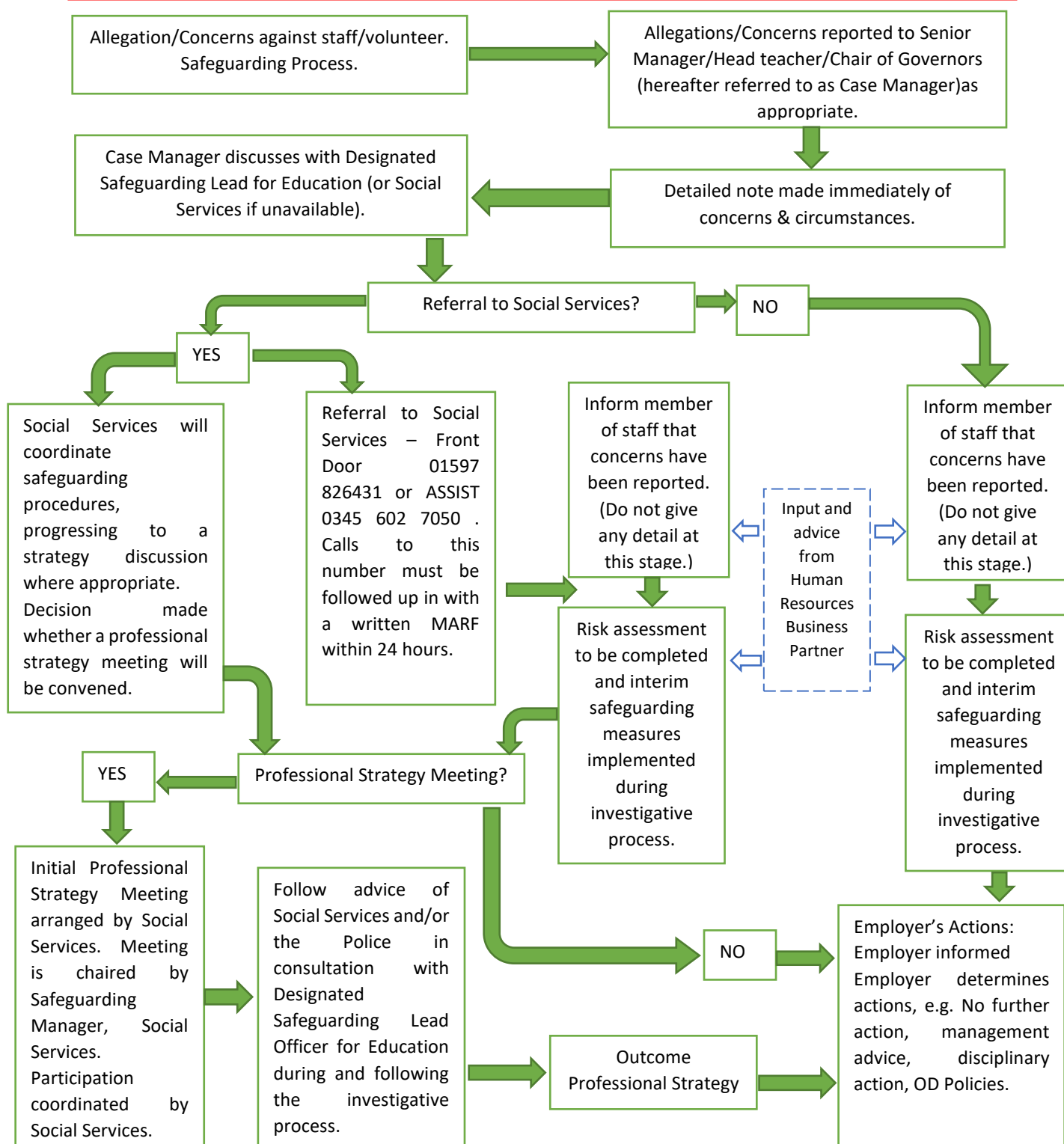
The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in order to protect children (via Section 47 of the Act). Section 31(9) of the Act states that:

“Where the question of whether harm is significant turns on the child’s health or development, the child’s health or development is to be compared with that which could reasonably be expected of a similar child.”

Appendix C

Professional Allegations/Concerns

This Flowchart should be used as a brief checklist of procedures for allegations/concerns against a professional. Detailed procedures (which apply to any professional) are outlined in the Wales Safeguarding Procedures, Section 5. Also refer where necessary to Safeguarding children in education: Handling allegations of abuse against teachers and other staff 009/2014.



Appendix D

Safeguarding File - Transfer of Records

A receiving school must be made aware of the existence of a Child's Safeguarding file prior to the child transferring from their original school.

The confidential Safeguarding File must be securely transferred to the new school either in Person, or via secure mail that requires a signature of receipt, or via secure email transfer. This Transfer of Records form should be completed and forwarded with the file to the new school. Either the Headteacher or the Designated Senior Person for Child Protection should sign receipt for the file.

Sending School should retain a copy of the signed Transfer of Records form as evidence of the transfer, and ensure appropriate signatures are obtained.

Child Name:	
DoB:	

Name of school moving from		
Date record ended at this school (pupil end date)		
School moving to		
Date of contact with new school		
Has sensitive and urgent information been shared with new school?	Yes / No	If No, why not?

Name of school and DSP sending records:	
--	--

Date file sent	
-----------------------	--

This section to be completed by the Receiving School if file delivered by hand

Receiving School	
Signed	
Print name and position	
Date	

This section to be completed by the Sending School with the postage receipt reference if file sent via secure post as proof of sending

Reference number of postage receipt	
Name and address of recipient	
Date of postage	

Appendix E

Policy Statement

Community Cohesion – Preventing Extremism

Our school is committed to providing a safe environment for all of our pupils, staff and any visitors.

There is no place for extremist views of any kind in our school.

Community cohesion is the term used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. A cohesive community is where a person has a strong sense of belonging. It is safe, vibrant and able to be resilient and strong when tensions occur. Those involved in supporting terrorism look to exploit and radicalise vulnerable people, including children and young people. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on school staffs ‘to have due regard to the need to prevent people from being drawn into terrorism’.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which spring from a variety of sources, including the internet. At times pupils, visitors or parents may themselves reflect or display views that may be considered as discriminatory, prejudiced or extremist, including using derogatory language; this will always be challenged and where appropriate dealt with.

Education is a powerful deterrent against this and we will strive to equip pupils with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way.

This way our pupils are enriched, understand and become tolerant of difference and diversity where they can thrive, feel valued and not marginalised.

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our school.

Where such cases are identified a Multi-Agency Referral Form should be completed and submitted to Children’s Services. The Local Authority Lead Officer for PREVENT should also be contacted.

Safeguarding Channel Panel

Safeguarding and promoting the welfare of children, young people and adults is everyone’s responsibility. We are committed to working with our partners to protect and support our pupils, and where a Multi-Agency Referral Form leads to one of our pupils needing safeguarding, we will support the Channel programme.

Channel is a multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

Training

We are committed to ensuring that all staff in our school will receive training to raise awareness of PREVENT and are encouraged to make use of other counter-terrorism related training modules and the reference material below.

Reference Material

- Channel Guidance <https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>
- Educate Against Hate. Resources for parents and teachers <https://www.educateagainsthate.com/>
- Prevent Duty Training <https://www.gov.uk/guidance/prevent-duty-training>
- Prevent Duty Guidance <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Respect and resilience - Developing Community Cohesion. Guidance for schools on the causes of violent extremism and preventative measures. <https://www.gov.wales/respect-and-resilience-developing-community-cohesion>

Policy History PCC			
Policy Date	Summary of change	Contact	Review Date
01.09.2020	None – initial version.	Education Services	01.09.2022
15.09.2023	Reviewed. Formatting changes made. References to child(ren) updated to child(ren) and adult(s) at risk where relevant. References to child protection amended to safeguarding where relevant. Update to section 14 to include Director. Appendices reviewed and updated. References added.	Education Services	01.08.2025