St. Mary's Catholic Primary School

Love, Grow, Believe, Achieve!

Child Protection Policy 2025-26

KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED SENIOR PERSON FOR CHILD PROTECTION (DSP)
NAME: Claire Russell (headteacher)
CONTACT NUMBER: 02920 225680

DEPUTY DSP
NAME: Siobhan Richards
CONTACT NUMBER: 02920 225680

NOMINATED GOVERNOR FOR CHILD PROTECTION
NAME: Helen Lewis
CONTACT: helen.lewis32@hotmail.co.uk

CHAIR OF GOVERNORS

NAME: Robert Free
CONTACT: familyfree@aol.com

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

REFERRAL TO CHILDREN'S SERVICES AT CARDIFF FAMILY ADVICE, SUPPORT AND PROTECTION HUB (FASPH)

Where schools have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours telephone: **030 00133 133**

For cases that are open to Children Services and have an allocated social worker telephone **029 20 536400**

To make **URGENT** referrals **OUT OF OFFICE HOURS** telephone **029 20788 570**

POLICE (CHILD PROTECTION): 101 or in an emergency 999

The **EDUCATION SAFEGUARDING TEAM** is able to provide advice and support.

CONTACT EMAIL: educationsafeguarding@cardiff.gov.uk

Lynda Gallagher, Designated Officer for Safeguarding (DOS)

CONTACT NUMBER: 07778574107

Samantha Dickens – Principal Social Worker for Professional Concerns Team

Samantha.dickens2@cardiff.gov.uk

Enquiries/referrals in relation to Safeguarding concerns about practitioners or persons in position of trust should be sent to

professionalstrategy.meetings@cardiff.gov.uk meeting – central mail box

Cardiff Council Prevent Contacts

Stephanie Kendrick-Doyle - Prevent Co-ordinator
Stephanie.Kendrick-Doyle@cardiff.gov.uk/
07779961266

Tom Noaks - Prevent Education Officer
Thomas.noaks3@cardiff.gov.uk
07843 381892

Nicola Winstanley - Prevent Project Manager
Nicola.Winstanley@cardiff.gov.uk
07977 061760

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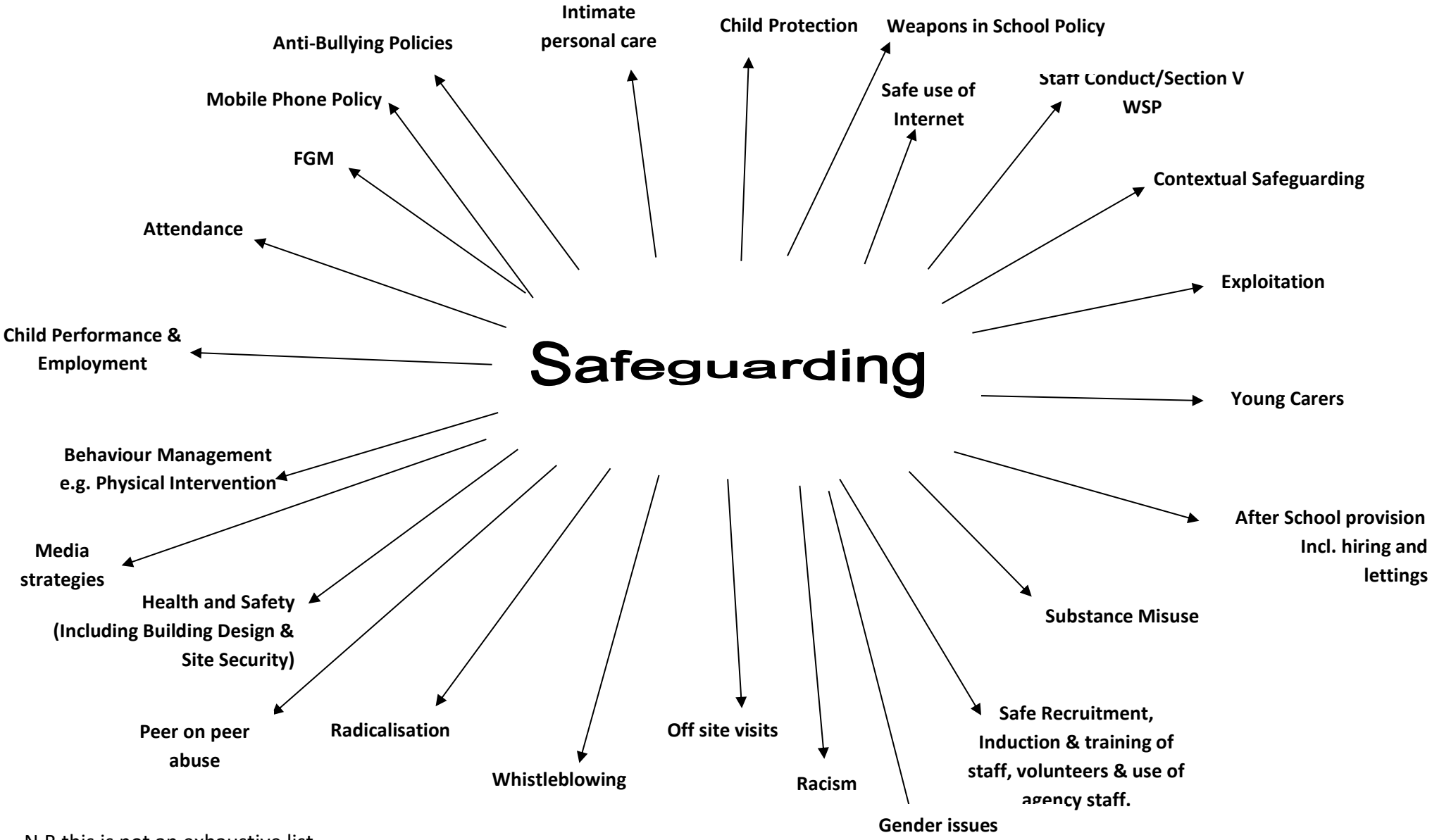


N.B this is not an exhaustive list

Cardiff Council Education Safeguarding

This guidance has been produced to assist schools to write their own specific child protection policy and to take forward and adopt the best practice guidance procedures within the school setting.

Best Practice Guidance – Child Protection Policy for School

Introduction

"We all share a responsibility for safeguarding and promoting the welfare of children and young people, whether as a parent or family member, a friend or neighbour, an employer or as a paid or volunteer worker. All members of the community can help to safeguard and promote the welfare of children and young people and should act to do so if they have concerns about a child's welfare".
*Safeguarding Children: Working Together under the Children Act (*2004)

Safeguarding and protecting is everybody's responsibility.
Welsh Safeguarding Procedures 2019 for Children at risk of Abuse and Neglect (2019)

- The School acknowledges the importance of its role in the wellbeing and safety of young people, and this ethos is promoted throughout the school.
- The School is committed to ensuring the safety and protection of all children and will take action to safeguard their wellbeing.
- The School will work with multi-disciplinary partners within the statutory framework established by:
    - Wales Safeguarding Procedures
    - Safeguarding Children: Working Together Under the Children Act 2004 Section 28
    - Education Act 2002 Section 175 – Schools have a statutory duty to ensure arrangements are in place to safeguard and promote the welfare of children.
    - Section 5 of the WSP Safeguarding Allegations/concerns about practitioners and those in positions of trust.
    - Welsh Government Guidance 0900/2014 Handling Allegations Against Teachers & Staff – under review.
    - Keeping Learners Safe New Guidance 275/2021
    - The Counter – Terrorism and Security Act 2015
    - Social Services and Well-being (Wales) Act 2014 – duty to report
    - Cardiff and Vale Regional Safeguarding Board
    - Welsh Government Guidance for Governing Bodies on the Disciplinary and Dismissal Procedures for School Staff (revised 2020 replaces 2013)

The child protection policy applies to all staff including supply staff and volunteers, community education staff and governors, teaching assistants, mid-day supervisors, supply staff, administrative and support staff; all staff as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact the school or governors.

The policy will be reviewed annually taking into account feedback from Governing Bodies and Schools and any new policy documentation or guidance.

Aim

The school aims to provide an environment in which children and young people feel safe, secure, valued, and respected, and feel confident; that children know how to approach adults if they are in difficulties knowing they will be listened to.

There are 4 main elements to our policy in implementing the above aim:

1. **Prevention** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school safe environment where children know who to approach with any concerns about their welfare.
2. **Procedures** for identifying and reporting concerns about the welfare of a child.
3. **Support To Pupils** who have/ may have been abused.
4. **Preventing Unsuitable People Working with Children** through robust vetting and recruitment processes.

Prevention

The school recognises that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to.

- Ensure children know that there are adults in the school whom they can approach if they have concerns about their wellbeing, are worried or in difficulty.

- Include in the curriculum activities and opportunities for Personal, Social and Education (PSE) which equip children with the skills they need to stay safe from abuse and provide information about who to turn to for help.

- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life particularly with regard to child care, healthy relationships and parenting skills.

- Establish effective working relationships with parents and colleagues from partner agencies.

Procedures

This policy has been reviewed in line with the Wales Safeguarding Procedures.

Roles and Responsibilities

Child Protection is everybody's business; however, staff within the school will have specific responsibilities' which are outlined below.

- It is the role of the **Designated Senior Person for Child Protection (DSP)** to ensure that all of the child protection procedures are followed within the school, and to make appropriate and timely referrals in accordance with Child Protection and school procedures.

- If for any reason the **DSP** is unavailable, a **Deputy DSP** is identified who will act in their absence. Alternative arrangements for appropriate cover will also be made if the **DSP** and **Deputy** are unavailable.
- It is the role of the **DSP** to ensure all staff employed, including temporary staff, agency staff and volunteers within the school, are aware of the school's internal procedures, for advice, support, and guidance.
- The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment and best practice.
- The role of the Nominated Governor for Child Protection is to ensure that the school has an effective Child Protection policy, to support the school develop and implement the policy; the Governing Body has a key role as critical friend in understanding and challenging the safeguarding arrangements within the school.
- The **DSP/Headteacher** and Governing Body should review and update the policy and procedures annually.
- The **DSP/Headteacher** should ensure that Child Protection training is undertaken by all staff, volunteers, and governors annually.
- Ensure parents are aware of the child protection policy and understand the school's duty to report Child Protection concerns to Children's Services.
- Where children leave the school ensure that any child protection information is shared with the receiving school. Child protection files are copied, and the copies are securely and separately sent to the new establishment as soon as possible (the original being retained securely in school).
- Whilst waiting for information to arrive the **DSP** is to have a telephone conversation with the DSP at any previous establishment to discuss any immediate concerns.

Schools Governing Body

The Schools Governing Body is responsible for the following:

- The School has an effective child protection policy and procedures in place that is in accordance with local authority guidance and locally agreed interagency procedures.
- The School's child protection policy and 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.
- Ensure the school operates safe recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that all appropriate checks are carried out for new staff and volunteers who will work with children, including relevant DBS checks.
- Ensure that the head teacher and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for child protection effectively and is kept up-to date by refresher training.

- Give clear guidance to temporary staff and volunteers providing cover during absences and who will be working with children and young people on the school's arrangements for child protection and their responsibilities.

- Ensure that the governing body addresses any identified learning regarding child protection arrangements in line with its reviewing and monitoring responsibility, and any issues that are brought to its attention.

- The governing body to ensure that the **Designated Senior Person (DSP**), Designated Governor for Child Protection and the Chair of Governors undertake and maintain relevant safeguarding training as agreed by the Regional Safeguarding Board.

Representatives from the Education Safeguarding Team (educationsafeguarding@cardiff.gov.uk) are available to offer advice, support and training to the school's DSP and Governing Body.

Training

All staff, including teachers, teaching assistants, midday supervisors, caretakers, volunteers, admin staff, kitchen staff and Governors in the school must complete Corporate Safeguarding eLearning training (accessed via the Academy) and Child Protection Awareness Raising Level 2 Training, delivered by the DSP on an annual basis.

Child Protection training enables staff to:

- Understand the Safeguarding Agenda for schools and where Child Protection fits in it.

- Understand key roles and responsibilities including who to report to in school and where safeguarding concerns are recorded.

- Recognise signs and symptoms of abuse.

- Know how to respond to a disclosure of abuse and how to make a referral.

- Raise concerns about practitioners and persons in a position of trust.

The school operates a robust induction process for all new staff, supply and temporary staff and volunteers to ensure they understand their responsibilities for child protection including their duty to report. These individuals must attend training and receive a copy of the presentation and child protection policy. They must sign and date the school training form to state they have attended training and have read the policy.

The nominated DSP and Deputy DSP must also attend the Council's DSP training prior to undertaking this role and undertake DSP refresher training every three years. In addition, the DSP should consider specialist training *e.g. Team Teach, WRAP training* (this is not an exhaustive list). A record of all staff training must be held by the school.

Following this training the designated staff member should meet any further training standards outlined by Cardiff Council.

The DSP status is outlined in Welsh Government Statutory Guidance Keeping Learners Safe.

Recognising Child Abuse

Teachers and other adults in schools are particularly well placed to detect signs of child abuse and neglect. It is important, therefore, that any case of suspected abuse or neglect is taken seriously and that there is a clear system of communication within school and with relevant partner agencies.

The Wales Safeguarding Procedures identify five categories of abuse:

- Physical Abuse
- Emotional/Psychological Abuse
- Sexual Abuse
- Financial Abuse
- Neglect

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:

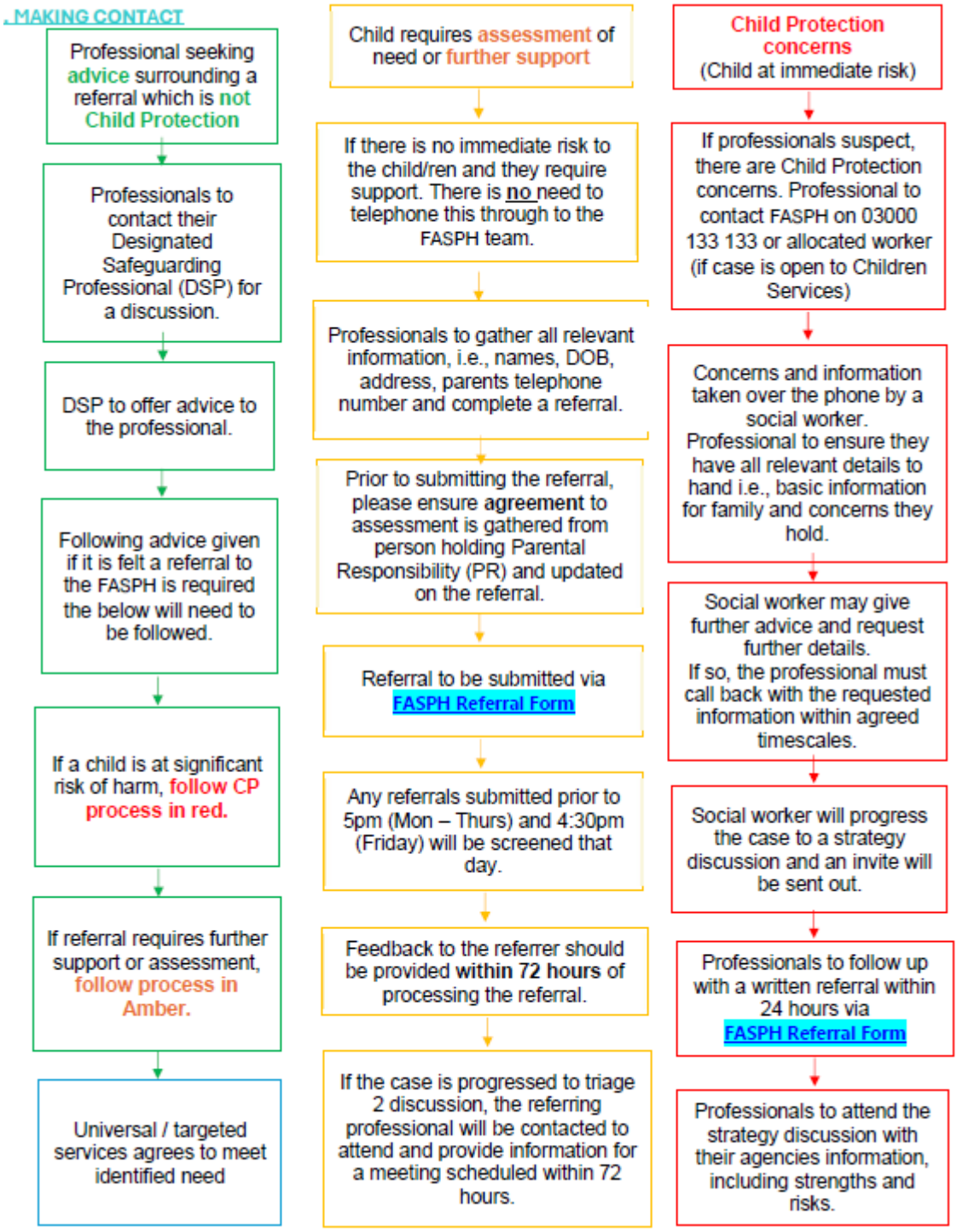
- Criminal exploitation such as county lines (CCE)
  https://www.safeguarding.wales/chi/c6/c6.p1.html
- Child sexual exploitation
  https://www.safeguarding.wales/chi/c6/c6.p10.html
- Radicalisation and Online Abuse
  https://www.safeguarding.wales/chi/c6/c6.p6.html
- Female Genital Mutilation
  https://www.safeguarding.wales/chi/c6/c6.p2.html
- Modern Slavery and Trafficking
  https://www.safeguarding.wales/chi/c6/c6.p3.html
- Honour Based Abuse
  Social care Wales (safeguarding.wales)

Taking action and making a Referral

Abuse or the suspicion of abuse may come to your attention as a result of:

- A disclosure (written or verbal)
- Observation of bruises/burns etc. for which the explanation given is not plausible.
- Another pupil/parent may give you information.
- You may observe changes in behaviour that worry you.
- You may instinctively feel something is wrong.
- There are neglect issues, as outlined in the section above.

Where a member of staff has concerns about the safety or wellbeing of a child, they should **immediately** report their concerns to the DSP (or deputy DSP), who will appropriately consider the concern and what actions, if any, should be taken.



The DSP can contact the Professional Advice Line (PAL) 03000 133 133 if you are unsure whether a referral is required, to discuss signposting or what other support may be provided by wider agencies.

- The DSP should be immediately notified of all referrals made by staff to the Cardiff FASPH during his/her absence.

- If there are concerns of a Child Protection nature and the child is **about to leave the school premises** the Headteacher/DSP must be informed. The Headteacher/DSP, in consultation with the Cardiff FASPH, will decide on the next step to be taken.

- It is important that staff follow up with the DSP what action, if any, has been taken following a disclosure or concern. Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff is confidential and must not be shared. If the member of staff has continued concerns, then the Headteacher should be notified or Chair of Governors if the Headteacher is the DSP. The member of staff may also report their concerns to Cardiff FASPH or the Education Safeguarding Team.

- If the individual reporting the concern disagrees with the DSP's decision that a referral is not necessary, they must make the referral directly to the Cardiff FASPH and inform the DSP of this. Advice and support can be sought from the Education Safeguarding Team as required.

<u>This school recognises it has a duty to report child protection concerns and not to investigate.</u>

If a child in school has an injury and there is reason to believe that it has been caused by abuse or neglect, the following action should be taken.

- If the injury is serious and warrants urgent medical attention, the child should be taken to the Accident & Emergency Department. In an emergency the 999 service should be used.

- Cardiff FASPH must be informed of this course of action **IMMEDIATELY** as they may wish to make arrangements for the child to be examined by a Paediatrician on arrival at Hospital. It should be made clear that it is a case of suspected child abuse or neglect.

- In cases where there is reasonable cause to believe that the injury or abuse is caused by the parent or carer, all staff must remember that the interests of the child are paramount and should, therefore, discuss their concerns with the Cardiff FASPH team or Police who will make the decision as to when the parents/carers will be notified.

<u>Dealing With Disclosures</u>

What to do if a child tells you that they are being harmed

Children who experience abuse may seek to 'tell' in school, often because this is a place where they feel safe, secure, and listened to.

- Take time to listen to the child, this will show you are taking their concerns or allegations seriously.

- Never make the promise that you will keep what is said confidential or secret – reassure them and explain your duty to report such concerns and what will happen next

If a child chooses to disclose harm to a staff member it must be remembered that the school role is to recognise and refer the abuse, not to investigate. However, this does not mean that the staff member receiving the concern cannot fact find

In some instances, a disclosure of harm or injury is clear, and no further questions need to be asked in order to recognise the abuse and make an appropriate referral.

Where a child is felt to be making a possible disclosure or has a suspicious injury it would be justified for staff to ask enough questions of the child in order to clarify whether there is a child protection concern. These should be open and non-leading. Do not speculate or proffer an alternative explanation.

You may wish to use the acronym 'TED' as a good tool to encourage the child to 'Tell', 'Explain' and 'Describe' the concern.

''Tell me about…''

"Explain that to me…''

''Describe to me…"

If it is necessary to clarify any further, staff should keep to open questions such as **What? When? Who? How? Where?** (Please refer to **Unlawful Chastisement** guidance for further information). It is important to remember that questions should only be asked to help clarify whether the child is at risk of harm. Once clarification is achieved, no further questions should be asked.

- Do not interrupt when the child is recalling events and do not make the child repeat themselves.

- As soon as possible after the disclosure record in writing what was said. Be as accurate as possible, using the child's own words and language e.g. Welsh, Czech, Urdu etc. Include in your record the time and date of the disclosure, and whether anyone else was present. Make a note of the child's demeanour (be specific about how the child is behaving/reacting e.g. crying as opposed to just saying upset). Make a note of any action taken following the disclosure.

- Immediately inform the DSP and do not tell other adults or young people what you have been told.

- The DSP will store the Record of Concern safely and confidentially.

- As soon as possible (and certainly the same day) the DSP must refer the matter to the Cardiff FASPH. Follow their advice about what to do next. Staff should always keep in mind their role is to assist the Police and Children's Services and NOT to undertake their own investigations unless directed to do so.

- If DSP is unable to get in contact with FASPH through the landline, they **must** email CSMASH@cardiff.gov.uk

- Do not worry that you might be mistaken; you have a duty to report your concerns following disclosure of abuse or neglect. Never think abuse is impossible in your organisation or group, or that an accusation against someone you know well, and trust is bound to be wrong.

It is important that you:

DO	DO NOT
• **Keep an open mind.** • **Reassure the child that they have a right to tell.** • **Listen carefully.** • **Work at the child's pace.** • **Ask only open questions – if you must ask them, clarify the facts, don't interrogate.** • **Explain what you need to do next.** • **Record accurately and quickly using the child's words.** • **Pass on to DSP same day.**	• **Promise to keep secret what they are telling you.** • **Interrupt** • **Interrogate/investigate.** • **Assume e.g. this child tells lies** • **Make suggestions about what is being said.** • **Speculate or accuse anyone.** • **Show anger, shock etc.…** • **Tell the child to go and speak to someone else.** • **Forget to record accurately and/or pass on to DSP.** • **Confront alleged abuser.**

Attendance at Child Protection Conferences & Core Groups

It is the responsibility of the DSP to ensure that the school is represented at any Child Protection Conference for children on their school roll or previously known to them.

The DSP or Deputy should be fully briefed on any issues or concerns the school has and must present their report during the meeting and be prepared to make decisions on registration at the end of the conference. Reports to be sent to conference chair/co-ordinator three days prior to the conference. The contents of the report should also be shared with the parents ahead of the conference and where appropriate, the child/ren concerned.

When a child is placed on the Child Protection Register and is, therefore, subject to a Child Protection Plan, it is the DSP's responsibility to ensure that the child is monitored regarding their school attendance and wellbeing and that the Child Protection Plan is progressing as a member of the core group.

School will always be part of the Core Group if child is of school age. DSP should ensure that the school is represented at these meetings; that there is a record of attendance and issues discussed. Any representative of the core group can take on the Chair role if nominated to do so. It will be the chair's responsibility to ensure the distribution of minutes are sent to all core group members.

All concerns about the Child Protection Plan and/or the child's wellbeing should be discussed and recorded at the core group meeting. Where there are concerns that the child is at further risk of

significant harm, the DSP must inform the child's social worker **immediately** and then record that they have done so, and the actions agreed.

The school will notify Children's Services if:

- a pupil on the Child Protection Register is excluded whether for a fixed term or permanent exclusion; and
- there is an unexplained absence of a pupil on the Child Protection Register of more than two days duration from school (or one day following a weekend)
- if there is concern that children subject to Child Protection Plan go missing

If a school is concerned about case drift for a child on the Child Protection Register, they should speak to the social worker/ team manager in the first instance. If concerns continue, escalate to the conference chair.

Record Keeping

Any member of staff receiving a disclosure of abuse or neglect from a child/young person or noticing signs or symptoms of possible abuse or neglect in a child/young person should record those disclosures or observations as soon as possible using the school's recording system.

It is very important also to keep this record safely and confidentially.

Document 1 is a Record of Concern template for reference that maybe used.

- Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. This should be signed and dated and given to the DSP for his or her attention to decide on further actions.

- All documentation/records relating to child protection concerns should be placed on the child's individual Child Protection file and securely stored. Document 2 Record Log should be filed at the beginning of each CP file and used as a chronology to log events, meetings or contacts etc.

- When a child who is on the child protection register leaves the school, the DSP will inform the child's new school immediately.

- If a child leaves the school for and other establishment, does not have a child protection file, but there have been safeguarding concerns then this should be shared with the new establishment.

- The DSP will inform Children's Services/social worker of significant changes to the child protection plan or family circumstances.

- If a child has a Child Protection file and moves school (either mid-year transfer or transition from Nursery to Primary, or to High School), the DSP will inform the new school of the child protection concerns.

  Furthermore, the DSP will ensure:

- Child Protection records MUST be held indefinitely at present whilst the Independent Inquiry into Child Sexual Abuse (IICSA) is ongoing. More information can be found on the IICSA website: IICSA Independent Inquiry into Child Sexual Abuse
    - a copy of the Child Protection file is securely transferred to the new school (separate from the education file)
    - Children's Services is advised of the change of school for a child on the CPR

Any allegations or concerns about professional's conduct is recorded separately from the child's record.

MyConcern

MyConcern safeguarding software is used by the school and by the LA's Youth Service and EOTAS team. 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, MyConcern pulls through the relevant student information across from SIMS to create the student profile in MyConcern. Automatic notifications are sent to the designated safeguarding lead when any new concerns are added by users.

MyConcern 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 MyConcern. 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 schools 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/information is shared in a secure and timely manner with all relevant safeguarding partners.

TES' (owners of MyConcern) have made 2 additional products available to schools alongside MyConcern and links will be found on the school's MyConcern login page. The school's MyConcern Administrator needs to grant access permissions to designated staff for these products to be enabled.

Community Reporting is an open access reporting system that will allow anyone a school chooses to be able to report a safeguarding concern. Community Reporting can be targeted at specific groups such as pupils and parents or the wider community. It's simple to set up and build a reporting form which can be accessed via a QR code or weblink which takes the person to a simple form which is integrated with MyConcern so concerns can be viewed via the MyConcern dashboard.

Safeguarding concerns can either be reported anonymously or include the name of the reporting person. Feedback from those already using the system have said that it has helped children to make disclosures, assisted with early intervention, helped embed an open culture of safeguarding and for schools to be better placed to provide support for anyone who needs it.

Staff Safeguarding (formerly known as Confide) is a secure platform designed to easily record and manage all staff allegations, low level concerns and self-referrals

If you have any queries about any of these platforms, or wish to request a 'healthcheck' to maximise use of MyConcern, the LA contact for My Concern is Sian Cadwalladr: ***scadwalladr@cardiff.gov.uk***

Confidentiality & GDPR

We recognise the importance for pupil information to remain confidential. However, sharing information is vital for early intervention to ensure that children and young people with additional needs get the services they require. It is also essential to protect children and young people from suffering harm from abuse or neglect and to prevent them from offending.

When sharing information, it must be shared in accordance with the GDPR and the Data Protection Act 2018, referred to as the UK's data protection legislation. **The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.**

When sharing information, you will need to be satisfied that there is either:

- A statutory duty to report
- Express or implied consent of the persons involved; or
- An overriding public interest in disclosing information.

One of the seven golden rules of sharing information is to consider is it; necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely 38137 Working together to safeguard people: Non-statutory guide on information sharing to safeguard children (gov.wales)

All decisions to share or not share information should be recorded in writing and stored on the schools secure database.

You should seek advice from your DSP where you are in doubt, especially where your doubt relates to concern about possible significant harm to a child or serious harm to others. However, if you consider a child to be at risk you should not delay seeking advice from Children's Services in the absence of speaking to the DSP.

Parents should be made aware that there is a statutory duty to safeguard and promote the wellbeing of children and this responsibility includes the duty to report to partner agencies when there are such concerns.

Schools regard all information relating to individual child protection issues as confidential and will treat it accordingly: Information will be passed on to appropriate persons only. The school will verify the identity of the person with whom the information is shared. Schools will ensure child protection files are stored in a secure and locked location. These records are confidential and should be kept separately from other learner records.

Support to Pupils

We recognise that children who are abused or neglected or witness violence may find it difficult to develop a sense of self-worth, and this could impact on them in school. The school may be the only stable, secure place for these children and the school will support the pupil through:

- The content of the curriculum to encourage self-esteem and self- motivation.
- The school ethos which promotes a positive, supportive, and secure environment, and gives pupils a sense of being valued.
- The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which does not attribute blame for any abuse which has occurred.
- Liaison with other agencies within a multi-agency framework which support the pupil such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Inclusion Services, The Pupil Support Services, and voluntary organisations.
- A commitment to develop productive and supportive relationships with parents/ carers in the pupil's best interest.

Additional Vulnerability of Children and Young People

The school recognises that there are groups of Children and Young People who are additionally vulnerable to abuse. We refer to Chapter 4: Safeguarding responsibilities in specific circumstances "Keeping Learners Safe" ref 275/2021 and the Wales Safeguarding Procedures.

Preventing Unsuitable People Working with Children

Safer Recruitment

Schools operate recruitment and management procedures that take account of the need to safeguard children and young people including arrangements for appropriate checks on staff and volunteers that comply with the recruitment and volunteer policies.

Schools follow the Council's procedures for advertising, interviewing, and recruiting staff, including the requirement for Barring and Disclosure Service (DBS) checks and consideration given to Chapter 5 & 6: Safer recruitment practice "Keeping Learners Safe" ref 275/2021 and up to date HR guidance. Please see the Council's recruitment and selection policy.

The Disclosure and Barring Service

Schools operate safe recruitment practices ensuring that all staff who have contact with children or access to information about children have appropriate DBS reference checks undertaken according to Welsh Government Circular No:158/2015 Keeping learners safe Chapter 6 and Cardiff Council's Disclosure and Barring Service (DBS) Policy 1.CM.202.

Allegations against staff in school setting

When there is a concern or allegation raised regarding any adult working or volunteering in the school (including permanent, temporary or supply staff) about their conduct towards a child, the following procedures must be undertaken.

It is important to remember that Practitioner Concerns can apply in their personal and/or professional life. There can be safeguarding concerns other than that resulting in harmful behaviour towards a child that may be give us cause for concern about the suitability of an adult to work with children.

- The Headteacher or Deputy Headteacher (in head's absence) of the school should be informed immediately.

- The Headteacher, Deputy Headteacher or DSP may wish to seek advice from the Education Safeguarding Team & Children's Services Designated Officer for Safeguarding (DOS) (Lynda Gallagher) or Samantha Dickens, Principal Social Worker in the Practitioner Concerns Team.

- Safeguarding concerns or allegations where there is an identified child must be reported to CARDIFF FAMILY ADVICE ,SUPPORT AND PROTECTION HUB (FASPH) or the Police without delay.

- Other conduct concerns (where there is no identified child) should be referred to the Practitioner Concerns Team via the Practitioners Concerns Report Form (email ProfessionalStrategy.Meetings@cardiff.gov.uk)

- The Headteacher, Deputy Headteacher or DSP (the reporter) should seek advice from Children's Services, Practitioner Concerns Team and/or Police in relation to what information about the allegation can be shared and with whom (i.e. what should the parents be told, what should the member of staff be told).

- The school must seek advice from Human Resources (HR) regarding the member of staff's continued employment during any investigation, and a risk assessment should be undertaken and recorded in writing immediately.

- If the allegation relates to supply staff, then please contact the agency directly to discuss next steps and agree any risk management plan.
    - It is the school's responsibility to submit a MARF/seek advice from Children's Services.
    - It is the school's responsibility to make the agency aware of the allegation to enable them to carry out a Risk Management Plan as the Agency employer.
    - It is the Agency's responsibility to complete a Practitioner Concerns Report and submit it to Professional Strategy Meetings / Cyfarfodydd Strategaeth Broffesiynol ProfessionalStrategy.Meetings@cardiff.gov.uk (if the incident has taken place in Cardiff/in a Cardiff school). This is to ensure the necessary details of their employee;

relevant history of employment and feedback is provided. The agency should also highlight the Risk Management Plan as part of the report form.

- In the event of the allegation being made directly or indirectly about the Headteacher the staff member should immediately report the allegation to the Chair of Governors, who should raise the concern to the relevant Safeguarding Teams.

- A formal investigation including the questioning or interviewing of pupils/staff of the alleged incident must not take place unless Children's Services, DOS or the Police give instructions to do so. However, it is appropriate to ascertain facts (who, what, where, when) secure any CCTV footage and take narrative accounts in order to provide sufficient information to Children's Services or police.

- Any visible injuries should be recorded with the use of body maps (Appendix 4)

- The member of staff reporting this alleged incident must strictly adhere to confidentiality and not discuss the concerns with the person of concern or any other person other than the Headteacher unless the person of concern is the Head Teacher.
- The Practitioner Concerns Team provides a twice weekly clinic (Tuesday from 2:30 – 3:30pm Thursday from 9:30 -10:30 where Head Teachers, DSPS and Chair of Governors can seek advice on reporting a practitioner concern

If schools decide not to take any further action, they must record their rational for this decision via their internal recording mechanisms. It is critical that their records are retained in case there is further or repeated concern, if schools are unclear about what action to take, they must seek appropriate advice from the Designated Officer for Safeguarding (DOS).

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. All staff should be aware that unlawful or unsafe behaviour will not be tolerated and that where appropriate legal or disciplinary action will be taken.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents in line with the Local Authority' s Code of Conduct, and the Education Workforce Council Code of Professional Conduct and Practice.

Safeguarding allegations / Concerns about Practitioners and Those in Positions of Trust

Procedures in respect of allegations of abuse against professionals, members of staff or volunteers in contact with children are outlined in the national guidance in *Safeguarding Children: Working Together under the Children Act 2004, Regional Safeguarding Board (RSB) Guidance* and Section 5 of the *Wales Safeguarding Procedures: Handling allegations of abuse against Teachers and other staff* Welsh Government 009/2014.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff must be aware of their duty to report allegations or concerns about colleagues. In line with the Local Authorities Whistleblowing Policy Version 6.5 CIS 1.C.015.

Other Related Policies

Physical Intervention / Restraint Policy

The schools/council's policy on physical intervention for school staff should be set out in a separate document and reviewed annually by the governing body. Staff must only ever use restrictive physical intervention /restraint as a last resort as part of a holistic approach within a school setting and at all times it must be with the minimum amount of force necessary to prevent injury to the pupil, themselves, another person, or property. Good practice dictates that senior leaders should provide training for staff and consequently, schools are encouraged to seek refresher training for staff on an annual basis and more frequently as risk assessments dictate. The Policy requires schools to risk assess individual pupils where necessary and actively plan to reduce risk by using pupil specific positive handling plans.

https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf

Health and Safety – School Site Security

The school must be a secure place for pupils to learn and develop. 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.

Schools' health and safety policies should be set out in a separate document and reviewed annually by the Governing body.

All daily contractors to the 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 which clearly list the control measures employed by the school to safeguard pupils.

Schools' health and safety policies are set out in a separate document and are reviewed annually by the governing body. It should reflect the consideration given to the protection of children both within the school environment and when away from the school when undertaking school trips and visits.

Schools must ensure the same consideration applies to After School Club Providers or clubs/groups using school site provision outside of school hours. (Please refer to **Hirings and Lettings** checklist for further information)

Extended Schools and Out of School Hours

If the governing body/school provides extended school facilities or activities directly under the supervision of management of school staff, the school's arrangements for child protection as written in this policy shall apply.

"Where services or activities are provided separately by another organisation, the governing body will ensure that there is a clear written agreement confirming the provider concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection, and there are arrangements to liaise with the school on these matters where appropriate".
Keeping Learners Safe – Hiring's and lettings, Corporate Safeguarding Policy, Safe Services section (b), paragraph 2.63

Whilst the above sets out responsibilities in specific circumstances there are additional and important considerations in relation to other specific child protection and safeguarding issues. School must give consideration to their own Safeguarding/Child Protection policies when letting their premises to outside organisations. Staff should refer to Chapter 4 Keeping Learners Safe where more sections might apply to an individual pupil's circumstances.

Agreed by Headteacher ……..

Agreed by Chair of Governors ……

Date of Issue: ……

Date for Review: ……

Children with Individual Development Plan

The school recognises that children with behavioural difficulties and disabilities may be vulnerable to abuse and may also have difficulty disclosing their experiences. Staff who work with children with profound and multiple disabilities, sensory impairment and or emotional and behavioural needs should be particularly sensitive to signs of abuse.

Children who enter the Looked after System

Schools recognise that children who enter the Looked after System are often the most vulnerable. 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.

The Use of the Internet/social media

Schools' policy on the use of the internet is set out in a separate document and is reviewed annually by the Governing Body. The guidance focuses on the personal safety and well-being of pupils in the school and should set out a number of points to clarify the potential hazards and steps that staff can take to minimise the risks associated with internet usage.

Any attempt by a child/young person to contact staff or vice versa via internet sites must immediately be reported to the Head teacher in order that appropriate advice can be given to the child/young person and their parents/carers and staff member regarding professional boundaries and the safety of the child/young person. School social media accounts should be monitored regularly to assure safe and appropriate use by both staff and pupils.

If a school becomes aware of a safeguarding concern linked to social media use, they should follow their usual policy and procedures. Specific guidance on sharing nude images guidance can be accessed through Hwb.

360 safe Cymru is an interactive online safety self-review tool which is available bilingually through Hwb for all maintained schools in Wales.

The tool supports schools to review their online safety provision and develop and review their online safety policies in line with current practice.

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 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.

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 (Family gateway Service may be able to support the young person in accessing support through Early Help Team).

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 be discouraged 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 FASPH 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.

Domestic abuse, gender-based violence and sexual violence

Definition

The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 recognises the following definitions:

- "abuse" means physical, sexual, psychological, emotional or financial abuse.

- "domestic abuse" means abuse where the victim of it is or has been associated with the abuser.

- "Gender-based violence" means— a) violence, threats of violence or harassment arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation; b) female genital mutilation; c) forcing a person (whether by

physical force or coercion by threats or other psychological means) to enter into a religious or civil ceremony of marriage (whether or not legally binding)

- "Violence against women", should be read as also including male victims of gender-based violence (GBV) unless the context suggests otherwise.

The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 centres on the **prevention** of these issues, the **protection** of victims and **support** for those affected by these issues.

Response

Schools recognise children as victims of domestic abuse in their own right, as well as, the strong link between domestic abuse and the abuse and neglect of children which impacts on the child's attendance, engagement and academic achievements.

We acknowledge the important role we have in the prevention, protection and support of those affected by violence against women, domestic abuse and sexual violence and are committed to achieving this through a whole school approach.

Through our teaching curriculum and partnership with specialist agencies we are able to help pupils recognise and develop healthy relationships, as well as share information with our parent and carers.

School staff are trained to recognise the signs of Violence against Women, Domestic Abuse and Sexual Violence (VAWDASV) and to 'ask and act' where they suspect a child, parent/carer of member of staff may be affected by this, through a sensitive and open approach.

Schools can signpost those affected to specialised support through either the Live Fear free helpline (0808 80 10 800) or directly to Cardiff Specialist support services.

In any situation where staff have cause to believe that a pupil is at risk from, is the subject of, or is living in a household with violence or abuse, the DSP must be informed immediately, and action taken in accordance with child protection procedures.

Further information can be sought from Violence against women, domestic abuse, and sexual violence (Wales) Act 2015. Welsh Government Whole Education Approach Good Practice Guide.

Female Genital Mutilation (FGM)

FGM constitutes physical and emotional abuse to children – it is an illegal and extremely harmful practice.

School recognizes its mandatory duty to report known cases of FGM in under 18-year-olds to the police in line with its duty to report: this may be following a disclosure or where a staff member has observed physical signs of FGM.

In situations where an adult discloses that a pupil has had FGM, or a member of staff suspects that a child may have had FGM or is at serious or imminent risk of FGM, then immediate advice must be sought from Children's Services and/or police.

Further guidance is available from:
Mandatory reporting of female genital mutilation: procedural information - GOV.UK (www.gov.uk)

Schools should familiarise themselves with the recent statutory guidance and the introduction of the new 'duty to report' requirements.

Operation Encompass

The school is registered alongside all Cardiff schools as a partner for Operation Encompass. Under Operation Encompass, schools will be contacted by colleagues from the Local Authority Education Department advising of incidents of Domestic Abuse/Domestic Violence within 24 hours. This will enable school staff to consider safety and well-being support for the children involved in these incidents.

Resources for schools :Resources for educational settings : Operation Encompass

Operation Encompass overview : What we do : Operation Encompass

Radicalisation/Extremism

What is Prevent?

Prevent is part of the UK's counter terrorism strategy (CONTEST), to safeguard and support those susceptible to radicalisation and to stop them becoming involved in terrorism or supporting terrorism.

Statutory duties for schools

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 and debate controversial issues that may concern them, including sensitive topics such as terrorism and extremist ideology. This should be supported further by the development of critical thinking skills to aid resilience to extremist narratives.

- Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism. This includes having a clear picture of the threat & risk picture in the school locality and the wider city.

- Ensuring children are safe from terrorist and extremist material when accessing the internet at school, including having in place appropriate levels of filtering, which are controlled by central Cardiff IT department.

- Ensuring all staff receive appropriate level of *Prevent* training and have the knowledge and confidence to identify individuals at risk of being drawn into terrorism and extremism and challenge extremist ideas.

- Knowing how to complete a Channel referral and how to work in partnership with statutory and non-statutory agencies to seek support for the child/young person.

Definitions used within *Prevent*:

- **'Extremism'** is defined in the 2011 *Prevent* strategy as vocal or active opposition to fundamental shared values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

- **'Non-violent extremism'** is extremism, as defined above, which is not accompanied by violence.

- **'Radicalisation'** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- **'Terrorism'** the threat or use of serious violence against a person, serious damage to a property, endangering a person's life, creating a serious risk to the health and safety of the public, or serious disruption to the electronic network.

Referral to *Prevent*:

A referral to *Prevent* is submitted via the All Wales *Prevent* Referral Form:

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

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

Any referral into Prevent must also be accompanied by a Multi-Agency Referral Form (MARF) submitted into FASPH.

Channel Panel

The Channel Panel is a multi-agency panel consisting of *Prevent* staff from both Cardiff Council and statutory partners including Education, Health, Social Services & a host of other partners.

Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their susceptibilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal, terrorist activity.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Contextual Safeguarding

Schools recognise that abuse can take place outside of a child's family and is known as 'extra familial' harm. It is also recognised that it requires a safeguarding response. These types of harm include:

- Peer on peer
- Sexually harmful behaviour
- Sexual and criminal exploitation
- Bullying

Where extra familial harm is identified or suspected, schools should liaise with their safeguarding partners.

Schools are places of safety and have key roles in safeguarding and in promoting healthy relationships.

Anti-Bullying

Schools should refer to Cardiff Council's guidance document '**Challenging Bullying, Hate Crime, Hate Incidents and Harassment'**, issued in December 2021 in line with '**Welsh Government's Right, respect equality – challenging bullying guidance' – Nov 19.** Developing its policy on this and the policy should be reviewed annually by the governing body.

The school must be aware that to allow or condone bullying may lead to consideration under child protection procedures.

Child Exploitation

Schools recognises its responsibility to safeguard and promote the wellbeing of pupils where there are concerns that they are at risk of abuse through any forms 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 Safeguarding Adolescents from Exploitation (SAFE) child exploitation screening tool should be completed. If the screening tool identifies a risk of significant harm, and the young person is NOT open to Children Services you MUST make a referral. Do this by completing a Multi-Agency Referral Form (MARF) and submitting it along with this form into Children's Services through the CARDIFF FAMILY ADVICE ,SUPPORT AND PROTECTION HUB (FASPH) in line with the duty to report under the Wales Safeguarding Procedures 2019.

If child is open to Children Services, please send the completed screening tool to the following email address SAFE@Cardiff.gov.uk

See **appendix 5,** page 47 for the form, screening tool and guidance document.

Cardiff Think Safe Team
Contact: Stephanie McKay, Principal Social Worker
07973730371
Stephanie.McKay@cardiff.gov.uk / Stephanie.McKay@caerdydd.gov.uk

Peer-on-peer abuse and harmful sexual behaviour

Keeping Learners Safe advises all staff working in education settings should understand and recognise the risks of peer-on-peer abuse and harmful sexual behaviour. The Welsh Government has funded the NSPCC and Barnardo's to produce guidance on harmful sexual behaviour, sexual exploitation, and peer-on-peer abuse for schools, which is available on Hwb. Welsh Government have also released an action plan prevent and respond sexual harassment in education: Peer-on-peer sexual harassment in education settings: action plan [HTML] | GOV.WALES

The DSP should have a good understanding of harmful sexual behaviour, and this should form part of their safeguarding training. Information about safeguarding children where there may be concerns about harmful sexual behaviour is available in an All Wales Practice Guide, published with the Wales Safeguarding Procedures. It includes information about peer abuse.

The Centre of Expertise on child sexual abuse provide tools in order to guide DSPs through the identification and response to concerns about child sexual abuse Resources for education settings | CSA Centre.

Vulnerabilities and Risks to Exploitation

Vulnerabilities

- Learning or functioning difficulty
- Parental substance misuse
- Parental mental health difficulties
- Domestic violence within families
- Physical abuse in childhood
- Sexual abuse in childhood
- Emotional abuse in childhood
- Neglect in childhood
- Family member involved in sex work
- Breakdown of family relationships
- Bereavement
- Low self-esteem
- Isolated from peers/ social networks
- Lack of positive relationship with a protective, nurturing adult
- Experience of local authority care (Looked after child)
- Parents/ carers who do not recognise risk/ act protectively
- Living in unsuitable accommodation
- (Aged 16-17 years living independently)

Risks

- Victim of sexual assault (not sexual abuse in childhood)
- Exclusion/ absence/ disengagement from school/ education/ training
- Staying out beyond the permitted time
- Concerning use of a mobile phone (e.g. having more than one phone)
- Concerning use of the internet (e.g. multiple social network accounts in different names)
- Sharing/ receiving/ possessing indecent images
- Alcohol/ drug misuse
- Multiple callers
- Expressions of despair (for example self-harm, aggressive outbursts)
- Sexually active/ STIs/ pregnancy/ termination
- Not keeping in touch with a protective adult (children aged 16-17 years living independently)

Significant Risks

- Missing overnight or longer
- Significantly older 'boyfriend' or a relationship with a controlling adult
- Getting in/ out of vehicles driven by unknown/ concerning adults
- Meeting in person people they have first 'met' on line
- Spending time in areas known for sex work/ CSE hotspots
- Peers involved in CSE
- Disclosure of a sexual/ physical assault followed by withdrawal
- Exchanging sexual acts for drugs, alcohol, money, etc.
- Coerced into sexual acts
- Having unexplained money/ mobile phone/ clothes/ drugs/ alcohol/ other items

Children Missing Education

Procedures for schools to follow when a pupil leaves without a known destination.

The local authority has a statutory responsibility to ensure that children missing from education are identified quickly and that effective monitoring systems are put in place to ensure that the young person gains access to the most appropriate provision as quickly as possible.

Responsibilities

It is the duty of all who work in the education service to secure the safety of children in their charge.

Schools have a vital role to play when children go missing from the education system. Schools and School Attendance Officers must undertake immediate actions to try and identify the whereabouts of child/children by utilising existing contact information for the family, siblings, or extended family. **Appendix 1** contains a checklist for schools which outlines actions that they need to undertake.

To ensure that schools put in place effective systems for monitoring children and young people missing from education they should have a designated Child Protection Co-ordinator who is made aware of any child missing from school (and in any case when absence is erratic as this may indicate risk or concerns). They should be responsible for ensuring that the procedures for making the authority aware of any child missing from education have been followed.

Schools should have clear child protection guidelines about the action to take should they become concerned about the whereabouts of any child or young person.

If the child is on the Child Protection Register or should the school have particular child protection concerns about the child the school should immediately notify FASPH on 029 2053 6490 Monday to Friday, 8.30am-5pm. If it is outside of these hours please call the emergency duty team on 029 2078 8570.

Procedures for Schools

When a child or sibling group appear to have gone missing or are withdrawn from a maintained school in Cardiff without the parent/carer giving notice or without the school being advised of a new school, the school must undertake the following actions:

- Where a pupil has ***10 consecutive days*** of unexplained absence, School Attendance Officers must undertake immediate actions to try to identify the whereabouts of child/children by utilising existing contact information for the family, siblings or extended family, talking to the child's friends, home visiting, approaching neighbours and contacting other agencies to try to establish the whereabouts of the child/children.

- The School and/or the School Attendance Officer must then complete the CME checklist for schools which is included. (Appendix 1 page 40)

- If initial enquiries fail to establish the whereabouts of the child/children, the completed CME checklist should be forwarded to the Education Welfare Service (EWS) to undertake further tracking. This should be sent to ewsreferrals@cardiff.gov.uk. Tel: 029 2087 3619

- The referral should include a copy of the registration document, and details of any letters sent/enquiries made.

- The EWS will continue to try to trace the child, using contacts with council tax department, police, health, housing, etc.

- Although the Education (Pupil Registration) Regulations 2010 state that a child may be deleted from roll after 20 school days of continuous absence without good reason (10 school days if returning from holiday late) there is a clear responsibility to ensure that the correct procedures of investigating this absence has been followed as any child missing from education may raise potential child protection issues.

- The pupil should remain on the school register until all reasonable enquiries are completed even if this means that the pupil will amass more than 20 days absence.

- The outcome of the school and local authority's attempts to trace the pupil will dictate the next steps and whether it is appropriate for the child to be removed from the roll of the school. If they are unable to find the pupil they must refer the case to the appropriate agencies. It is important that all of the steps outlined above are clearly documented to ensure that there is a clear audit trail of the steps that have been taken to locate the child.

- Only once the Education Welfare Service has completed their enquiries and advised the school of the outcome can the school then remove the pupil from the roll. With the agreement of the EWS ***the removal can be backdated to the point where the child last attended.*** (Until then, the 'N' code should be used – no reason provided – unauthorised absence).

- Schools **should not** record pupil movements as 'moved house' or 'gone out of area' as the reason for leaving on SIMS. Information such as moved to Manchester, London or Swansea is also too vague and unacceptable without following the step below.

- If you have only been told that the child has for e.g. 'moved to Manchester' but do not have the details of a new school, you must refer to your School Attendance Officer for follow up with the LA where the child is assumed to be. They will need to make contact with Admissions or Education Welfare in the new LA to track this. A 'Movement of Children Template' is included in **Appendix 2.**

- The EWS appreciates that not all moves are well planned in advance and that schools may not immediately have been provided with the details of the new school. If the school has therefore recorded a destination of – ST – School Transfer …. 'Manchester' (and the SAO has been informed) and the new school subsequently makes contact to request a CTF or pupil file, the earlier destination will need to be manually edited with the relevant leaving information.

- If the destination is unknown it should be recorded as 'unknown' and confirmation recorded that the 'Education Welfare Service has been notified' or that a CME referral has been made. **Under no circumstances should this field ever be left blank**. This will help to ensure more efficient central tracking of pupil movement.

- The school should then create a "lost pupil" common transfer file (CTF) with XXXXXXX as the destination code. This CTF should be immediately uploaded onto the s2s secure site where it will be held in the Lost Pupils Database.

- It is important to note that any CTF sent to the 'Lost Pupil' area of the s2s site can contain details of only one pupil.

- If the pupil has as an LA managed IDP, please contact the relevant ALN officer.

- For most families, moves and changes of school are planned events and information could be gathered regarding the proposed move or school transfer. It may be helpful in tracking children and young people and save time later, if the parent can be asked to complete a form to provide this information. **Appendix 3** contains an example 'Leaving School Notification form' that many schools have now adopted.

- Schools may find it helpful to include this form in their attendance policy and their admission pack for parents, make it available via their website, refer to it in the home-school agreement as well as reminding parents in school newsletters etc.

- If School identify or have concerns a child may be working unlawfully please contact Education Safeguarding Team educationsafeguarding@cardiff.gov.uk

Elective Home Education

When parents withdraw their child from school to educate at home and the child is of compulsory school age, the name of the child can only be deleted from the admissions register of the school where the parents inform the school in writing as provided by the Education (Pupil Registration) Regulations 1995 under Regulation 9(1)I: "that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school".

- *It is then the duty of school to inform the Local Authority within the ten school days immediately following the date on which the pupil's name was so deleted.*

- *The Elective Home Education Notification form should be completed, signed by the Headteacher and sent together with a copy of the parent's letter/ email to: EHE@cardiff.gov.uk*

- *If the parent informs the Local Authority in writing, they will then notify the school.*

- *The child's name should then be removed from the school roll. The Reason for Leaving needs to be recorded within your School's Management Information System as OT – Other/Unknown, unless EL – Elective Home Education is listed, with a Destination of "Elective Home Education" .*

- *A CTF should be created with MMMMMMM as the destination code and uploaded onto s2s via the DfE website. This enables the CTF to be stored securely and to be available if the child or young person returns to a maintained school. This will ensure more efficient central tracking of pupil movement.*

Hirings and Letting Arrangements for School Clubs

Documents	General information	Have you had sight of this
Lead person if you have concerns	A named and contactable welfare officer responsible for the implementation of their safeguarding policy and issues regarding the protection of children or young people.	
Safeguarding Policy	Clubs and organisations should have a safeguarding policy, with a clear procedure for dealing with poor practice concerns or risk of abuse.	
Safeguarding training	All staff and volunteers should have up-to-date recognised safeguarding training. Sports organisations often require and are able to provide sport-specific training programmes for staff and volunteers.	
Code of Conduct	A clear code of conduct is developed and maintained outlining the standard of conduct that is acceptable to children, staff, volunteers, and parents.	
Parental consent	As part of registration the club should ask for emergency contacts, key medical information (allergies, asthma etc), special needs and any other issues that the club needs to know about. Written consent is obtained from parents if physical contact is required for demonstration purposes e.g. positioning. Written parental consent is obtained from parents if images of their child is taken along with details of the purpose/usage and retention periods of the images.	
DBS	Have all staff and volunteers been selected through a proper recruitment process. Safe recruitment procedures for those working with young people that include: a clear job description, appropriate references, criminal records check (eg DBS) for relevant posts and technical qualifications.	
Ratio of supervising adults to children	What are the recommended ratios? You may need to refer to the organisation responsible for the sport/activity.	
First Aid Certificate Instructor Public indemnity insurance	Procedure for reporting and responding to injuries or accidents that occur within club time.	
Coach qualifications	The coach should have a recognised qualification to clarify they are qualified and have the technical competence in the sport/activity at the right level. Coaches need to be competent to deliver and oversee the sport or activity safely.	

Appendix 1

Children and Young People Missing from Education Checklist Actions to be taken by **School Attendance Officer** to locate the child/young person	**School logo**

If the school has any Child Protection concerns, the matter must be immediately referred to Social Services and the police.
You must still proceed with the referral to the Education Welfare Officer, even if a child protection referral has been made.

Name:	**M/F**	**Date of Birth**	**NCY**
Name of Parents/primary carer:			
Address:		**Telephone:**	

SCHOOL ACTIONS – Has the school done the following?

Actions	**Date**	**Outcome**
Carry out first day calling/contact		
Attempt telephone contact with all emergency numbers		
Write to last known address and address of emergency contacts if known		
Speak to appropriate agencies i.e. Careers Wales, youth workers, school nurse		
Check with wider school community e.g. staff, other pupils, carers, friends & any known relatives		
If siblings attend different schools make contact to share information		
Carry out home visit		
Any other contact/relevant information		
Referral Details		
Date referred to Education Welfare Service		
Name of School		
Name of Attendance Officer		
Contact Number		

NB **Do not remove child/young person from roll until EWS have concluded investigations and confirmation receive**

Appendix 2
Movement of Children Form

ENQUIRY

The children listed below are either known to the Cardiff Education Welfare Service in a casework capacity or have left the authority without providing full details of their new address/school. I would be grateful if you could make enquiries to establish whether they are now resident in your area and notify me as soon as possible even if your enquiries were unsuccessful.

CHILD'S NAME (Please also complete in bottom Section)	SCHOOL ATTENDED	DATE OF BIRTH

NAME OF PARENT/GUARDIAN	
ADDRESS WHILE RESIDENT IN CARDIFF	
NEW ADDRESS	
REMARKS	

REPLY

CHILD'S NAME	SCHOOL TO WHICH ADMITTED
CHILD(REN)'S ADDRESS	

Signed: _____ Date:_____

The Education Welfare Service, Cardiff Council, Room 422, County Hall, Atlantic Wharf Cardiff CF10 4UW
Gwasanaeth Lles Addysg, Cyngor Sir Caerdydd, Ystafell 422 Neuadd y Sir, Glanfa'r Ieryd, Caerdydd CF10 4UW

Tel/Ffon: 029 20873619 Fax/Ffacs: 029 20877035 Email/Ebost: ewsreferrals@cardiff.gov.uk

Appendix 3

LEAVING SCHOOL FORM FOR PARENTS If your child is leaving, please can you fill in this form as fully as you can even if you do not know all the details yet	➢ School/logo

Name:	**Date of Birth:**	**Class:**
My child will be leaving school on: (date)		
Because we are: (please tick) a.	Moving House	
b.	Returning to country of origin/emigrating	
c.	Other – please give details	
New address if known:		
New school if known:		
If not yet known, the town or at least the country you are moving to:		
Will you keep the same mobile telephone numbers? Yes ☐ No ☐ Please confirm your numbers or list new numbers: *Mother's mobile …… Father's mobile……*		
If possible please give the name, address and telephone number of a friend or relative in the UK who is not moving and who you will be staying in touch with. *We will only contact them if we need information about your child's new school and we cannot contact you. In most cases this will not be necessary because the new school will contact us to transfer your child's information.* *Name:* *Address:* *Phone Number:*		
Full Name(s) of Parent(s)/Carer(s). Please print names and sign. Mother…… Father…… Other (state relationship)……		
Attached to this form is a school compliments slip. Please can you give it to your new school and ask them to contact us.		
For school use only. Date returned:		Date returned to EWS:

The school is expected to transfer information as quickly as possible to your child's new school. Both the school and the Local Authority have a legal duty to try to locate your child is if he or she stops attending and we do not know the details of the new school or other educational provision. This may include contacting Social Services or the Police if you have not given us the information and we are unable to contact you. By filling in this form and enabling us to keep in contact with you, you are ensuring we do not need to refer to other agencies and that their time is not wasted, nor are you contacted unnecessarily.

Appendix 4

Body Map

A body map is used to record information about physical injuries to a child, particularly if it is felt that the injury is non-accidental or thought to be following a pattern. The body map provides a visual record of and helps professionals to work together when deciding whether there is a safeguarding concern.

Note: When recording injuries you should never photograph the child.

You should also note that using a body map does not replace medical advice and so a proper diagnosis of the injury and correct treatment should be sought by a medical professional. The body map is simply a record of what can be seen and what has been said about the injury.

The details that should be included on a body map are:

- Information on who noticed the injury, when they noticed it and what their role is in relation to the child.
- Details of the injury – where it is on the child, what it looks like, its colour, shape, size and condition.
- Details of all visible injuries, even small marks that may not seem of concern at the time.
- In regards to the condition of the injury, is it deteriorating or getting better?
- Is the child in distress or indifferent about the injury?
- Information on any explanations behind the injuries.
- Observations of the child – how are they feeling, what is their behaviour like?
- Information on anything that the child or parent says about the injury.
- Include both a drawing and a written description of the injury.

All types of injury can be drawn onto the child body map, even those that appear to be accidental and part of a child's natural development. For the purpose of this guidance, any injury that may have resulted from a restrictive physical intervention should be recorded.

After drawing on your observations (along with any written comments), a decision needs to be made on whether there is an immediate risk to the child or whether they need to be taken for treatment for their injury.

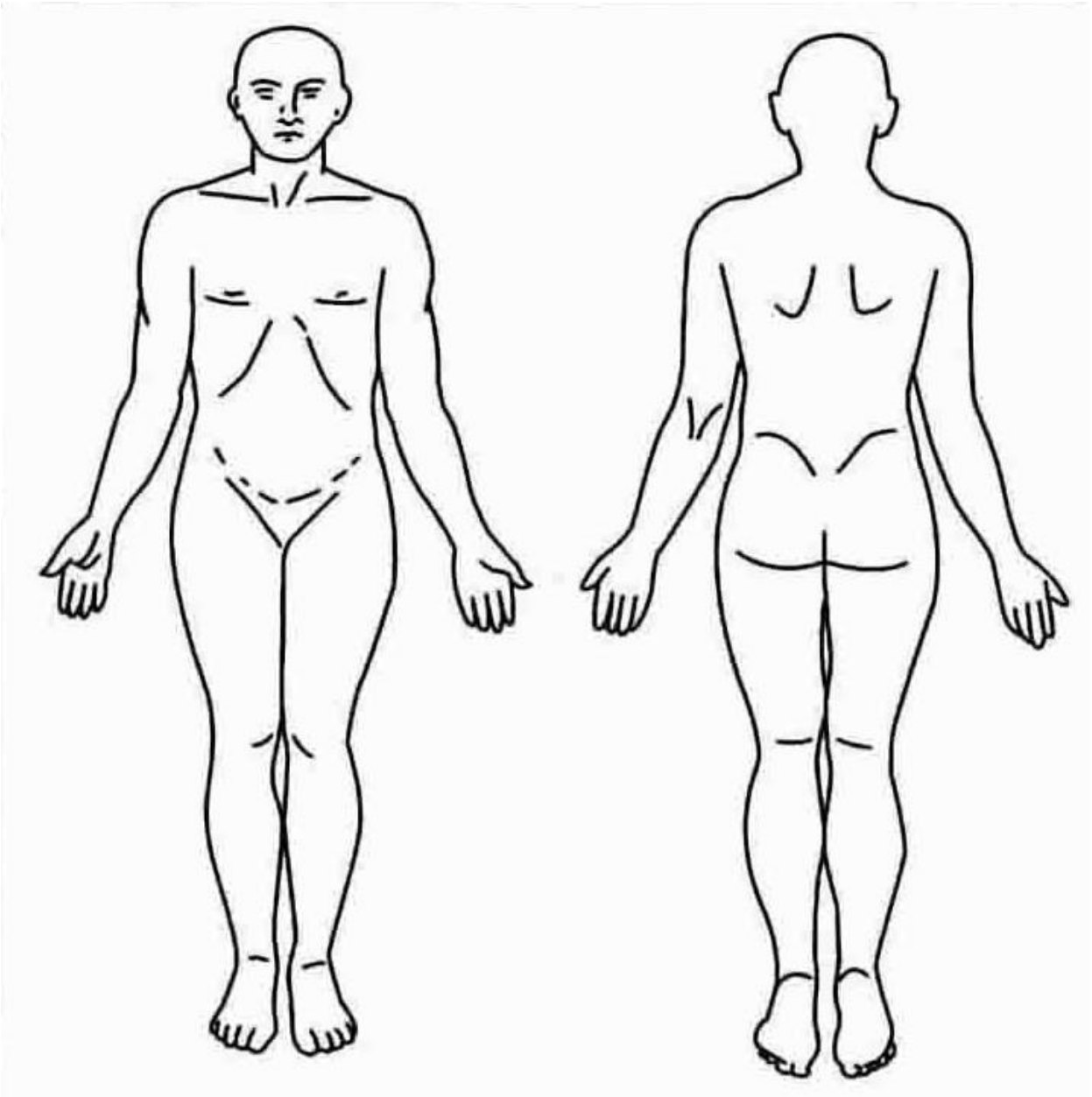
Keep note of any safeguarding concerns that you may have and share these with your manager or person in charge of child protection within your school or setting, such as a **designated safeguarding officer**.

If it's appropriate to do so, share the findings of your observations with the parents or carer of the child so that they understand what decisions have been made and why.

Body Map

Name of child _____ **Date of birth**: _____

Body Map is to be used to record the location, size and number of injuries, marks or bruises.



_____

_____

_____

_____

_____

_____

Please use the space below to make any ‘close-up’ drawings of body parts/injuries highlighting where they appear on the above body map, e.g. injury to arms, legs, torso, etc.

Name/designation of person completing Body Map form: _____

Contact details of person completing Body Map Form: _____

Date/time of completion: _____

Appendix 5

Safeguarding Adolescents from Exploitation (SAFE)

Child Exploitation Screening Tool

This screening tool should be used by all professionals working with children aged 10+. Professionals may also decide it is appropriate to use the tool to screen younger children where all types of Child Exploitation is suspected (Emerging - Low/significant - Medium/experiencing - High).

This screening tool will help you focus on the specific indicators of all types of Child Exploitation and determine whether further investigations are needed. The tool could be used at any point Child Exploitation is considered a risk. An example of this is in discussion with the child, in supervision, discussions with parents and carers, and with other professionals.

Young Person's details

Child's Name:		DoB:	
Address:		Home/mobile Phone:	
GP Surgery:		School/College:	
Ethnicity		Sexual Orientation (if known)	
Religion		Language spoken (Indicate first language)	

Referrers Details

Name and job title of person completing:		Date completed:	
Organisation:		Contact e-mail: Telephone:	

Lead Agency Involvement

No Lead Agency	Early Help	Child in Need of Care and Support	Child Protection	Child Looked After – in or out of county placement?

Indicator	Suggested risk level	Yes/No	Possible
Health Domain Physical Signs			
Bruising / Unexplained Injuries – think about injuries caused through violence, A&E attendances Threat to life			☐
Change in Physical Appearance Example: dishevelled appearance or a sudden change in the way Child dresses, losing or gaining weight			☐
Sexually Transmitted Infections (STI's)			☐
Injuries – evidence of physical or sexual assault			☐
Pregnancy, termination or repeat testing for sexually transmitted infections			☐
Disclosure of sexual violence/assualt even if followed by withdrwal of allegation. Examples: Sexual assualt, rape, internally inserting drugs in rectum or vagina (Plugging), indecent images shared as part of initiation, revenge or punishment			☐
Notes			
Health Domain Emotional Signs			
Expressions of low emotional health and wellbeing			☐
Anger / Agression			☐
Withdrawn			☐
Extreme Mood Changes – if other risks of CE are identified then the risk would increase			☐
Low self-esteem / self confidence			☐
Self-harm indicators and/or suicidal thoughts/attempts			☐
Disengaged from known adults and interests, an invincibility attitude or not caring about what happens to them			☐
Young person's sexuality increases their vulnerability as they feel unaccepted due to sexual orientation Is the young person transitioning/historical sexual abuse?			☐
Evidence of a Learning or physical disability			☐

Notes			
Material Signs			
Use of a mobile phone that causes concern/ Multiple mobile phones, including that of burner phones			☐
E- Safety – Secretive about mobile phone/more than one mobile phone Making/ receiving explicit videos/ sexting Late night excessive phone/ internet activity			☐
Has extra money/new items (Gifted electric scooter, bikes) /'gifts' that cannot legitimately be accounted for/received from unknown sources			☐
New clothing / Footwear which can not be accounted for by parents/carers			
Young Person being found to have large amounts of drugs on them			☐
Have they been to hotels, Air B&B, have they got hotel cards or keys to unknown places, with unknown adults			☐
Notes			
Behavioural Signs			
Change in behaviour, such as secretive, anger, lifestyle, disruptive behaviour, violent behaviour			☐
Missing episode			☐
Persistently going missing from home or school and/or being found out of area. Think about their presentation on return, dishevelled? Hungry?			☐
Starting or increase drug use - cannabis, Class A, Class B,			☐
Starting or increased Alchohol use			☐
Staying out late without reasonable explanation			☐
Frequenting areas known for exploitation (including private dwellings) on more than one occasion			☐
Using sexual, gang, drug related or violent language you wouldn't expect them to know			☐
Increased use of internet– use of several media sites			☐
Young person has been coerced to take/share indecent images			☐

Arrested/Evidence of criminality			☐
Young person carrying / concealing weapons			☐
Change in education attendance/Change in education provider/Missing from education			☐
Absent from school / Non-school attendance			☐
Exclusion from school			☐
Glamorised view of criminality			☐
Entering / leaving vehicles driven by unknown adults / adults of concern			☐
described as out of control or as having risky behaviour by their family, carers or by practitioners			☐
Notes			
Family /Associate signs – vulerability and risks			
Parents / Carers not reporting young person missing			☐
Multiple or concerning contact (unknown adults / older young people)			☐
Young person feels indebted to an individual or group – drug debt			☐
Family or young person having to move or leave their home because of threats			☐
Associates known to be involved in criminality or Organised Crime Groups (OCG's)			☐
Living in a chaotic / dysfunctional household			☐
Relationship breakdown with family and or peers, sudden change of friendships			☐
Association with others who have been exploited			☐
Tartgeted threats to family / threats at home			☐
Absence of safe trusted adult			☐
Young Carer			☐
Young person has limited age appropriate friendships / struggles to maintain friendships			☐
Older 'relationship' with controlling adult.			☐
Association with older and/or risky peers			☐
Notes			
Other			

Services have not been able to engage with child			☐
Homeless / innapropriate accomodation (prompt)			☐
Notes			
Are Parents / Carers aware of these concerns?		☐	☐
Does the child have awareness of these concerns?		☐	☐
Does the young person consent to you sharing this information?		☐	☐
Does the parent consent to you sharing this information?		☐	☐

Please summarise the evidence using the VOLT model indicated from the tick boxes and detail why you ARE or ARE NOT proceeding with a referral.

Based on your risk and vulnerability identification please capture key information using the **Victim, offender, location, themes** (VOLT) mnemonic. Please bullet point information.

Victim (s)– Young person	
Offender (s)	
Locations (s)	
Theme (s) These are places that children gravitate towards, e.g. hotels, eateries, shopping venues, particular transport hubs, addresses, children's care homes and youth clubs. What times are they attending these locations, how are they travelling to these venues, is the venue a 'go-to' place for when the child has experienced a missing episode?	

Risk Category identified	What next?

If the screening tool identifies a risk of significant harm, and the young person is NOT open to Children Services you MUST make a referral. Do this by completing a Multi-Agency Referral Form (MARF) and submitting it along with this form into Children's Services through the CARDIFF FAMILY ADVICE, SUPPORT AND PROTECTION HUB (FASPH) in line with the duty to report under the Wales Safeguarding Procedures 2019.

If child is open to Children Services, please send the completed screening tool to the following email address SAFE@Cardiff.gov.uk

Consent

Please be aware that appropriate consent is required before information is shared unless doing so may cause the child to suffer significant harm. If you are unsure seek advice from your safeguarding lead, FASPH social workers or the Early Help Gateway.

Child Exploitation Risk Ratings (2020).pdf (cardiff.gov.uk)

List of supporting documents

Please find a list of supporting documents which will assist you in completing Child Protection and Safeguarding policies: -

Welsh Government Documents

- Keeping learners safe | GOV.WALES
  Cadw dysgwyr yn ddiogel | LLYW.CYMRU

- rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf
  Parchu erail: Trosolowg gwrth-fwlio

- self-assessment-tool-respect-and-resilience.pdf (gov.wales)
  pecyn-hunanasesu-gwrthsafiad-a-pharch.pdf (llyw.cymru)

- Ending Violence against Women and Girls (publishing.service.gov.uk)
- gen-ld11671-w.pdf (senedd.cymru)Female genital mutilation: guidance for professionals | GOV.WALES

- Anffurfio organau cenhedlu benywod: canllawiau i weithwyr proffesiynol | LLYW.CYMRU

- Opening schools as well as childcare and play settings in extreme bad weather and extreme hot weather [HTML] | GOV.WALES
- Agor ysgolion yn ogystal â lleoliadau gofal plant a chwarae yn ystod tywydd eithafol o arw a thywydd eithafol o boeth [HTML] | LLYW.CYMRU

- accident-disease-recording-and-reporting-guidance-for-contracted-provision.pdf (gov.wales)

- Health and safety management: code of practice for contracted provision | GOV.WALES
  Rheoli Iechyd a Diogelwch: cod ymarfer ar gyfer darpariaeth dan gontract | LLYW.CYMRU

- Inclusion and pupil support: guidance for schools and local authorities | GOV.WALES
  Cynnwys a Chynorthwyo Disgyblion: canllawiau ar gyfer ysgolion ac awdurdodau lleol | LLYW.CYMRU

- Additional Learning Needs and Education Tribunal (Wales) Act | GOV.WALES
  Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) | LLYW.CYMRU

- Guidance on penalty notices for regular non-attendance at schools (gov.wales)

- Safe and effective intervention: guidance for schools and local authorities | GOV.WALES
  Ymyriadau diogel ac effeithiol: canllawiau ar gyfer ysgolion ac awdurdodau lleol | LLYW.CYMRU

- Effective managed moves for children and young people: guidance for local authorities | GOV.WALES
  Defnydd effeithiol o symudiadau wedi'u rheoli i blant a phobl ifanc: canllawiau i awdurdodau lleol | LLYW.CYMRU

- Exclusion from schools and pupil referral units (PRU) | GOV.WALES
  Gwahardd o'r ysgol ac unedau cyfeirio disgyblion | LLYW.CYMRU

- All Wales attendance framework | GOV.WALES
  Fframwaith presenoldeb ar gyfer Cymru gyfan | LLYW.CYMRU

- Educational psychologist: guidance | GOV.WALES
  Seicolegydd addysgol: canllawiau | LLYW.CYMRU

- Elective home education | Sub-topic | GOV.WALES
  Addysg ddewisol yn y cartref | Is-bwnc | LLYW.CYMRU

- Special educational needs: code of practice | GOV.WALES
  Anghenion addysgol arbennig: cod ymarfer | LLYW.CYMRU

- Raising the ambitions and educational attainment of children who are looked after | GOV.WALES
  Codi uchelgais a chyrhaeddiad addysgol plant sy'n derbyn gofal | LLYW.CYMRU

- Young Carers Speak Out! Final repot (Cascade report)
  http://www.valeofglamorgan.gov.uk/Documents/Living/Social%20Care/Looking%20after%20Someone/Final-Young-Carers-Survey-Report-by-CASCADE.pdf

- School complaints procedures: guidance | GOV.WALES
  Gweithdrefnau cwyno ysgolion: canllawiau | LLYW.CYMRU

- Disciplinary and dismissal procedures for school staff | GOV.WALES
  Gweithdrefnau disgyblu a diswyddo staff ysgol | LLYW.CYMRU

- Handling allegations of abuse against teachers and staff | GOV.WALES
  Canllawiau ar ymdrin â honiadau o gam-drin yn erbyn athrawon a staff | LLYW.CYMRU

- Section 5 Wales Safeguarding Procedures – managing allegations against practitioners and those in position of trust
- Section 2 and 3 Wales Safeguarding procedures – reporting child protection concerns to Children's Services and Police
- Social Services and wellbeing Act Wales 2014 – the Duty to Report

- Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations: equality impact assessment | GOV.WALES
  Rheoliadau Bwyta'n Iach mewn Ysgolion (Gofynion a Safonau Maeth) (Cymru): asesiad o'r effaith ar gydraddoldeb | LLYW.CYMRU

- Free breakfast in primary schools | GOV.WALES
  Brecwast am ddim mewn ysgolion cynradd | LLYW.CYMRU

- guidance-for-education-settings-on-peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour.pdf (gov.wales)

- Substance misuse education: guidance | GOV.WALES
  Addysg camddefnyddio sylweddau: canllawiau | LLYW.CYMRU

- Common Transfer System (CTS) and s2s: guidance for schools | GOV.WALES

Y System Drosglwyddo Gyffredin ac S2S: canllawiau i ysgolion | LLYW.CYMRU

- School admissions code | GOV.WALES
  Y cod derbyn i ysgolion | LLYW.CYMRU

- School admission appeals code | GOV.WALES
  Y cod apelau derbyn i ysgolion | LLYW.CYMRU

UK Government documents

Mandatory reporting of female genital mutilation: procedural information - GOV.UK (www.gov.uk)
FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf (publishing.service.gov.uk)

Multi-agency statutory guidance on female genital mutilation April 2016

- HM Government - Multi-agency statutory guidance on Female Genital Mutilation (publishing.service.gov.uk)

Cardiff Council Documents

- Children Missing Education Summary
- Visitors and External Speakers Policy
- Use of Reasonable Force
- Safe Use of Pupils Images – Best Practice Guidance for School
- Weapon's policy
- Guidance for Safer Working Practice with Children, Young People and Vulnerable Adults - **(CIS document 5.HR.026)**
- School Staff Disciplinary Procedure - **(CIS document 1.CM.035-Sch)**
- Gweithdrefn Disgyblu Staff Ysgol - **(CIS document 1.CM.035-Sch-W)**
- ICT Protocol for Schools - **(CIS document 9.SC.SLL.010)**
- ICT Protocol For Schools Cymraeg - **(CIS document 9.SC.SLL.010.WEL)**
- Disclosures and Barring Service (DBS) Policy - **(CIS document 1.CM.202)**
- Polisi Cyflogaeth Y Gwasanaeth Datgelu A Gwahardd (GDG) - **(CIS document 1.CM.202-W)**

Cardiff and Vale Regional Children Board Documents

- Cardiff Child Sexual Exploitation Prevention Strategy (English only)

Information and Records Society Documents

- IRMS Schools Toolkit - Information and Records Management Society

Team Teach Training

- https://www.teamteach.co.uk/

N.B Guidance and case law updates and changes regularly. It is the responsibility of Schools and Governing Bodies to keep themselves fully updated with guidance changes.