

# Cogan Primary School

## Ysgol Gynradd Cogan



## Safeguarding Policy

## **KEY CONTACTS WITHIN THE SCHOOL**

### **DESIGNATED SENIOR PERSON FOR CHILD PROTECTION (DSP)**

NAME: Susan Sibert

CONTACT NUMBER: 02920708497

### **DEPUTY DSP**

NAME: Daniel Bennett / Michelle Owen (EY)

CONTACT NUMBER: 02920708497

### **NOMINATED GOVERNOR FOR CHILD PROTECTION & SAFEGUARDING (DSG)**

NAME: Pat Salt

CONTACT NUMBER: 02920 708497

### **CHAIR OF GOVERNORS**

NAME: Kath John

CONTACT NUMBER: 02920 708497

## **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](mailto:jdredrup@valeofglamorgan.gov.uk);  
[scollier@valeofglamorgan.gov.uk](mailto:scollier@valeofglamorgan.gov.uk), Telephone 01446 709867

**Natasha James – Local Authority Designated Officer (LADO)**

**CONTACT NUMBER** 01446700111

**Helen Anderson – Designated Officer for Safeguarding (DOS)**

**CONTACT NUMBER** 01446700111

**Kate 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**

# Safeguarding Policy for Cogan Primary School

## 1. Introduction

Cogan Primary School 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, midday 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 [WRAP, DARPL, County Lines, DVAWSAW 1 and 2, Multiagency etc.];
- ensure every member of staff and every governor knows:
  - the name of the DSP and their role and the designated governor for safeguarding;
  - 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 Regional Safeguarding Board; 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;
- 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 review and 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 an annual 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](mailto: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.

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
- Radicalisation
- 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**

Cogan 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 2020
- 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. Nevertheless, when at school/college/setting their behaviour may be challenging and defiant or they may be withdrawn.
- 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 Relationships/behaviour policy, which is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The school will endeavour to ensure that the learner knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
  - liaison with other agencies who support the learner such as local authority officers – such as the 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.docx



CYF TRA193405  
Anti-Racism Policy for

## 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 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>



Policy - Restrictive Practices and Physical

## 9. Children with Additional Learning Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems 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 and reminded this should not be 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 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*



Safeguarding SER -  
Schools and PRUs.doc

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.

#### **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 it 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 and Local Authority. 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.**

## Appendices:

## **Safeguarding / Child Protection Procedures for Cogan Primary School**

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# **The protection of children within our care in Cogan Primary School is of paramount importance. We strive to develop a culture of Safeguarding in school and our community.**

## **1: Introduction**

Under the Safeguarding Children Agenda, our school recognises that a Safeguarding Policy requires a broader view than that of the traditional child protection policy. The *Safeguarding Children in Education* model Child Protection Policy has been incorporated into this Policy. Therefore, a number of elements that would previously not have been within a child protection policy have been incorporated. However, absolute focus is maintained that the aim of this document is the protection and welfare of children and young people.

At the outset, it is critical that definitions of the terms used within this policy are clarified. **Appendix A** includes definitions and concepts taken from the Safeguarding Children: Working Together under the Children Act 2004 and are included here for ease of reference and to ensure that common terminology is used to assist in work undertaken between partners.

The underpinning policy principles ensure that the health, safety and welfare of all our children/young people (**delete as appropriate to your setting**) are of paramount importance to all the adults who work in our school. Our children/ young people have the right to protection, regardless of age, gender, race, culture, religion or disability. They have a right to be safe in our school. All staff have an equal responsibility to act upon any suspicion or disclosure that may suggest a child is at risk of harm.

Legislation forms the basis for this Policy and the Vale of Glamorgan Safeguarding & Child Protection Policies. The following, therefore, is consistent with the Vale of Glamorgan Policy:

Our aims are:

- to provide a safe environment for children/young people in which to learn;
- to establish what actions the school can take to ensure that children/young people remain safe at home as well as at school;
- to raise the awareness of all staff to these issues, and to define their roles and responsibilities in reporting possible cases of abuse;
- to identify children/young people who are suffering, or likely to suffer, significant harm;
- to ensure effective communication between all staff on child protection issues;
- to set down the correct procedures for those who encounter any issue of child protection.

**'Safeguarding'**, is not just about protecting children/young people from deliberate harm. It encompasses issues for schools including:

- pupil health and safety
- bullying/cyberbullying
- racist abuse
- harassment and discrimination
- use of physical intervention / safe handling
- meeting the needs of pupils with medical conditions
- providing first aid
- drug and substance misuse
- educational visits
- sex and relationship education
- internet safety
- issues which may be specific to a local area or population e.g. gang activity
- school security
- the welfare of learners on extended vocational placements
- trafficking
- female genital mutilation
- forced marriage
- preventing radicalisation and extremism
- school security
- the management of pupil discipline including intervention and restraint
- Young Carers

At Cogan Primary School, we have separate policies within which we aim to address many of the above areas. We have a Health & Safety Policy that addresses many of the areas including security, pupil welfare and educational visits; we also have a separate Anti Bullying Policy, Racial Equality Policy, Relationships and Sexuality Education Policy and Social Media Policy.

Cogan Primary School fully recognises the contribution it makes to Safeguarding Children and Young people.

There are three main elements to our policies:-

1. **Prevention** through the teaching and pastoral support offered to children/young people;
2. **Procedures** that clearly outline the expectations of all parties within a Safeguarding agenda for identifying and reporting cases, or suspected cases, of abuse, concern and or vulnerability. Because of our day to day contact with children/young people school staff are well placed to observe the outward signs of abuse; and
3. **Support** to children/young people who may have been abused, give a cause for concern or are vulnerable.

This policy applies to all staff and volunteers working within the school. Additionally, this policy applies to all occasional workers, volunteers, contractors and governors. All adults on school site must be aware of the school's Safeguarding Policy as any adult, as well as teachers can be the first point of disclosure for a child/young person.

Within this school the Head Teacher retains overall responsibility for Safeguarding. The Named Senior Officer for Safeguarding in the Learning and Skills Directorate is Jason Redrup (01446 709180).

Key safeguarding personnel within the school are:

- The Designated Senior Person Child Protection – Mrs S M Sibert Head teacher
- The Deputy Designated Senior Persons Child Protection – Mr D Bennett Deputy Head teacher
- The Link Governor for Child Protection – Ms P Salt

(**Appendix B** outlines the detailed roles and responsibilities of each post)

## **2: Prevention**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to safeguard children / young people.

The school will therefore:-

- a) establish and maintain an ethos where children/young people feel secure and are encouraged to talk, and are **listened to**;
- b) ensure children/young people know that there are adults within the school whom they can approach if they are worried or in difficulty;
- c) include in the curriculum, activities and opportunities for PSE which equip children/young people with the skills they need to stay safe from abuse or exploitation, both in their own communities and the cyber community, and to know to whom to turn for help; and
- d) include within 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.

All staff demonstrate a total commitment to Child Protection. They raise children's/young people's awareness of themselves through Personal and Social Education (PSE) and Relationships and Sexuality Education Policy (RSE) and develop a trusting climate so that they feel able to talk and share their thoughts and feelings. We also help to develop appropriate attitudes in our children/young people and make them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

In our school we respect our children/young people. The atmosphere within our school is one that encourages all children/young people to do their best. We provide opportunities that enable them to take and make decisions for themselves.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children/young people make optimum educational progress.

### **3: Procedures**

Cogan Primary School follows the All Wales Child Protection Procedures and all local protocols in relation to safeguarding that have been endorsed by Cardiff and the Vale of Glamorgan Local Safeguarding Children Board.

Cogan Primary School has:-

- a designated senior person for Child protection (DSP) Mrs S M Sibert, who has undertaken the appropriate training and a deputy, who will substitute in the designated person's absence Mr D Bennett. This substitute is a senior member of staff and shadows the CP Designate. In the absence of both DSPs from school, the most senior member of staff will substitute and consult with the Safeguarding Officer, Jason Redrup, if required. Mrs K Smart is the Nursery teacher who is the designated safeguarding person in the Nursery.
- appropriate arrangements are in place for the support and training of both the Designate and the Deputy Designate. Annual training is provided for all staff and Governors by DSP and DDSP.
- In the event of the DSP and Deputy DSP not being available to deal with an emergency involving Child Protection issues, the member of staff with the concern should follow procedures laid out in this policy.
- provided training for all staff regarding:-
  - I. their personal, statutory responsibility;
  - II. the agreed local procedures;
  - III. the need to be vigilant in identifying cases of abuse;
  - IV. how to support a child /young person who discloses abuse and
  - V. Record keeping-the use of My Concern

This should take place annually for existing staff and immediately for new staff.

- identified a specific governor who is a designated Child Protection link and who will oversee the school's Safeguarding policy and practice;
- ensured that every member of staff and every governor knows:
  - I. the name of the designated person and their role; and the shadow arrangements in place;
  - II. that they have an individual responsibility for referring child protection concerns using the appropriate channels and within the timescales laid down in the All Wales Child Protection Procedures;
  - III. the expectations of the school in regard to the recording and reporting of CP concerns

- ensured that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure or website;
- a clear understanding that the local Children & Young People Service (CYPS) team must be contacted immediately if:
  - a child/young person who is on the Child Protection Register (CPR) is excluded either for a fixed term or permanently; and
  - a child/young person who is on the CPR has an unexplained absence;
- worked to develop effective links with relevant agencies and co-operated as required with their enquiries regarding child protection matters, including attendance at Initial and Review Child Protection Conferences, core groups, and submitted written reports to such meetings as required, **(Appendix F)** and MARAC reports **(Appendix G)**;
- ensured that members of staff are aware of the definitions of abuse and neglect **(Appendix C)**, and the need to be alert to signs of abuse.

### **What to do if a child tells you that they or another child/young person is being abused**

- Show the child that you have heard what they are saying, and that you take their allegations seriously;
- Encourage the child to talk, but do not prompt or ask leading questions;
- Don't interrupt when the child is recalling significant events. Don't make the child repeat their account;
- Explain what actions you must take, in a way that is appropriate to the age and understanding of the child;
- Do not promise to keep what you have been told secret or confidential, as you have a responsibility to disclose information to those who need to know. Reporting concerns is not a betrayal of trust;
- Write down as soon as you can and no later than 24 hours what you have been told, using the exact words if possible. Keep rough notes;
- Report your concerns to your line manager or (if appropriate) the member of staff in your organisation with designated responsibility for child protection;
- Do not confront the alleged abuser;
- Do not worry that you may be mistaken. You will always be taken seriously by CYPS. It is better to have discussed it with somebody with the experience and responsibility to make an assessment;
- Make a note of the date, time, place and people who were present at the discussion.'

### **Records of Concern/Significant Event/Disclosure**

Whenever a member of staff has concerns, or when a child presents with a marked change of behaviour, a Record of Concern/Significant Event/Disclosure **(Appendix D)** should be completed noting the date of the

event/concern and action taken. This record of concern should be signed by both the referrer and the Designated Senior Person for Child Protection and a copy kept by the DSP, even when there is no need to refer the matter to CYPS immediately.

All staff should be aware of the following paragraph from AWCPP 2008:

**If any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to CYPS or the police, who have statutory duties and powers to make enquiries and intervene when necessary.**

AWCPP 2008 page 73.

**NB If a referrer disagrees with a decision made by the DSP, who decides not to pass on concerns; it is the referrer's responsibility to make that referral.**

### **Chronology Log**

The Chronology Log (**Appendix E**) or the SIMS Chronology Log is to be used to build up a picture, if concerns remain.

### **Storing records**

All records must be kept secure and in locked locations and children's/young people's files must be kept individually and separately in line with the Pupil Information Record System as supplied by the Directorate of Learning and Skills (**Appendix J**). Concerns will be shared with relevant professionals involved with the child, but records will not be available without the authority of the Designated Senior Person (DSP) or the Head teacher;

### **Transfer of Files**

All Safeguarding information must be transferred to a new school immediately when a child/young person on the Child Protection Register, or who has a diagnosed mental health difficulty, or who is known to CYPS, leaves. CYPS must be informed of the child's/young person's transfer. The DSP will ensure that the receiving school is fully aware of any Safeguarding concerns and that the file is copied and transferred separately in a secure, appropriate manner. **Key** documents in the file must be copied and kept in school. (Child Protection records should be kept until a child reaches the age of 25) If the school is unable to ascertain what school/educational setting the child/young person is transferring to, the school must inform the Named Senior Officer for Safeguarding in the learning and Skills Directorate – Jason Redrup;

### **Procedures for school based staff**

All staff and volunteers working with children and young people are well placed to observe outwards signs of abuse, changes in behaviour or failure to develop. They therefore have a duty to safeguard and promote the wellbeing of pupils and comply with the All Wales Child Protection Procedures and the National Assessment Framework.

These procedures are consistent with the All Wales Child Protection Procedures and the National Assessment Framework which should be referred to for greater detail according to specific circumstances.

When a member of staff, teaching or non – teaching, is alerted to signs of abuse or neglect s/he should:

- Complete the Record of Concern/Significant Event/Disclosure (noting the date, event and action taken), even where there is no need to refer the matter to CYPS immediately and pass it to the DSP
- Discuss the issue with the school's DSP or in his/her absence the Deputy DSP, Head Teacher or Deputy Head Teacher. If the decision is taken that the incident needs to be referred, the DSP should make a telephone referral to CYPS by telephoning the Duty Officer on 01446 725202, or out of hours on 02920 788570. This must be followed within two working days by completing the Multi-Agency Referral Form (MARF) either in writing or via e-mail to: [dutymarfs@valeofglamorgan.gov.uk](mailto:dutymarfs@valeofglamorgan.gov.uk). If the "Child in Need" referral box is ticked, it must be accompanied with parental consent. No parental consent is needed for the "CP" referral box. The "Information Only" referral box will be logged by CYPS and only acted upon if it is considered a CP matter.

*The Duty Officer  
Vale of Glamorgan Council  
Dock Office  
Barry  
CF63 4RT*

- The DSP should ensure that parents are informed and made aware of the referral, **other than in circumstances when doing so would put the child at further risk of harm.**
- Significant events should always be added to the Chronology Log to enable the school to build up a picture of what might be going on for the child/young person.

(Advice may be sought prior to referral from the above asking for the duty desk, or the **Safeguarding Officer**, Jason Redrup – Safeguarding Officer 01446 709180 or in his absence Sarah Redrup, 01446 709147).

Following the referral the school must:

- Be kept informed of the strategy discussions and attend strategy meetings / case conferences / core group meetings as required
- Record the date, event, action taken and result of suspected child abuse and keep records confidential, separate and secure;
- Contribute to the coordinated approach to Child Protection by developing effective liaison with other agencies and support.
- Provide written reports, using **Appendix F**.

## **Procedures for the Learning and Skills Directorate Staff.**

Staff who visit schools (both centrally based staff such as the SIIS, Improvement partners and those providing commissioned services) may also receive pupil disclosures or gain evidence of possible abuse including neglect.

They should share the information with the school's DSP, or in his/her absence, the Deputy DSP, Head teacher or Deputy Head teacher. If, following discussion, the decision is taken that the incident needs to be referred, the DSP should make the referral to CYPS, by telephoning the Duty Officer on 01446 725202 or out of hours on 02920 788570. This must be followed up within two working days by completing the Multi-Agency Referral Form (MARF) either in writing or via email [dutymarfs@valeofglamorgan.gov.uk](mailto:dutymarfs@valeofglamorgan.gov.uk) .

This should be done without delay (same day) and a copy of the MARF provided on completion. If no child protection referral is made, a full written record must be provided to the school using the Record of Concern/Disclosure/Significant Event Form, **(Appendix D)**, with an e-copy to Dorian Davies.

Similarly adults employed by the Council to work with children or young people outside the school setting e.g. members of the Youth Service, should inform their line manager, or in her/his absence the Local Authority Safeguarding Officer.

This should be done without delay (same day) and a copy of the MARF provided on completion. If no child protection referral is made a full written record must be provided to the school, using the Record of Concern/Disclosure/Significant Event Form, **(Appendix D)**, with an e-copy to their line manager.

**As the adult who first raised the concern, it is the visiting member's responsibility to ensure that the school has acted upon the concerns raised. The responsibility for taking procedures further lies with the visiting member if they are not satisfied with the school's response. If this is the case, concerns should be shared with David Davies or Dorian Davies who will liaise with the school.**

***It is not the responsibility of staff in school, visiting schools or working with children and young people, or in Youth settings, to investigate suspected child abuse, only to report any disclosure or apparent evidence.***

## **4: Supporting vulnerable pupils and those who are at risk**

Cogan Primary School recognises that children/young people who are at risk, suffer abuse, neglect or witness violence may be deeply affected by this.

This school may be the only stable, secure and predictable element in the lives of children/young people at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the child/young person through:

the content of the curriculum to encourage self-esteem and self-motivation (see section 3 on Prevention);

- a) the school ethos which:
  - a. promotes a positive, supportive and secure environment; and
  - b. gives children/young people a sense of being valued (ref. Section 3 on Prevention)
- b) the school's behaviour policy is aimed at supporting vulnerable children/young people in the school. All staff have agreed on a consistent approach which focuses on the behaviour of the offence committed by the child/young person but does not damage their sense of self-worth. The school will endeavour to ensure that the child/young person knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any issue which has occurred;
- c) liaison with other agencies who support the student such as CYPS, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service;
- d) keeping up to date records, using the Chronology Log and notifying CYPS as soon as there is a recurrence of a concern.

When a child/young person on the Child Protection Register leaves, we will transfer information to the new school immediately and inform CYPS.

## **5: Bullying/Cyberbullying**

Cogan Primary School's policy on bullying is set out in a separate document/the school's behaviour policy and is reviewed annually by the governing body.

Under the Education & Inspection Act 2006, there is a specific duty to take measures to promote good behaviour and to prevent all forms of bullying.

## **6: Pupils with mental health difficulties**

The Safeguarding Pupil Concern Record (**Appendix E**) should be used to record any concerns relating to a child/young person's mental health. All referrals/discussions with mental health professionals or other agencies should be documented in the safeguarding file. All acts of violence or threats of violence committed by the child/young person should be reported to the

police unless a clear directive not to do so is given by mental health professionals.

## **7: Physical Intervention**

Cogan Primary School's policy on physical intervention is set out in the Local Authority Policy on The Use of Physical Intervention and is adopted and reviewed annually by the governing body.

Any allegation of inappropriate physical intervention involving a child/young person must be reported in line with the guidance in this policy (Allegations against Staff Section 11).

The school will ensure that every physical intervention is appropriately recorded on the Physical Intervention form and reported to the Local Authority following their guidance. Records of physical interventions are kept on pupil files and/or in the Bound Book and can be made available to parents/carers on request.

## **8: Children/Young people with statement of Special Education Needs**

Cogan Primary School recognises that statistically children/young people with learning/behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

## **9: Safe use of the internet and digital technology**

Cogan Primary School recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child/young person's safety will remain the priority of the school.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision. **If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.**

Children/young people are not permitted to directly access items that do not belong to the school.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Head teacher or CP Designate should be informed immediately.

## **Social Networking Sites (SNS)**

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children/young people. Staff are strongly advised not to have contact with young people and parents on SNS. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Head teacher or the DSP.

Any attempt by a child/young person to contact staff via such internet sites will immediately be reported to the Head teacher or DSP in order that appropriate advice can be given to the child/young person and their parents/carers regarding professional boundaries and the safety of the child/young person.

## **Permission for the creation of digital or media images**

- Every parent/carer must be requested to give specific consent for any image of their child to be recorded in school on an annual basis. Permission slips will clearly identify the range of images i.e. Photographs or digital filming/video images. In addition, the permission will also be specific in listing the use of any digital or multimedia images i.e. Photographs in a local newspaper, school leaflets or posters or DVDs for sale to parents and others.
- School will issue a further request for permission if there is an opportunity for images to be produced of children that was NOT specifically listed in the initial permission request.
- School will inform parents/carers that they can only record photographic or digital images of children in school based activities i.e. school concerts, with the permission of the Head teacher. School will never condone the posting of children's/young people's images on the internet or social networking sites. The school cannot control the use of such images taken by parents/carers after school events, and therefore could not assure other parents/carers of the appropriateness of that use.

## **10: Contact with children/young people**

- All staff, volunteers and Governors will maintain an awareness of the position they hold with the School and the perceived power of their position. All contact with children/ young people outside the school environment must be managed appropriately and be clearly communicated within school and to their parents/carers. If there is a requirement to contact a child/ young person via telephone, parents/carers will be informed prior to contact being made with the child/young person

- All Governors are encouraged to have a DBS disclosure. If they do not have a DBS disclosure they will always be accompanied by a member of staff whenever they have any contact with pupils.
- **All school staff will ensure that their personal telephone numbers and contact details are not known to or used by the children/young people unless absolutely necessary.** Should they gain access to any such details the member of staff will inform the CP Designate or the Head teacher as a matter of urgency. Should any staff member, volunteer or governor become aware that outside of school time there is direct contact between adults within school and any of the children/young people and that it is not for school purposes, the CP Designate or Head teacher is to be informed immediately. This may result in the instigation of procedures in relation to Allegations against a Professional.

## 11: Safer Recruitment

All personnel working within a school will require the appropriate safeguarding checks as outlined in the schools Recruitment and Selection Policy and the Safer Recruitment Policy.

Staff involved in the recruitment process must ensure they read and fully comply with both documents.

For new employees, this will include an enhanced DBS check (with the appropriate barring list check) and two satisfactory references one of which must be from the current or most recent employer/colleague. Additional safeguarding checks will also be required which are outlined in the safer recruitment policy. **All checks must be in place before a start date can be arranged.** Separate arrangements may apply for existing employees where appropriate checks are recorded on file. Further guidance is outlined in the council's Safer Recruitment Policy.

In exceptional circumstances, the applicant may start employment without the necessary safeguarding checks in place but only in cases where any delay in starting the applicant will cause risk of harm to a child/young person or adversely affect the delivery of education of the children/young people of the school. In such circumstances, the risk assessment process, as outlined in the safer recruitment policy will be followed and suitable safeguarding measures put in place. This arrangement will only be valid for 12 weeks from the start date.

## 12: Allegations against staff

Welsh Government guidance circular 9/2014 “*Safeguarding Children in Education: Handling Allegations of Abuse against Teachers and other Staff*” sets out specific advice to be followed where a child protection allegation is made against a member of staff.

The Teacher Unions, the Association of Directors of Social Services and the Association of Chief Police Officers, have agreed to join NEOST Guidance on practice and procedure in cases where there has been an allegation against a member of staff of abuse of trust. Guidance can also be found in chapter 4.3.6 All Wales Child Protection Procedures.

When a member of staff witnesses or receives an allegation of professional abuse against another adult who is working with children/young people: this could include staff, volunteers, governors, occasional workers or contractors, and those staff that are not on school site but come into contact with children/young people i.e. those who transport children/young person to and from school, school crossing patrol etc., s/he should:

Report the matter immediately to the Head teacher, who should:

- obtain details of the allegation in writing, signed and dated
- keep a record of dates, times, location and names of potential witnesses.
- not investigate the allegation, or interview pupils, or discuss the allegation with the member of staff, (but should consider, in consultation with the Safeguarding Officer and the Child Protection Unit, whether the allegation requires further investigation and if so by whom.)
- inform the Chair of Governors
- Contact the **Local Authority** Safeguarding Officer Jason Redrup 01446 709180 who, together with the Principal Officer for Child Protection, will give urgent consideration as to whether or not there is sufficient substance to the allegation to warrant an investigation: The outcome will either be:
  - i. without foundation
  - ii. internal disciplinary procedures
  - iii. a referral under the Child Protection procedures

N.B. if the latter is the case the Principal Officer will discuss the allegation with the Police Child Protection Unit. This discussion may lead to a decision to hold a strategy meeting.

Should the case be referred under the Child Protection Procedures the investigation will be informed by the guidance in "Working Together" and the All Wales Child Protection Procedures, which recommend that there should be a strategy discussion to plan the investigation and any subsequent action.

If the Head teacher is unsure about whether a case should be formally referred s/he may seek advice and support from the Designated Lead Officer.

If Head teacher is the person against whom the allegation is made, the member of staff must consult with the Chair of the Governing Body who will

then contact the **Designated Lead Officer Jason Redrup, (01446 709180)** who will discuss the allegation with the Child Protection Unit.

Governing bodies are responsible for dealing with staff disciplinary matters in all maintained schools. A governing body is required to adopt rules and regulations to regulate the conduct and discipline of all staff it employs or has day-to-day responsibility for (except certain ancillary staff).

Local guidance issued in October 2011 reiterated that any queries or concerns for the conduct of a professional must be referred to CYPS.

### **13: School Site Security**

Cogan Primary School is a safe and secure place for pupils to learn and develop learning and social skills. The physical safety of pupils when on school site is of paramount importance. Access to the school site is strictly monitored and reviewed in line with the Local Authority guidance on the Health and Safety of school premises. The School's Health and Safety Policy is available to review on request from the Head teacher.

All daily contractors to our site are requested to sign in and out of school premises. They will clearly list the company for whom they work and the reason for their visit. As a daily contractor is unlikely to have a DBS disclosure available to be viewed by the school, an alternative method of risk assessment will be employed. A risk assessment is formulated by the School, using the Daily Contractors Log sheets, which clearly list the control measures employed by the school to safeguard pupils (**Appendix J**).

### **14: Confidentiality**

Cogan Primary School regards all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only.

We comply with the government requirements set out in DHS Circular LA 83/14, and by the Vale of Glamorgan, with regard to confidentiality. The Child Protection information is held in a secure, locked location. This contains information about confirmed and suspected cases of child abuse.

Information from third parties will not be disclosed without their prior knowledge and consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse (see DfES Circular 16/19). Working notes are not subject to disclosure but will be summarised and then kept on file. These guidelines are in line with the safeguards on disclosure of information set out in the Education (School Records) Regulations 1989.

### **15: Monitoring and reviewing**

The Governing Body of Cogan Primary School has a senior member of staff designated to take lead responsibility for dealing with child protection issues. The Governing Body also recognise their responsibility with regard to Safeguarding and Child Protection and will ensure that it is always an annual agenda item for their meetings. Every governing body appoints a Safeguarding Governor and in accordance with the council's policy statement, all Safeguarding Governors must undergo Enhanced DBS checks.

Cogan Primary School will use the Estyn 'Self - Evaluation form for Safeguarding and Child Protection' to monitor and review our policy and practice on an annual basis.

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## Appendix A

### Key Definitions and Concepts

Extract from All Wales Child Protection Procedures

<b>Child in need</b>	A child is a child in need if: <ul style="list-style-type: none"> <li>- he/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;</li> <li>- his/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or</li> </ul>
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	<ul style="list-style-type: none"> <li>- he/she is disabled.</li> </ul>
<b>Child protection</b>	<b>Child protection</b> is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.
<b>Children</b>	A <b>child</b> is anyone who has not yet reached their 18 <sup>th</sup> birthday. 'Children' therefore means 'children and young people' throughout. The fact that a child has become sixteen years of age is living independently or is in Further Education, or is a member of the armed forces, or is in hospital, or in prison or a young offenders institution does not change their status or their entitlement to services or protection under the Children Act 1989.
<b>Development</b>	Physical, intellectual, emotional, social or behavioural development.
<b>Harm</b>	Ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.
<b>Health</b>	Physical or mental health.
<b>Safeguarding and promoting the welfare of children</b>	<ul style="list-style-type: none"> <li>- Protecting children from abuse and neglect;</li> <li>- Preventing impairment of their health or development; and</li> <li>- Ensuring that they receive safe and effective care, so as to enable them to have optimum life chances.</li> </ul>
<b>Significant harm</b>	Section 31(10) of the Children Act 1989 states that "where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child".
<b>Welfare and Well-being</b>	<p>There is no statutory definition. The Children Act 1989 introduced the welfare checklist that a court shall have regard to in certain circumstances. The 1989 Act states that a "court shall have regard in particular to:</p> <ul style="list-style-type: none"> <li>- the ascertainable wishes and feelings of the child concerned (considered in the light of his age and understanding);</li> </ul>

	<ul style="list-style-type: none"> <li>- his physical, emotional and educational needs;</li> <li>- the likely effect on him of any change in his circumstances;</li> <li>- his age, sex, background and any characteristics of his which the court considers relevant;</li> <li>- any harm which he has suffered or is at risk of suffering;</li> <li>- how capable each of his parents, and any other person in relation to whom the court considers the question to be relevant, is of meeting his needs;</li> <li>- the range of powers available to the court under this Act in the proceedings in question.”</li> </ul>
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## **Appendix B**

### **Roles and Responsibilities of the School's Safeguarding Personnel**

**The Designated Senior Person Child Protection (DSP) will co-ordinate child protection arrangements within the school.**

All schools must nominate a senior member of staff to coordinate child protection arrangements. The local authority maintains a list of all designated senior persons (DSPs) for child protection.

#### **The DSP:**

- is appropriately trained;
- acts as a source of support and expertise to the school community;
- has an understanding of LSCB procedures;
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file;
- refers cases of suspected abuse to children's social care or police as appropriate;
- notifies CCYPS if a child with a child protection plan is absent for more than two days without explanation or is excluded;
- ensures that when a pupil with a child protection plan leaves the school, key documents are copied, their information is passed to their new school and the pupil's social worker is informed;
- attends and/or contributes written reports to child protection conferences (**Appendix G**);
- coordinates the school's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies;
- ensures that all staff sign to indicate that they have read and understood the child protection policy;
- ensures that the child protection policy is updated annually;
- liaises with the nominated governor and Headteacher (where the role is not carried out by the Headteacher) as appropriate;
- keeps a record of staff attendance at child protection training;
- makes the child protection policy available to parents.

**The deputy designated person(s)** is appropriately trained and, in the absence of the designated person, carried out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

#### **The governing body ensures that the school has:**

- a DSP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training;
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request;

- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher;
- safer recruitment procedures that include the requirement for appropriate checks;
- a training strategy that ensures all staff, including the Headteacher, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals;
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.

An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

**The Headteacher:**

- ensures that the child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures;
- ensures that pupils' safety and welfare is addressed through the curriculum.

## **Appendix C**

### **Definitions of Abuse and Neglect**

Extract from the All Wales Child Protection Procedures

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

'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 (taken from All Wales Child Protection Procedures 2008).

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

- Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child whom they are looking after. (For further details related to Fabricated Illness, please see the All Wales Child Protection Procedures 2008

- Emotional abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or, the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

- Sexual abuse**

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

- **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.'

## **Indicators of Abuse**

### **Signs and Symptoms**

This is intended as a guide. Please remember that presence of one or more factors does not necessarily give proof that child abuse has occurred.

It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Unexplained bruising:
  - Bite Marks
  - Burns and scalds
  - Cigarette burns
  - General physical disability
  - Unresponsiveness in the child
  - Soiling and wetting
  - Change in behavioural patterns
  - 'Frozen look'
  - Attention seeking
  - Apprehension
  - Anti-social behaviour
  - Unkempt appearance
  - Sexually precocious behaviour
  - Sexual exploitation
  - Sexualised drawings and play
  - Sudden poor performance in school
  - Poor self-esteem
  - Self-mutilation
  - Withdrawal
  - Running away
  - Reluctance to return home after school
  - Resistance to school medicals
  - Difficulty in forming relationships
  - Confusing affectionate displays
  - Poor attendance
  - Major changes in behaviour
  - FGM
  - Cruelty to Animals
  - Hunger

## **Preventing Radicalisation and Extremism**

**Section 26 of the Counter-Terrorism and Security Act 2015, which came into effect on 01 July 2015**, requires schools to have awareness and train staff to recognise the signs of radicalisation and extremism. All staff and Governors at Cogan Primary School have been trained. Any signs of radicalisation and extremism should be reported immediately to the DSP or DDSP.

## **Preventing Female Genital Mutilation (FGM)**

**Section 5B of the Female Genital Mutilation Act 2003 comes into effect on 31 October 2015.**

**Section 5B of the Female Genital Mutilation Act 2003, inserted into the 2003 Act by s74 of the Serious Crime Act 2015, creates a new mandatory reporting duty requiring specified regulated professionals in Wales to make a report to the police.**

**The duty applies where, in the course of their professional duties, a professional discovers that FGM appears to have been carried out on a girl aged under 18 (at the time of the discovery).**

**The duty applies where the professional either:**

- is informed by the girl that an act of FGM has been carried out on her, or
- observes physical signs which appear to show an act of FGM has carried out and has no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

At Cogan Primary School promotes the mandatory reporting of FGM as a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Non-health practitioners should not be examining children but may become aware of FGM or the threat of FGM by disclosure or through concern by a family member or friend. Staff and Governors are trained to report any concerns immediately to the DSP or DDSP officers.

## **Domestic Violence**

Domestic Violence or abuse is an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer. It is very common. In the vast majority of cases it is experienced by women and is perpetrated by men.

Domestic abuse can include, but is not limited to, the following:

Coercive control (a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence)

Psychological and/or emotional abuse

Physical or sexual abuse

Financial abuse

Harassment and stalking

Online or digital abuse

Domestic abuse is a gendered crime which is deeply rooted in the societal inequality between women and men. It takes place “because she is a woman and happens disproportionately to women.”

Women are more likely than men to experience multiple incidents of abuse, different types of domestic abuse (intimate partner violence, sexual assault and stalking) and in particular sexual violence. Any woman can experience domestic abuse regardless of race, ethnic or religious group, sexuality, class, or disability, but some women who experience other forms of oppression and discrimination may face further barriers to disclosing abuse and finding help.

Domestic abuse exists as part of violence against women and girls; which also includes different forms of family violence such as forced marriage, female genital mutilation and so called “honour crimes” that are perpetrated primarily by family members, often with multiple perpetrators.

## **ADDENDUM TO SAFEGUARDING/ CHILD PROTECTION POLICY**

Section 26 of the Counter-Terrorism and Security Act 2015 came into effect on 01 July 2015.

This section of the Act places a statutory duty on schools to “have due regard to the need to prevent people from being drawn into terrorism”.

Prevent is one of four strands of the government’s counter-terrorism strategy and aims to stop people becoming terrorists or supporting terrorism.

Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and popularise views which terrorists exploit.

The Revised Prevent Duty Guidance explains the statutory duty on schools to “have due regard to the need to prevent people from being drawn into terrorism”.

The section for Schools starts at paragraph 57.

All staff have received training giving them the knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

We know as a School here and how to refer children and young people for further help.

The standard training received by the Headteacher to support Prevent is WRAP (Workshop to Raise Awareness of Prevent).

WRAP training for trainers was received on 23/02/16 by the DSP.

## Appendix D

### Vale of Glamorgan Learning & Skills Directorate

**Record of Concern**  
**Record of Significant Event**  
**Disclosure**


**School:**

**Date:**

**Recorded by:**

**Position in school:**

<b>Pupil's name:</b>	<b>Male / Female</b>	<b>DOB:</b>
	<b>Ethnic origin:</b>	<b>NCY:</b>
<b>Date and time of concern/incident/significant event/disclosure:</b>		
<b>Reason for concern/details of incident, significant event or disclosure:</b>		
<b>Other relevant details:</b>		
<b>The child's/young person's voice:</b>		
<b>Any witnesses:</b>		
<b>Action and response of DSP/Headteacher in consultation with referrer:</b>		
<ul style="list-style-type: none"><li>• Contact family <input type="checkbox"/></li><li>• Recorded in school <input type="checkbox"/></li><li>• Telephone discussion with CY <input type="checkbox"/></li><li>• Referral to FACT <input type="checkbox"/></li><li>• Multi Agency Referral Form (MARF) <input type="checkbox"/></li><li>• Added to Chronology Log <input type="checkbox"/></li><li>• Referral to Health <input type="checkbox"/></li><li>• Other: Please specify</li></ul>		
<b>Has the action been agreed by DSP/Headteacher and Referrer? Yes / No</b>		
<b>Signature of referrer:</b>	<b>Date:</b>	
<b>Signature of DSP/Headteacher:</b>		

## Appendix E

***Vale of Glamorgan Learning & Skills Directorate***  
**Chronology Log**

**Name:** \_\_\_\_\_

**School:**

**DOB:**

## Appendix F

<b>Vale of Glamorgan Learning &amp; Skills Directorate</b>	
<b>REPORT FOR CHILD PROTECTION CONFERENCES</b>	
<b>Pupil's name:</b> DOB: Address:  <b>School:</b>	<b>Type of Conference:</b> Initial/Review/Other <b>Author of report:</b>  <b>Year Group:</b> <b>Date:</b>
<b>1.) Information regarding incident or concerns that led to the MARF.</b>	
<b>2.) Brief chronology of involvement or attach Chronology Log</b>	
<b>3a.) Child's development needs</b> e.g. Educational progress, EP/BIT/EWO involvement, attendance, any EBD concerns, relationship with family and peers, social presentation	
<b>3b.) Known health concerns, involvement of school nurse</b>	
<b>4.) Comments on your observations of parenting</b> e.g. Parents meeting basic care needs, ensuring safety and stability, providing guidance and boundaries, providing emotional warmth, promoting learning and intellectual development, working relationship with school.	
<b>5.) Any other relevant information</b> e.g. family history and functioning, housing, employment	

**6.) The child's/young person's voice:**

**7.) Consideration of perceived risk:**

**Has this report been shared with parents?**

**Signed:**

**Position in school:**

**Date:**

## Appendix G

### **RESTRICTED AND CONFIDENTIAL INFORMATION**

Head teacher

Vale of Glamorgan

Dear Headteacher,

The pupil(s) listed below are due to be discussed at the forthcoming Domestic Abuse Multi-Agency Risk Assessment Conference (MARAC) for high risk cases.

Pupil	DOB	SA/SA+/ SEN	Address

It is vital that the MARAC members receive as much information as possible to assist in targeting the necessary intervention for the family. Could you therefore, please provide comments below:-

**Attendance:**

**Personal Presentation:**

**Level of Achievement and brief comment on progress:**

**Any Involvement with other agencies:**

**Changes in Behaviour:**

**Areas of concern:**

**Perception of any risk:**

**Please send or e-mail to:**

Caroline Cleary  
Public Protection Unit, Uned Gwarchod y Cyhoedd  
Central (East) BCU – BCU y Canol (Dwyrain)  
Serving Bridgend & the Vale, Yn gwasanaethu Pen-y-Bont a'r Fro  
Cowbridge Police Station, Gorsaf Heddlu Y Bontfaen  
Giatgorllewin, Cowbridge, CF71 7AR. Westgate, Y Bont-Faen  
Email: [central-bcu-domestic@south-wales.pnn.police.uk](mailto:central-bcu-domestic@south-wales.pnn.police.uk)

**and**

Jason Redrup  
Safeguarding Officer  
School Improvement and Inclusion Service  
Vale of Glamorgan Council  
Email: [JSmith@valeofglamorgan.gov.uk](mailto:JSmith@valeofglamorgan.gov.uk)

Yours faithfully,

**Jason Redrup  
Safeguarding Officer  
School Improvement and Inclusion Service**

## Appendix H

### Daily Contractor Log

Insert  
school logo  
here

\*CP info given to contractors should include name and location of DSP, and immediate actions required in reporting concern

Date	Time In	Time Out	Name	Company	Reason for Visit	CP info given* (please tick)	Risk Assessment of Contractor (must be completed)		
							Valid CRB		Disclosure number
							Will be accompanied whilst on school site		
							Not in areas where lone pupils are		
							Valid CRB		Disclosure number
							Will be accompanied whilst on school site		
							Not in areas where lone pupils are		
							Valid CRB		Disclosure number
							Will be accompanied whilst on school site		
							Not in areas where lone pupils are		
							Valid CRB		Disclosure number
							Will be accompanied whilst on school site		
							Not in areas where lone pupils are		
							Valid CRB		Disclosure number
							Will be accompanied whilst on school site		
							Not in areas where lone pupils are		

## Appendix J



Insert school  
logo here

### Safeguarding Pupil Information record

Name		DOB		UPN Number	
Address					

<b>Primary PR Holder:</b> (Parent or Children's CYPS)	
<b>Parents' Names:</b>	
<b>Parents' Address:</b>	
<b>Parents' contact number:</b>	
<b>Carer's name (if not residing with Parents)</b>	
<b>Carer's Address:</b>	
<b>Carer's contact number:</b>	

Child Protection (CP)		Looked After Children (LAC)	
Date of CP Registration		Date became LAC	
Child Protection Register Category		Legal Status (if LAC)	
Date ceased CP Registration		Date ceased to be LAC	
Social Worker		Contact Number	
CYPSCYPS Team Manager		CYPSCYPS Area Team	
<b>Additional Notes / Emergency Information:</b> (e.g. early alert files, files for children causing concern, restrictions on contact, hazards, allergies, medical information or special family arrangements)			



## Suggested Safeguarding File Composition

*The following guidance from Education Safeguarding is regarding the storage of information in School on vulnerable children and those involved with CYPSCYPS. Each child should have an individual file and all information should be in date order with the most recent first, in the following sections:*

### Safeguarding School File

1. Safeguarding Pupil Information record
2. Chronology of school concerns
3. Correspondence
4. Children's CYPs Minutes – Conference/Core Group Minutes, LAC Review Meetings, Child in Need Planning Meetings
5. School reports for Children's CYPs Meetings – i.e. Case Conference Meetings, LAC Reviews, Core Groups, MARAC
6. Attendance Data – Registration sheets, EWO involvement
7. Academic Assessment Information – Assessments, end of year testing
8. School based additional information e.g. Involvement with Educational Psychology Service, Behaviour Support Service, Additional Learning Needs Service. Copies of Statement of Special Educational Needs, IEP, IBP, PEP, Physical Intervention
9. School Report
10. Any other information – copies of referrals to other agencies

When a child leaves your school this confidential information must be copied, securely transferred to the new school and signed for by the new Head Teacher or Designated Senior Person. The receiving school must be made aware of the existence of a Safeguarding file prior to the child transferring.



**Vale of Glamorgan Council  
Directorate of Learning and Skills**

# **Model Safeguarding Policy**

**September 2022**




**OUT OF DATE POLICY DOCUMENTS MUST NOT BE RELIED UPON**
**Document Version Control**

Document	<b>Model Safeguarding Policy</b>
Reference	Model Safeguarding Policy
Version	April 2024
Previous Document	<i>Model Safeguarding Policy August 2016/September 2022</i>
Associated Documents	WG Guidance document no: 265/2020/no: 283/2022 <i>Keeping Learners Safe.</i>
Classification	Policy
Circulation	Learning and Skills
Author	Safeguarding Officer
Reviewer	Safeguarding Officer
Directorate Lead	Head of Service
Consultation	Safeguarding Consultation Group
Approval	Directorate Management Team
Date of Approval	
Date of Review	
Date of Publication	

**Document Version History**

Version Number	Date Review Approved	Date Published	Summary of Amendments
3 (1-2016/2-2018)	18 <sup>th</sup> November 2020	8 <sup>th</sup> October 2020	As below
4 2022	1 <sup>st</sup> April 2022	1 <sup>st</sup> April 2022	
5 2022	30 <sup>th</sup> November 2022	9 <sup>th</sup> January 2022	
6 2024	16 <sup>th</sup> April 2024	16 <sup>th</sup> April 2024	



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## Guidance Note

Schools and other settings within the Directorate of Learning and Skills must have an effective safeguarding/child protection policy that is:

- in accordance with Local Authority guidance locally agreed interagency procedures
- inclusive of services that extend beyond the school day
- 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

This model Safeguarding Policy is made available by the Vale of Glamorgan Directorate of Learning and Skills to support the development of safeguarding policies in all areas of the Directorate.

The model policy is based upon the model child protection policy provided in Welsh Government guidance document no: 265/2020 of *Keeping learners safe*.

Please note that the term school is used throughout this model safeguarding policy. However, the document is intended for use by all settings within the Directorate of Learning and Skills and therefore will need to be amended accordingly for use by libraries and Adult Community Learning.

Similarly, the model policy refers extensively to safeguarding/child protection, children and pupils and will need to be amended for use in adult settings.

The model policy can be adapted by individual institutions by the addition of an organisational logo and additional content relevant to the setting.

The model policy exists within the legislative and governance frameworks for safeguarding in Wales, including:

- Section 175 of the Education Act 2002
- Common law duty of care
- Children Act 1989
- Children Act 2004
- The Equality Act 2010
- The Social Services and Well-being (Wales) Act 2014
- Safeguarding Children: Working Together Under the Children Act 2004
- Wales Safeguarding Procedures
- The Children's Rights Framework
- The United Nations Convention on the Rights of the Child (UNCRC)
- The Rights of Children and Young Persons (Wales) Measure 2011
- The Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015



- Regional Safeguarding Board
- Child Practice Reviews: multi-agency professional forums
- Counter-Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003
- European Convention on Human Rights

**NB. A safeguarding policy must reflect new and emerging legislation and guidance**

#### Advice / Guidance

The below sections are aimed to provide additional advice & guidance on specific safeguarding topics. The decision to include them as a heading within your school safeguarding policy, as a stand-alone policy or as additional advice & guidance documents for staff will be particular to each school.

#### Child collection & release from school (for Primary school consideration)

There is no requirement to have a pupil collection policy in place, but it could help formalise the schools procedures and expectations of staff and parents.

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

- 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. Make these clear in your collection policy.
- 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 your 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



Physical Intervention.zip

## 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.



Suicide and Self-harm.zip

## Social Networking and On-line safety policy



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, this 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**



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. The below policy is a suggested wording and will need to be personalised and adapted for each school.



Visitors Policy  
2022.doc

## 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 \(south-wales.police.uk\)](https://www.south-wales.police.uk/~/media/police/protecting-the-public/counter-terrorism/prevent/partners-referral-form.ashx)

[All Wales Prevent Partners Referral Form - Welsh \(south-wales.police.uk\)](https://www.south-wales.police.uk/~/media/police/protecting-the-public/counter-terrorism/prevent/partners-referral-form-welsh.ashx)

## 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.



### Looked After Children

The school's policy on Children Looked After (CLA) should be set out in a separate document in consultation with Education Directorate's Looked After Co-ordinator.



Looked After Children.zip

Children can become looked after by agreement with parents or by order of a court. Most children in care are safe from harm and do well, however for some there are particular risks. For children who are in the care of the local authority, all LA officers have parental responsibility (PR) . For children on a full care order, it is the child's social worker who has full PR. For children on an interim care order or placed with parent order, the local authority shares parental responsibility (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 additional learning needs

#### 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) that reflects the voice of the child and has a multi-agency approach that seeks to meet social, emotional, and academic needs is in place.
- Listen to the child's voice and act upon it.
- Work collaboratively with other agencies.
- Report any concerns to the designed safeguarding lead and follow your safeguarding procedures.
- Ensure strong communication with designated teachers to identify looked-after children who are absent without authorisation and enable a swift and effective response to this.
- Ensure frequent contact between, carers, school and social workers and all professionals working with the looked after children are operating in a coherent way, placing a high priority on school attendance, wellbeing, and achievement.
- Ensure robust Information sharing with the child's social worker and looked after children's education coordinator (LACE) are informed swiftly if there are any concerns about attendance or behaviour

Take action and keep taking action until you know they're 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 (SERAFF) 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.



## **Policy - Safeguarding**

This is to confirm that the Governing Body of

**Cogan Primary School  
Ysgol Gynradd Cogan**

has accepted the attached policy at the Governing Body meeting held on

Updated February 2026

Signed: K John

Mrs P Salt

**Chair of Governing Body**

**Safeguarding Governor**

Date: 04/02/26