



Polisi Diogelu ac Amddiffyn Plant

2025-2026

Safeguarding and Child Protection Policy

# Ysgol Gymraeg Casnewydd

## Safeguarding and Child Protection Policy

### Introduction

Ysgol Gymraeg Casnewydd fully recognises the contribution it makes to Safeguarding and Child Protection.

There are three main elements to our policy: -

- A. **Prevention** through the teaching and pastoral support offered to pupils;
- B. **Procedures** for identifying and reporting cases, or suspected cases of abuse. (because of our day to day contact with children, school staff are well placed to observe the outward signs of abuse); and
- C. **Support** to those pupils who may have been abused.

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

### A: Prevention

This school recognises that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children at our school.

The school will therefore: -

- ❖ Establish and maintain an ethos where children feel secure and are encouraged to talk and share their concerns and will be listened to;
- ❖ Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them or their siblings or friends.
- ❖ Include in the curriculum, activities and opportunities for personal and social education which equip children with the skills they need to stay safe from abuse and to know that they can turn to staff for help; and
- ❖ 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 approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

### B: Procedures

At this school we will follow the Wales Safeguarding Procedures for Children and Adults at risk of abuse and neglect (2019) along with 'Keeping Learners Safe' guidance 265/2020. We are also compliant with the Local Authority's overarching corporate "Safeguarding People" suite of safeguarding documents and other guidance and protocols that have been endorsed and agreed by the Safeguarding Board.

The school will: -

- ❖ Ensure it has a named Designated Safeguarding Person (DSP) member of staff for child protection, who has undertaken the appropriate training in line with agreed national and local requirements. This school will also nominate a named deputy who will be the central contact in times when the designated person is absent. In the unlikely event that both are absent or unavailable the most senior person will act as contact point for other staff.
- ❖ Recognise the role of the DSP and arrange support and training. The school will look to the Safeguarding Board and in particular the Authority's Education Safeguarding Officer for guidance and support in assisting the school's DSP.
- ❖ 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
  - understand the role online behaviours may have in each of the above
- ❖ Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor knows: -
  1. The name and contact details of both the DSP and deputy DSP; the LA's point of contact and designated Governor for Safeguarding
  2. That they have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board;
  3. How to take forward those concerns when the DSP is unavailable;
  4. Ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose abuse or neglect
  5. Ensure that members of staff who are EWC registrants are aware of the Code of Professional Conduct and Practice for registrants with the Education Workforce Council (see [Code of professional conduct and practice](#)) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content
  6. Ensure that parents/carers understand the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school handbook
  7. That it is the DSP and/or their deputy who have the responsibility for making child protection referrals by completing the agreed Duty to Report form.
  8. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school.
- ❖ 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
  - 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 cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences and core groups and the submission of written reports to the conferences
- ❖ Keep written 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
- ❖ Ensure all records are kept secure and in locked locations
- ❖ Adhere to the procedures set out in the Welsh Government's Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies (see [Gov.wales/disciplinary-and-dismissal-procedures-school-staff](#))
- ❖ Ensure that safe recruitment and selection procedures are made in accordance with Welsh Government's Keeping Learners Safe Guidance alongside NCC guidance.
- ❖ Designate a governor for safeguarding who will oversee the school's child protection policy and practice. This governor will feed back to the Governing Body on child protection matters as and when required, and will be required to write an annual report to the Governing Body on the school's child protection activities, based on the information in the annual safeguarding self-evaluation. The Safeguarding toolkit (Keeping Learners Safe) is the recommended format.

## **C: Supporting those at risk**

At Ysgol Gymraeg Casnewydd we recognise that children who are at risk, suffer abuse or witness violence, are often affected by these in adverse ways, some may be deeply troubled by these events.

Ysgol Gymraeg Casnewydd may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school, their behaviour may be challenging or they may be withdrawn. We will endeavour to be patient and supportive to the children at risk.

### **The school will endeavour to support the learner through: -**

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

- The school's behaviour policy, which is aimed at supporting vulnerable pupils in the school.
- All staff agreeing a consistent approach which focuses on the behavioural outcome of the child, but does not damage the pupil's sense of self-worth.
- Endeavouring to ensure that the pupil knows that some behaviour is unacceptable, (Shared with parents/carers via school brochures and other points of communication) but that each individual is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and advocacy services; and
- Keeping records and notifying the local authority if there is a recurrence of a concern. When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately (Using the procedure outlined in appendix D, Safeguarding File – Transfer of Records). The DSP will be central to this process, and if not already done, will inform Children's Services of the move.

**The following policies should also be read in conjunction with the Child Protection Policy (See also Appendix B)**

- **Behaviour**

Ysgol Gymraeg Casnewydd has a **Behaviour Policy** which clearly states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body.

- **Anti-Bullying**

The school's policy on **Anti-Bullying** has been set out in the school's behaviour policy.

- **Physical Intervention**

The school's policy on **physical intervention** (Team Teach) has been set out in the policy. Please refer to this policy which can be viewed on our school website. It is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and Effective intervention – use of reasonable force and searching for weapons 097/2013.

- **Online Safety**

The school's policy on Online Safety has been set out in this policy, which can be viewed on our website.

- **Children with Additional Learning Needs (ALN)**

This school recognises that statistically, children and young people with emotional and 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. Please refer to the school's ALN policy which can be viewed on our website.

- **Children who enter the Looked after System**

This school recognises that children who enter the Looked after System are often the most vulnerable and needy. Advice and guidance can be sought from the Local Authority's Looked After Children's Education Coordinators. Please also refer to the school's 'CLA' policy.

**Other Procedures being followed by the school are:**

**1. Operation Encompass**

Operation Encompass is a police and education early information sharing partnership, enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with the school's safeguarding lead prior to the start of the next school day after officers have attended a domestic abuse incident. This enables appropriate support to be put in place, dependent upon the needs and wishes of the child.

Children experiencing domestic abuse are negatively impacted by this exposure; domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling immediate support for the child.

**2. Transfer of records**

Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of child protection records through the use of the Safeguarding File – Transfer of records proforma (See Appendix C).

### **3. Community Cohesion – Preventing Extremism:**

The school is aware of its responsibilities (under Section 26 of the Counter Terrorism and Security Act 2015 and the Prevent Duty Guidance) to safeguard pupils at risk of radicalisation. The school does this by:

- Providing a safe environment for pupils to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology.
- Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism.
- Knowing how to complete a Channel referral and how to seek support for the child/young person
- Ensuring all staff receive appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideas, as well as an understanding of local risks and vulnerabilities.
- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering.
- Following the school's safeguarding procedures when any concerns about a child or young person who is at risk of radicalisation are reported.

### **4. Children Missing from Education**

The school will follow the local authority guidance where there are concerns that a child is missing from education and cannot be located. The school's EWO will be contacted when there are concerns that a child is missing from education.

### **5. Mandatory reporting of FGM**

The school is aware of its duty to report known cases of FGM to the police (section 74 of the Serious Crime Act 2015) and Children's Services. Where staff suspect FGM may have been carried out, or think a girl may be at risk, then the school will follow existing safeguarding procedures in these cases.

### **6. Domestic Abuse and Gender-based violence**

This relates to: physical, sexual, psychological, emotional or financial abuse where the victim lives with or is related to the abuser. Men, women and children can be victims. Children in families where there is domestic abuse are at risk of being harmed.

Gender based violence – is violence or threats of violence that comes from beliefs or customs relating to gender.

Sexual violence – included exploitation, harassment or threats of a sexual nature.

There are often links between domestic abuse and child abuse. Where schools know or suspect there is domestic abuse in the home then the DSP for Child Protection should take appropriate action.

### **7. Safer Recruitment:**

In accordance with WG guidance ('Keeping Learners Safe', Chapter 5, Safer Recruitment Practice), this school will follow the HR management processes, which include a criminal record check and barred list check from Disclosure and Barring Services (DBS).

All members of staff, volunteers and governors will be required to hold an up to date DBS disclosure certificate, where applicable, in line with DBS regulations. Further guidance on this can be obtained from Human Resources. The school will maintain a record of all staff DBS disclosure dates and ensure that renewals are timely in accordance with HR policies.

The Headteacher retains responsibility for ensuring that all persons attending school site are appropriately risk assessed in circumstances where current DBS disclosures are unavailable.

### **8. Training**

The school will ensure that the designated senior person and deputy will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development.

All staff will receive regular safeguarding updates during the year as appropriate from the DSP, but will receive specific awareness raising training within a 2-3-year period.

It is recommended that the governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more targeted training.

Training Received:

The last Level 1 CP Training for Staff was carried out Autumn term 2024

Refresher training was delivered by DSP for all staff using new training materials 10.9.25

The last Level 2 CP Training for DSP and Deputy DSP was September 2023, June & October 2024 and April 2023 respectively

All staff completed the Safeguarding Involves Us All Training in September 2025

## Key Guidance for Staff

### A. What to do if a child tells you they have been abused by a member of staff or any adult working with children (see APPENDIX D):

If an allegation of abuse is made against a member of staff or any adult working with children, this must be reported to the **Headteacher** who will refer to the authority's guidance. The staff can also find guidance in raising concerns via the Newport City Council Whistle Blowing Policy and Procedures these can be accessed by contacting the Civic Centre (01633 656 656) and asking to speak to Human Resources Department. You can remain anonymous in raising concerns.

If the concern is about the Headteacher this must be reported to the **Chair of Governors**. If in doubt you can contact the Authority's Education Safeguarding Officer for guidance and advice or the Children's Services Duty and Assessment Team (see contact details below).

### B. What to do if a child tells you they have been abused by someone other than a member of staff:

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

- Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child;
- You must report orally to the school's **Designated Safeguarding Person for Child Protection or their Deputy** in their absence immediately to inform them of what has been disclosed. In the unlikelyhood of both being absent seek out the most senior person in the school;
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's designated person for child protection. The note, which should be clear in its use of terminology, should record the time, date, place, and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed and as it being the initial contact, an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;
- Do not give undertakings of absolute confidentiality. (see note following this section for more details). You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the designated person. Often what is initially shared is the tip of an iceberg;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans. You can ask the designated person for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know basis, but whatever is shared is strictly confidential and not for general consumption with others.
- The decision as to whether to report the concern to Children's Services rests with the DSP. However, any practitioner can make a report to Children's Services if they feel this is necessary. You may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing a care and

support plan. You can ask the DSP for an update on any referrals, but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is strictly confidential and not for sharing with others.

C. What to do if you have safeguarding concerns about a child but there is no direct disclosure of abuse. All safeguarding concerns must be passed on to the DSP who can advise on any action/support needed.

Actions may include:

- talking to the child about your concerns (all questions should be open questions) and offering support
- talking to parents/carers about your concerns
- offering school-based support/independent counselling
- seeking consent for a referral to early intervention services (Families First)
- making a multi-agency referral to Children's Services.

### **Confidentiality**

The school and staff are fully aware of confidentiality issues if a child divulges that they are or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, all staff at Ysgol Gymraeg Casnewydd have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

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

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

**The designated person** for child protection at this school is: -

**Mr Spencer Jones**

**The deputy designated** persons for child protection at this school are: -

**Mrs Rhian Evans (Deputy Headteacher), Miss Catrin Leyshon (ALNCo), Miss Beth Melhuish-Thomas (Pennaeth Cynorthwyol)**

**The nominated governor** for child protection at this school is: -

**Mrs Jane Marshall**

**The Authority's Education Safeguarding Officer** is: -

**Nicola Davies** (Thursday / Friday)                      Sarah Todd (Monday to Wednesday)  
Email- [Nic.Davies@newport.gov.uk](mailto:Nic.Davies@newport.gov.uk)                      [sarahl.todd@newport.gov.uk](mailto:sarahl.todd@newport.gov.uk)

**Social Services** can be contacted as follows: -

Duty and Assessment Team

Contact Centre: 01633 656656

Out of Hours Duty Team 08003284432

When making a referral (Multi Agency Referral Forms or MARFs), it needs to be e-mailed to [children.duty@newport.gov.uk](mailto:children.duty@newport.gov.uk) and copied to education safeguarding: [education.safeguarding@newport.gov.uk](mailto:education.safeguarding@newport.gov.uk)

## Forms of Abuse (P.E.N.S)

### 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.

### 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.

### 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.

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](#)

### 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.

### 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.

## Associated Policies, Guidance and Advice

### [Wales Safeguarding Procedures for Children and Adults at risk of abuse and harm \(2019\)](#)

Keeping Learners Safe 2020: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 <https://gov.wales/keeping-learners-safe>

Safeguarding in Education: handling allegations of abuse against teachers and other staff <https://gov.wales/handling-allegations-abuse-against-teachers-and-staff>

Safeguarding Allegations/Concerns About Practitioners and Those in a Position of Trust Protocol (March 2020). <https://www.gwentsafeguarding.org.uk/Documents-en/Adults/Protocols-and-Procedures/Regional-Documents/Safeguarding-AllegationsConcerns-about-Practitioners-and-those-in-a-Position-of-Trust-Protocol.pdf>

Disciplinary and dismissal procedures for school staff <https://gov.wales/disciplinary-and-dismissal-procedures-school-staff>

Procedures for Whistle blowing in Schools and Model policy- Welsh Assembly Government circular 036/2007 <http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>

[Peer sexual abuse, exploitation and harmful sexual behaviour](#): How to prevent and respond to peer sexual abuse, exploitation and harmful sexual behaviour, including digital abuse and exploitation. <https://gov.wales/peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour>

[Female genital mutilation](#): Letter to schools about helping to stop female genital mutilation and how to help girls at risk. <https://gov.wales/female-genital-mutilation>

Safe and effective intervention: Use of reasonable force and searching for weapons <https://gov.wales/safe-and-effective-intervention-guidance-schools-and-local-authorities>

Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales <http://gov.wales/docs/dsjlg/publications/commsafety/151020-whole-education-approach-good-practice-guide-en.pdf>

Children Missing from Education WG circular 002/2017 (replaces circular 006/2010) <http://learning.gov.wales/docs/learningwales/publications/170323-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf>

Guidance for schools on the causes of violent extremism and preventative measures <https://gov.wales/respect-and-resilience-developing-community-cohesion>

[Respect and resilience: self-assessment tool for schools](#)'. Use this form to check you are following best practice in providing a safe learning community. <https://gov.wales/respect-and-resilience-self-assessment-tool-school>

Channel Guidance: <https://www.gov.uk/government/publications/channel-guidance>

Prevent Duty Guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>

### **Other relevant legislation:**

The Children Act 2004 The Education Act 2002 The Education Act 2011

The Human Rights Act 1998 The Data Protection Act 1998 The Children Act 1989

Social Services and Well-being (Wales) Act 2014

## Transfer of pupil safeguarding records

### PART 1: To be completed by sending school

- When you know that a child on the CP register (or where there are safeguarding concerns) is moving schools contact the DSP at the receiving school within 2 days of the child leaving your school to share information.
- Please ensure that the safeguarding file is passed to the Designated Senior Person at the receiving school **using a secure method of delivery** with Part 1 of this form completed. It should be marked as 'confidential for the attention of the DSP only'.
- The file should be transferred within 10 working days
- You are advised to keep a copy of this form for your own records.

NAME OF CHILD	
DOB:	
NAME OF SCHOOL SENDING SAFEGUARDING FILE:	
ADDRESS OF SENDING SCHOOL:	
DATE FILE SENT:	
NAME OF DESIGNATED SENIOR PERSON (DSP)FOR SAFEGUARDING:	
METHOD OF DELIVERY:	
SIGNATURE:	

### PART 2: To be completed by receiving school

- Please complete and return this form to the DSP listed in Part 1 above.
- If you choose to return this form electronically, please ensure this is completed securely.
- You are advised to keep a copy of this form for your own reference.
- The safeguarding file should be stored securely, and away from the main pupil file.

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS:	
DATE RECEIVED:	
NAME OF DESIGNATED SENIOR PERSON (DSP) RECEIVING FILE:	
IS THE FILE INTACT ON RECEIPT?	
SIGNATURE	

# PROFESSIONAL ALLEGATIONS/CONCERNS

This Flowchart should be used as a brief checklist of procedure for allegations/concerns against a professional in school. Detailed procedures are outlined in All Wales Child Protection Procedures 2008, Section 4. Also refer to Safeguarding Children In Education: Handling Allegations of abuse against teachers and other staff 009/2014

