SAFEGUARDING POLICY

Saundersfoot Community Primary School

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Signed by Chair of Governors	
Signed by Headteacher	*N Allen*

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Contents

Introduction Page 2

Duty to report Children at Risk of Harm Page 2

Duty to Report Adults at Risk Page 3

Confidentiality Page 3

Prevention Page 4

Safeguarding Procedures Page 4

Making a safeguarding referral Page 5

Whistleblowing Page 6

Safeguarding children in specific circumstances Page 7

Managing Allegations/Concerns about Practitioners and Those in Positions of Trust Page 8

Supporting children and young people Page 8

Complaints Page 10

Appendix A - Responding to an allegation made by a child or young person Page 11

Appendix B - Responsibilities of the Designated Safeguarding Person (DSP) Page 12

Appendix C - Responsibilities of governing bodies/proprietors Page 17

Appendix D - Definitions and indicators of abuse Page 19

Appendix E - Abuse of Trust Page 21

Appendix F – Wales Safeguarding Procedures App Information Page 22

Appendix G – Safeguarding Online Page 23

Policy Review Page 24

Introduction

Saundersfoot CP School fully recognises the contribution it makes to safeguarding. It is fully committed to adhering to the Wales Safeguarding Procedures (Appendix F), the Welsh Government guidance 'Keeping Learners Safe' and section 175 of the Education Act, 2002. This requires Local Authorities and Governing Bodies of maintained schools and institutions to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children creating and maintaining a safe learning environment.

There are three main elements to our policy:

- prevention through the teaching and pastoral support offered to pupils.
- procedures for identifying and reporting cases, or suspected cases, of abuse by a parent/carer or practitioner and this includes sexual harassment by peers. Due to their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.
- support to pupils who may have been abused either by a parent/carer/practitioner or by a pupil peer.

We will also work together with other agencies in order to ensure there is a robust system for:

- preventing unsuitable people from working with children and young people.
- promoting safe practice and challenging poor and unsafe practice.
- risk assessment and ensuring safety of children whilst off site or on educational visits.
- contributing to effective partnership working between all those involved in providing services for children and young people.
- liaising with other schools/agencies when there may be low-level concerns about a pupil who may have a sibling in another school/setting as they may have other relevant information or may be able to offer support.
- site security in and around the school including the admittance of visitors to the school.

Our policy applies to **all** staff, governors and volunteers working in the school. Our school will annually review the policy and is committed to following any new guidance received from Welsh Government or the Mid and West Wales Regional Safeguarding Board (CYSUR).

Duty to report children at risk

Saundersfoot CP School, as a relevant partner, has duty to report any concerns about a child at risk as outlined in section 162(2) and 1624(4) of the Social Services and Wellbeing Act (Wales).

Section 130(4) of the Social Services and Wellbeing Act (Wales) 2014 ….. defines a 'child at risk' as a child who:

- is experiencing or is at risk of abuse, neglect or other kinds of harm; and
- has needs for care and support

The Child Care Assessment Team within Pembrokeshire County Council can be contacted for advice and guidance on 01437 776444.

Duty to report adults at risk

The school also has a duty to report 'adults at risk' which is outlined in section 126(1) of the Social Services and Wellbeing Act (Wales) 2014. An 'adult at risk' is defined as an adult who:

- is experiencing or is at risk of abuse and neglect
- has needs for care and support
- as a result of those needs is unable to protect himself or herself against the abuse or the risk of it.

The Adult Safeguarding Team within Pembrokeshire County Council can be contacted for advice and guidance on 01437 776056.

Confidentiality

Sometimes a child or young person may only feel confident to confide in a member of staff that they have been harmed if they feel that the information will not be shared with anyone else. However, staff have a professional responsibility to share relevant information about any alleged abuse or neglect of children with the designated statutory agencies.

It is important that every member of staff is sensitive and explains to the child or young person the need to inform the relevant people, but that they will only tell those who need to know, and it will not be shared generally. Be aware that it may well have taken significant courage on their part to share their abuse or neglect and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment and disloyalty if the abuser is someone close.

It is the responsibility of the school to ensure that only those with a professional involvement, e.g. the Designated Senior Person (DSP) and the Headteacher, have access to any safeguarding records. At all other times they should be stored securely either electronically or locked in a filing cabinet and separate from the child or young person's main file.

A separate document 'Retention and Transfer of records policy' gives guidance on safeguarding records in schools

The Designated Safeguarding Person (DSP) in this school is: (*Insert name*/s)

Prevention

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

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are heard
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities for relationships and sexuality education which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- ensure children are aware of their rights to be safe through the promotion of the UNCRC.
- build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate
- take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

Safeguarding Procedures

We adhere to the Wales Safeguarding Procedures that have been endorsed by Welsh Government and the Mid and West Wales Regional Safeguarding Children Board (CYSUR). We also acknowledge the 'Social Services and Well-being (Wales) Act (2014). The school:

- has a Designated Safeguarding Person (DSP) who has undertaken relevant training. This person/people is/are *(insert name/s)*
- recognises the role of the DSP who has undertaken appropriate safeguarding training as outlined in the Welsh Government document 'Keeping Learners Safe'. (See Appendix B)
- should ensure the DSP has completed the five '*Keeping Learners Safe*' modules which can be found on the HWB website
- ensures every member of staff and governor:
    - knows the name and role of the DSP and designated governor for safeguarding
    - knows that they have an individual responsibility for referring safeguarding concerns following the local process and protocols
    - knows how to refer concerns where the DSP is unavailable
- ensures that all staff are aware of and alert to signs of abuse and know how to respond to a pupil who makes an allegation(see Appendix A)

- ensures 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* 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
- ensures that parents have an understanding of the school's safeguarding responsibility and that this is outlined in the school brochure/prospectus
- ensures all staff undertake any agreed local authority safeguarding training relevant to their role
- provides training for all staff so that they:
  – understand their personal responsibility
  – know the agreed local procedures and their duty to respond
  – are aware of the need to be vigilant in identifying cases of abuse and neglect
  – know how to support a child who discloses abuse or neglect
  – understand the role online behaviours may have in each of the above
  - and will notify Children's Services Social Care if:
    - a learner on the child protection register is excluded, either for a fixed term or permanently
    - – 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)
- provides a regular safeguarding briefing for all staff about:
    - their personal responsibility for safeguarding
    - local safeguarding referral procedures
    - identifying abuse and neglect
    - how to support a child who alleges abuse
    - any new safeguarding information or procedures
- work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at initial review as well as child protection conferences and core groups and the submission of written reports to the conferences.
- keeps written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.
- ensures all records are kept securely locked or password protected
- adheres to the procedures set out in the Welsh Government 's *Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies*
- ensures that recruitment and selection procedures are made in accordance with
  any local authority protocol and Welsh Government guidance 'Keeping Learners Safe'.
- will designate a governor for safeguarding who oversees the school safeguarding policy and practice. (See pages Appendix C – Responsibilities of Governing Bodies/Proprietors)

Making a Safeguarding referral

If a member of staff has concerns about the welfare of a child or young person, the DSP or Head will be informed immediately. They will take advice from the Child Care Assessment Team (CCAT) on 01437 776444 and take responsibility for making any subsequent report (referral) to CCAT. If the DSP or Head is unavailable **THIS MUST NOT DELAY ACTION**. The member of staff who has concerns should seek advice from the CCAT directly and notify the DSP or Head of the advice or report (referral) as soon as possible.

Where there are differences of opinion, the member of staff should seek advice directly from the Child Care Assessment Team. If the child or young person is about to leave the premises, the DSP or the Head should be informed immediately. The DSP or the Head, in consultation with the CCAT, will decide on the next steps.

If the advice from CCAT is to make a written report (referral) to the Child Care Assessment Team (CCAT), this must be completed on a Multi Agency Referral Form (MARF) within 24 hours.

Seeking the views of parents about the referral will always be considered on an individual basis either for their agreement or to make them aware of the referral but only if this does not put a child or young person at greater risk of harm.

Although the age and verbal skills of a child or young person will always be considered, the Police and/or the Child Care Assessment Team may wish to interview a child or young person on the school premises and the DSP or Head can allow this request.

If an injury has occurred and whether or not there is reason to believe that it has been caused by abuse, the following action should be taken:

a) If the injury is serious and warrants urgent medical attention, an ambulance should be called and the child or young person taken to the Accident and Emergency Department.

b) If there is an allegation or reasonable cause to believe that the injury or abuse is caused by the parent or carer, the Child Care Assessment Team (CCAT) must be informed IMMEDIATELY as they may wish to make arrangements for the child to be examined by a Paediatrician on arrival at hospital

c) Discuss with CCAT or the Police as who will make the decision as to when the parents/carers will be notified.

The DSP or Head must be immediately informed of the above course of action. Failure by staff to report suspected abuse to a child could result in disciplinary action being taken against them.

Whistleblowing

Our school will ensure that all staff need are familiar with the local authority arrangements for whistleblowing. Staff should be aware that 3.3 of the local authority Whistleblowing policy states that where any concern relates to a safeguarding matter they must consult the Child Care Assessment Team who will in turn inform the Local Authority Designated Officer (LADO) who manages professional allegations/concerns if required.

Safeguarding children in specific circumstances:

The definitions of abuse and neglect are found in the Wales Safeguarding Procedures and The Social Services and Wellbeing (Wales) Act 2014 'Working *Together to Safeguard People Volume 5 – Handling Individual Cases to Protect Children at Risk'* document but can also be found for easy reference in Appendix D, Definitions and Indicators of Child Abuse.

Our school acknowledges that some children or young people can be more vulnerable to abuse and neglect, and we have specific safeguarding duties and responsibilities in relation to these and adhere to the following All Wales Practice Guides in relation to these.

- Safeguarding Children from Child Exploitation (CE)
- Safeguarding Children from Abuse related to cultural and religious beliefs
- Safeguarding Children who may be trafficked
- Safeguarding Children affected by domestic abuse
- Safeguarding Children from child neglect
- Safeguarding Children from online abuse
- Safeguarding Children where there are concerns about Harmful Sexual Behaviour
- Safeguarding Children who are home educated
- Safeguarding Children who go missing from home or care
- Safeguarding Children from Child Sexual Exploitation
- Safeguarding Children in relation to the Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020
- Safeguarding Children from radicalisation

We also have specific safeguarding duties in relation to (but not exclusively):

- Challenging bullying - Equality, Rights and Respect
- Children with disabilities
- Young People Looked After
- Children living with parental substance misuse or mental ill health
- Children and young people in the youth justice system
- Children at risk of forced marriage/Female Genital Mutilation (FGM)
- Young people who misuse substances

- Children Missing Education
- Pupils with Medical conditions

The wider ranges of specific safeguarding circumstances are outlined in more details in Chapter 5 of the Welsh Government *'Keeping Learners Safe'* guidance. It is imperative that staff are fully aware of wider safeguarding circumstances. The school also has its own policies in relation to some of these.

This school takes reports of peer-on-peer sexual harassment and abuse seriously and accepts that all forms of sexual harassment and abuse are unacceptable and cannot be tolerated. This school will ensure that it has procedures in place to encourage pupils to speak up if they are subject to any peer-on-peer sexual abuse and to ensure that the curriculum delivers relationship and sexuality education effectively including the issue of consent.

The school has a Health and Safety policy and plan which is reviewed regularly by the school Governing Body who oversee the policy and school health and safety arrangements in liaison with the Headteacher.

Managing Allegations/Concerns about Practitioners and Those in Positions of Trust

In the event of an allegation being made against a member of staff by a child, young person or adult the school will follow the Wales Safeguarding Procedures, Section 5. The person in receipt of that allegation must immediately pass details of the concern to the Head, or in their absence a member of staff, with senior leadership responsibility. The Head will then contact the Child Care Assessment Team to discuss the next steps in line with local arrangements. The Head can also seek advice from the Local Authority Designated Officer (LADO) who manages allegations/concerns against practitioners who work with children on 01437 776222.

If a safeguarding allegation is made against the Headteacher, the member of staff in receipt of that allegation must contact the Chair of Governors who will then contact Child Care Assessment Team or the Local Authority Designated Officer (LADO). Advice can always be sought from either CCAT or the LADO.

Abuse of position of trust

Welsh Government Guidance indicates that all education staff need to 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 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship would appear to be consensual. This applies where the child or young person is in full-time education and the person works in the same establishment, even if he/she does not teach the child or young person. (See Appendix E – Abuse of Trust)

Supporting children and young people

Abuse and neglect is devastating for a child or young person and can also result in distress and anxiety for staff who are involved. We recognise that children who suffer abuse and neglect or witness violence may be deeply affected. School may be the only stable, secure and predictable element in the lives of children and young people who suffer abuse and neglect. However, their behaviour may be challenging at school, or they may become withdrawn. The school will endeavour to support the pupil by taking all allegations seriously and:

- ensure the DSP keeps all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child or young person, a separate link person will be nominated to avoid any conflict of interest.
- respond sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- maintain confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- keep and store records securely and notify Social Care as soon as there is a recurrence of a concern.
- offer details of helplines, counselling or other avenues of external support
- cooperat~~ing~~ fully with relevant statutory agencies.

The content of the school curriculum encourages self-esteem, self-motivation, healthy relationships and children's rights and will promote a positive, supportive and secure environment and give children and young people a sense of being safe and valued.

The school recognises and supports children or young people who are lesbian, gay, bi, trans or gender questioning (LGBTQ+). Whilst a child or a young person who is LGBTQ+ is not in itself an inherent risk factor for harm, sometimes children who are or perceived to be LGBTG+ (whether they are or not) can be targeted by others and be vulnerable to bullying or abuse. The school will endeavour to reduce any perceived barriers and provide a safe space for them and/or provide a trusted adult for them to share their concerns. Staff are required to share any relevant safeguarding concerns with the named DSP.

The school will employ positive behaviour strategies aimed at supporting vulnerable children and young people as we recognise that some children may adopt abusive behaviours which should be referred for appropriate internal support and intervention.

The school will endeavour to ensure that the children and young people know that some behaviour is unacceptable, but they are valued and not blamed for any abuse which has occurred. The school will:

- agree on a consistent approach which focuses on the behaviour of the child or young person but does not damage their sense of self-worth

- liaise with other agencies such as Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, Education Welfare Service and advocacy services if required

When a child or young person is subject to a child protection plan transfers to another school, the DSP will make immediate contact with relevant officer in the new school to arrange transfer of any relevant safeguarding information or child protection plan. The 'Retention of records policy' gives guidance on transferring safeguarding records.

Use of physical intervention

Our policy on physical intervention is set out in our local authority policy '*Positive Handling and Use of Time Out Areas for Schools/Educational Settings- June 2022'* and 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*'. The school is also mindful of the Welsh Government '*Reducing Restrictive Practices Framework'*.

Operation Encompass

We are an Operation Encompass school.
Operation Encompass is a Dyfed Powys Police led partnership whereby schools are notified by the Local Authority to a Designated Safeguarding Person (DSP) where a child has witnessed and/or been present at the time of a domestic abuse incident.

Following such an incident taking place, children will often arrive at school distressed and unprepared. Operation Encompass aims to ensure that a Designated Safeguarding Person (DSP) has been identified and are made aware of the incidents at the earliest opportunity in order to provide timely and tailored support to children and young people at the start of, and during the school day.

Operation Endeavour

Saundersfoot School is part of Operation Endeavour.

The purpose of Operation Endeavour is to safeguard and support those children and young people who have been reported missing from home.

Operation Endeavour aims to ensure that a Designated Safeguarding Person (DSP) has been identified within the schools and are made aware of the incidents at the earliest opportunity in order to provide timely and tailored support to children and young people at the start of, and during the school day.

Complaints

The school has a Complaints Procedure, which is based on the model included in the *Complaints Procedures for School Governing Bodies Wales 2022*, and has complaints information for children so that children, staff and the public are able to submit their complaints, in respect of the school, including Safeguarding complaints and concerns that Safeguarding action has not been taken

Appendix A

Responding to an allegation made by a child or young person

Receive
Listen carefully to what is being said, without displaying shock or disbelief. Accept what is said and even though the child or young person making the allegation may be known to you as someone who does not always tell the truth, this should not influence your judgement 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 on that information.

Reassure
Provide re-assurance, be honest and do not make promises you cannot keep, e.g. “I’ll stay with you”, or, “Everything will be all right now”.
Alleviate guilt, if the pupil refers to it, e.g. “You’re not to blame. This is not your fault”.
Do not promise confidentiality as you will be under a duty to pass the information on and the child needs to know this.

React
You can ask questions but information gathering should not be more than necessary to clarify the allegation, and should normally only involve speaking to the child/ren directly involved. It is preferable if the child/ren can give a free narrative account without interruption to ask questions. You can encourage the child/ren to tell you what happened in their own words by the use of non-specific prompts and open ended questions such as "explain to me what happened", "describe to me what happened", "is there anything else you want to tell me?"
The most common open-ended questions are: What happened? When did it happen? Where did it happen? Who was there? Never ask Why as this can infer blame.
Do not gather "witness" statements unless requested by CCAT and don’t ask the pupil to repeat their allegation to someone else as they may feel that they are not being believed and their recollection of what happened may change. Do not criticize the perpetrator as the pupil may still have a positive emotional attachment to this person.

Record
Keep an accurate record of what the child has said in their own words and of any questions you have asked. Note the date/year and time on your written record and who took the record, your role and keep your notes. Do not be offended by any offensive language or words used to describe the abuse. If you have seen any visible bruising, it is helpful to note the position of it but do not ask the child to remove any clothing for this purpose. Record statements and observable aspects rather than your interpretations or assumptions.

Final Steps
Advice should then be sought from the DSP, Head who can refer to appropriate agencies or seek advice from the Child Care Assessment Team.

Appendix B

Responsibilities of the Designated Safeguarding Person (DSP)

Each education setting **must** identify a DSP with lead responsibility for managing all safeguarding concerns. The DSP must be available to discuss safeguarding concerns; should be consulted, when possible, as to whether to raise a safeguarding concern with the local authority; and will manage any immediate actions required to ensure the individual at risk is safe from abuse. All practitioners should know who to contact in their education setting for advice and they should not hesitate to discuss their concerns no matter how insignificant they may appear.

The DSP need not be a teacher, but **must** be a senior member of the school or college leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to safeguarding matters and directing other staff. The DSP could also be a single appointment within the senior team and need not carry other duties.

Each DSP **should** have at least one deputy who has equal status and access to the same training. The number of deputies will depend on the education setting, and should reflect the proportion of work involved and the size and scale of the education setting. Larger education settings should have a team of staff working together and split-site education settings should have a DSP available on each site.

The DSP should possess the necessary skills and qualities for the role, which will have a strong focus on communication with learners and professionals. This can be a demanding role and will require a level of expertise, knowledge, resources and support.

Handling individual cases may be a responsibility delegated to other members of staff, but it is important that a senior member of staff take overall responsibility for this area of work. The DSP should always be kept informed of the progress and the outcome of all cases. All staff taking on these responsibilities should be fully trained and skilled in their responsibilities.

In education settings with a high number of safeguarding concerns, consideration should be given to appointing a full-time DSP with relevant skills and experience. An alternative arrangement might involve the delegation of day-to-day responsibilities while the DSP retains overall responsibility, as described above.

The DSP **should** have adequate support and supervision to undertake their role effectively. The supervision should support the DSP with the emotional impact of their role and provide an opportunity for reflection on their practice. This could be done on an individual or group basis but the DSP should be provided with an opportunity for individual support where necessary.

The DSP **must** know how to recognise and identify the signs of abuse, neglect and other types of harm, irrespective of whether it is online or offline, and know when it is appropriate to make a report to the local authority (or police where the child/children are in immediate danger).

The DSP role involves providing advice and support to other staff, record-keeping, working with family members or carers, making referrals to children's services and attending statutory meetings, as well as liaising and working with other agencies as necessary. The DSP role is not to investigate allegations, but they **must** keep the headteacher/principal informed of all safeguarding concerns raised in the school or college.

The DSP **should** also consider how safeguarding more widely can be addressed and ensure preventative measures are adopted in the education setting. This part of the role will include building relationships with other agencies, as well as ensuring staff and learners are informed about risks and how to access support. This will form part of the whole-school (setting) approach and learning through the new curriculum.

The DSP will take responsibility for the education setting's safeguarding and child protection practice, policy, procedures and professional development, working with other agencies as necessary.

Referrals

1.1 The DSP should act as a point of contact and a source of support, advice and expertise within the establishment when deciding whether to make a report (referral) by liaising with relevant agencies.

1.2 The DSP is responsible for making reports (referrals) about allegations of abuse to the relevant investigating agencies. Where these relate to cases of alleged abuse or allegations against staff, the process is set out in the Wales Safeguarding Procedures and the Welsh Government guidance '*Safeguarding children in education: handling allegations of professional abuse against teachers and other staff 2014'.*

Record keeping

1.3 It is the responsibility of the DSP to keep detailed, accurate and secure written/electronic records of children and young people where there are safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, reports (referrals), meetings, phone calls and emails.

1.4 All records made of concerns including low check-ins should note any actions or responses undertaken as the reasons being given for the low check-in.

1.5 Families can be complex and in many historical records it can get very confusing when trying to piece together a chronology of relationships. Records should reflect significant people living in a child's household by name as well as their designation in the family.

1.6 Where children or young people leave the establishment, the DSP should ensure their safeguarding file is copied to the new establishment as soon as possible but transferred separately from the main pupil file. Further guidance can be found in the PCC '*Retention and transfer of safeguarding records.*

Raising awareness

1.7 The DSP is responsible for ensuring that parents or carers are aware of the school safeguarding policy. This avoids potential for conflict by alerting them to the role of the establishment and the duty to report concerns. Many schools include information about this at induction meetings for new parents, in their prospectus and on their website.

1.8 It is good practice for the DSP to provide an annual briefing and regular updates at staff meetings on any new safeguarding information or changes in local procedures. This ensures that all staff are updated and regularly reminded of their responsibilities, and the school's policies and procedures. It is helpful to discuss safeguarding regularly at staff meetings so that awareness remains high.

1.9 The DSP should liaise with the Designated Governor for safeguarding, so that the safeguarding issues are reported at the governing body meetings. Reports to the governing body should not be about specific children and young people, but should review the safeguarding policies and procedures. It is good practice for the nominated governor and the DSP to present the report together.

1.10 The DSP and safeguarding governor should ensure the establishment's safeguarding policy is reviewed annually and ensure the Section 175 schools safeguarding audit is completed.

Policy review

1.11 As well as the school safeguarding policy, there are other policies which have relevance to safeguarding and the DSP may be involved in monitoring the effectiveness of these other policies to ensure the school safeguards its pupils. Other relevant policies may include:

- safer working practice/staff code of conduct/professional conduct
- health and Safety
- inclusion/ALN/SEN
- attendance and behaviour
- positive handling/physical intervention
- challenging bullying
- intimate care
- safe recruitment and selection
- online Safety
- confidentiality
- whistleblowing
- strategic equality plan
- Travel to and from school

Other safeguarding policies can be found on the local authority safeguarding area on HWB (Cymyl Addysg).

1.12 Further support and guidance for the DSP may be obtained from the local authority. The NSPCC also provides helpful resources and guidance.

Safeguarding and multi-agency training

1.13 It is the role of the DSP, working with the head teacher, to ensure all staff and volunteers:

- have access to and understand the school's safeguarding policy especially new, part-time or supply/agency staff who may work with different educational establishments
- have induction and undertake the safeguarding '*Safeguarding Children Young people and Adults'* eLearning training
- Undertake the other specialist DSP eLearning training:
  - Violence against Women, Domestic Abuse and Sexual Violence (VAWDASV) eLearning training
  - Radicalisation
  - Child Sexual Exploitation (CSE)
  - Female Genital Mutilation (FGM)
  - Modern Day Slavery and Human Trafficking
  - Honour based Violence and Forced Marriage
  - Suicide Prevention Awareness
  - Self-Harm
  - County Lines
- are able to recognise the signs and indicators of abuse and neglect
- know how to respond effectively when they have concerns
- know how to respond to an allegation appropriately
- know that they have a responsibility to report any concerns immediately

1.14 Training records should be kept by the DSP of all staff attendance and when training is next due.

1.15 In addition to the requirement for the Chair of Governors and the Designated Governor to undertake safeguarding training, all governors should be given access to safeguarding training to ensure a basic and consistent level of awareness. Governing bodies are responsible for ensuring the school's policies and procedures for safeguarding meet statutory requirements and all governors should know what to do if they have concerns about a child.

1.16 The Criteria for accreditation of initial teacher education programmes in Wales sets out what accredited ITE programmes must do regarding safeguarding children in education. Teachers **should** receive training in safeguarding as part of the ITE programmes leading to Qualified Teacher Status (QTS), but this will need to be reinforced by further training, or refresher training, when they are first appointed. The QTS Standards are a set of outcome statements that trainee teachers have to meet which are linked to other publications and statutory requirements as appropriate.

1.17 All staff must ensure that relationships with learners are built on mutual trust and respect, and to recognise that this will help maximise their learning potential. They are expected to evidence this standard by being able to demonstrate knowledge and awareness of the rights and entitlements of all learners, as laid out in the United Nations Convention on the Rights of the Child (UNCRC) and key Welsh Government policies.

1.18 Other staff and governors should receive training when they are first appointed. All staff who do not have designated responsibility for safeguarding, including teachers, should undertake suitable local training at regular intervals thereafter, to keep their knowledge and skills up to date.

1.19 Individual schools are responsible for ensuring that staff have the competence and confidence to carry out their responsibilities for safeguarding and promoting children's wellbeing. The local authority will be able to provide advice on the minimum levels of training required by staff.

1.20 The purpose of multi-agency training is to achieve better outcomes for children and young people including:

- a shared understanding of the tasks, processes, principles, and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare
- more effective and integrated services at both the strategic and individual level
- improved communications between professionals including a common understanding of key terms, definitions, and thresholds
- effective working relationships, including an ability to work in multidisciplinary groups or teams
- sound decision-making based on information sharing, thorough assessment, critical analysis, and professional judgement.

1.21 The DSP should receive training in inter-agency procedures that enables them to work in partnership with other agencies and gives them the knowledge and skills needed to fulfil their responsibilities. They should also undertake regular training to keep their knowledge and skills updated. A safeguarding training menu can be accessed through the CPD section of the Learning and Development training department.

Appendix C

Responsibilities of governing bodies/proprietors

1.0 Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the wellbeing of children in accordance with this guidance, and monitoring its compliance with them.

1.1 Governing bodies of maintained schools and proprietors of independent schools should ensure that their respective organisations:

- have effective safeguarding policies and procedures in place that are:
  - in accordance with local authority guidance and locally agreed interagency procedures
  - inclusive of services that extend beyond the school day (e.g. boarding accommodation, community activities on school premises, etc.)
  - reviewed at least annually
  - made available to parents or carers on request
  - provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs

- operate safe 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 on new staff and unsupervised volunteers who will work with children, including relevant DBS checks

- ensure that 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 safeguarding effectively, which is kept up-to date by regular training

- give clear guidance to temporary staff and volunteers providing cover during short-term absences and who will be working with children and young people on the organisation's arrangements for safeguarding and their responsibilities

- ensure that the governing body remedies any deficiencies or weaknesses in regard to safeguarding arrangements that are raised without delay

- ensure that the DSP, the designated governor and the chair of governors undertakes training in inter-agency working that is in line with local authority arrangements and refreshes their knowledge and skills regularly , in addition to safeguarding training

Designated governor

1.2 Identify a Designated Governor for Safeguarding to:

- take responsibility for safeguarding matters

- ensure the governing body reviews the school's policies and procedures annually which includes consideration of how it's responsibilities have been discharged
- maintain contact with the statutory authorities in relation to the disciplinary process as set out in Welsh Government guidance *Disciplinary and Dismissal Procedures for School Staff (002/2020)*

1.3 While governing bodies have a role in exercising their disciplinary functions in respect of safeguarding allegations against a member of staff, they do not have a role in the consideration of individual cases which will be investigated under arrangements set out in *Safeguarding children in education: handling allegations of professional abuse against teachers and other staff* (Welsh Government).

1.4 All members of the governing body should undertake relevant safeguarding training to ensure they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities. Members of the governing body should complete the five '*Keeping Learners Safe'* modules which can be found on the HWB website. It is also advisable that governors undertake the '*Safeguarding Children Young people and Adults*' eLearning module through CPD. Other useful information on the role of governors in safeguarding can also be found on the Governors Wales website.

Appendix D

Definitions and indicators of abuse

A 'child at risk' is a child who:

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

A child is abused and neglected when someone inflicts injury, 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 is anyone who has not yet reached their 18th birthday. "Children", therefore, means "children and young people" throughout. The fact that a child has become 16 years of age and may be living independently does not change their status or their entitlement to services or protection under the Children Act, 1989.

Everybody should:

- be alert to potential indicators of abuse or neglect;
- be alert to the risks that abusers may pose to children;
- share their concerns so that information can be gathered to assist in the assessment of the child's needs and circumstances;
- work with agencies to contribute to actions that are needed to safeguard and promote the child's wellbeing
- support the child and their family.

Categories of Abuse are Physical, Sexual, Emotional/Psychological, Financial and Neglect as outlined in the Social Services and Wellbeing Act (2014), Working Together to Safeguard People Volume 5 – Handling Individual Cases to Protect Children at Risk.

The following is a non- exhaustive list of examples for each of the categories of abuse and neglect (more detailed definitions can be found in the Wales Safeguarding Procedures section 2- Recognising a child is at risk of harm – Pointers for Practice Signs and Indicators):

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

Emotional/Psychological – 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 activities; 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
- 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 and development.

Appendix E

Abuse of Trust

Welsh Government Guidance indicates that all staff need to 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 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

All relationships between staff and pupils are founded on trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of trust or influence over the other, by virtue of their work or the nature of their activity. The individual in the position of trust may have the power to confer advancement or failure. The relationship may be distorted by fear or favour. It is vital for all those in such positions of trust to understand the power it gives them over those they care for and the responsibility they must exercise as a consequence. While such a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship itself will be intrinsically unequal in a relationship of trust, and is therefore unacceptable. It is also inappropriate since the 'professional' relationship of trust would be altered.

The Sexual Offences (Amendment) Act, 2000, set out a series of occupations to which the Abuse of Position of Trust laws apply. This includes anyone working in an educational institution. The primary purpose of the Abuse of Trust provisions is to provide protection for young people aged 16 and 17, who are considered particularly vulnerable to exploitation by those who hold a position of trust or authority in their lives.

Subject to a number of limited definitions, it is a criminal offence for a person, in a position of trust, to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent even if the basis of their relationship is consensual. A relationship exists where a member of staff or volunteer is in a position of power or influence over young people aged 16 or 17 by virtue of the work or nature of the activity being undertaken.

The principles apply irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. They apply equally to all, without regard to gender, race, religion, sexual orientation or disability. This is an area where it is very important to avoid any sexual or other stereotyping. In addition, it is important to recognise that women as well as men may abuse a position of trust.

All staff should ensure that their relationships with young people are appropriate to their age and gender, and take care that their language and conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescents.

Appendix F

Wales Safeguarding Procedures App Information

Appendix G

All schools have a statutory duty to operate in a way that takes into account the need to safeguard and promote the online safety of children as outlined in Section 7 of the Welsh Government ‘Keeping learners Safe’ guidance.

Our school prioritises online safety and our safeguarding policies and practice has been developed to ensure a culture where learners are safeguarded when using school digital equipment. The WG Education Digital Standards provides guidance to schools in managing the digital environment. We are committed to nurturing and promoting the safe and positive use of technology to children and young people by building a strong architecture around the child where practitioners are skilled, and families are aware of how to support children in their online lives.

The Welsh Government guidance ‘Enhancing digital resilience in education: An action plan to protect children and young people online’ provides an overview of the work being undertaken by the Welsh Government to enhance the digital resilience of children and young people in Wales.

The school adheres to the Welsh Government guidance ‘Live-streaming and video [1] conferencing: safeguarding principles and practice’ when a need arises for a groups of school learners to be educated through a digital platform. The school also utilises the ‘360-degree safe Cymru’ which is an online safety self- [1] assessment tool for schools.

Policy Review

This policy will be reviewed and ratified annually at a full governing body meeting at least once a year and recorded in the minutes. The DSP or Head may wish to provide the Governing Body with information on the following: -

- changes to safeguarding procedures.
- training undertaken by all staff and governors in the preceding 12 months.
- the number of incidents of a safeguarding nature in the school within the preceding 12 months (without details or names).
- where and how safeguarding appears in the curriculum.
- lessons learned from child practice reviews or local practice.

	Name	Signature	Date
Chair of Governors	John Griffiths		15.09.2025
Head Teacher	Nick Allen		15.09.2025

Review Date	Autumn 2026

Pembrokeshire County Council

What Safeguarding Training do I need?

1 Whose job is safeguarding?

Safeguarding is Everybody's Business!

Safeguarding children, young people and adults at risk is the responsibility of all of us, whether that is part of our job role, OR as a member of our community.

Children are unable to protect themselves and should be able to rely on adults around them to keep them safe. Young people and vulnerable adults may feel helpless to keep themselves safe from abuse and exploitation.

2 Safeguarding Children, Young people and Adults (Mandatory)

This eLearning module via POD is **mandatory** for all local authority employees, elected members, commissioned services, staff and volunteers. This training needs to be repeated every three years. It covers the following:

- Legislation and Guidance
- Types of abuse and other types of safeguarding concerns
- Case studies
- Worries about reporting
- How you can help and make a referral

3 Violence against Women, Domestic Abuse and Sexual Violence (VAWDASV) (Mandatory - Group 1)

This eLearning module via POD is a Welsh Government national training requirement called 'Ask and Act' and is **mandatory** for all local authority employees. This training needs to be repeated every three years. It covers the following:

- Provides an awareness of what violence against women, domestic abuse and sexual violence are, how to recognise these issues and how to get help.
- Uses case studies to test your knowledge of the issues and consider a family's experience.

4 VAWDASV - Ask and Act (Groups 2 and 3)

Specific job roles within local authorities have to undertake the Ask & Act training Group 2 and 3. 'Ask and Act' is a technique of targeted enquiry. It encourages relevant professionals to "Ask" adult service users about the possibility of abuse and to "Act" on the information they are given, so that victims of the suffering and harm as a result of the violence and abuse are reduced.
Group 2 is a half-day workshop primarily aimed at all local authority employees who come in to contact with 'customers'.
Group 3 is a full day workshop for those local authority employees who have been identified to be a 'Champion' and who will offer support to other employees.
This training should be repeated every 2 years.

5 Safeguarding Children Child Protection Processes and Procedures

This 1 day course is for all staff who participate in the child protection process, may be required to write reports for or attend child protection conferences, core groups, care and support meetings or LAC reviews. It needs to be repeated every three years. All attendees must have completed the Safeguarding Children, Young People and Adults mandatory eLearning before attending. It covers the following:

- Legislation including the Wales Safeguarding Procedures 2019.
- A comprehensive overview of the child protection process from referral to assessment, child protection conferences, core groups and safeguarding plans.

6 Safeguarding - Allegations/Concerns about Practitioners and those in Positions of Trust

This training is for all managers/leaders who manage a team of staff who work with children or adults at risk OR may encounter children or adults at risk as part of their role. It needs to be repeated every three years. It covers the following:

- The legislative framework
- The process and procedure for reporting an allegation
- Attending and contributing to a professional allegation strategy meetings
- Promoting a safer working culture and developing codes of conduct within your organisation

7 Other Safeguarding Training

To extend your safeguarding knowledge there are several eLearning modules available on POD for all staff and elected members. These include;

- Child Sexual Exploitation (CSE)
- Female Genital Mutilation (FGM)
- Honour Based Violence and Forced Marriage
- Modern Slavery and Human Trafficking
- Radicalisation
- Suicide Prevention & Awareness
- County Lines – Illegal drug dealing networks