



# Eastward House School

Qualifications are important. Self-esteem is life changing

*Eastward House School, Cardiff*

## Safeguarding Policy 2024-25

### Ratification

Name	Harriet Harrison	Peter Davies	Rhia Skuse
Role	Proprietor	DSP	DDSP
Date	April 2025	April 2025	April 2025
Next review date	April 2026	April 2026	April 2026

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## Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding person (DSP)	Peter Davies	<a href="mailto:p.davies@eastwardhouseschool.co.uk">p.davies@eastwardhouseschool.co.uk</a>
Deputy DSP	Rhia Skuse	<a href="mailto:r.skuse@eastwardhouseschool.co.uk">r.skuse@eastwardhouseschool.co.uk</a>
Safeguarding Leads at sister school	Grace Embra	<a href="mailto:g.embra@westwardhouse.co.uk">g.embra@westwardhouse.co.uk</a>
LA Safeguarding Officer	Central Referral Team	02922 330879 <a href="mailto:educationsafeguarding@cardiff.gov.uk">educationsafeguarding@cardiff.gov.uk</a>
South Wales Police	National Police Prevent advice line	02920 222111
MASH		02920 536490 (opt 3)  Emergency Duty Team 02920 788570  MASH Email: <a href="mailto:CSMash@cardiff.gov.uk">CSMash@cardiff.gov.uk</a> – if unable to get

		through to MASH on the telephone please email
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## Introduction

Eastward House School fully recognises the contribution it makes to safeguarding. We are committed to adhering to the Wales Safeguarding Procedures, the Welsh Government guidance 'Keeping Learners Safe', the Social Services and Well-being (Wales) Act 2014, and sections 157 and 175 of the Education Act 2002. Independent schools must make arrangements to ensure they safeguard and promote the welfare of children, creating and maintaining a safe learning environment.

There are three main elements to our policy:

- Prevention through teaching and pastoral support
- Procedures for identifying and reporting cases of abuse, including peer sexual harassment
- Support for pupils who may have experienced abuse or are at risk

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

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

Our policy applies to all staff and volunteers working in the school. Our school will annually review the policy and is committed to following any new guidance received from Welsh Government or Local Authorities.

## **Duty to Report Children at Risk of Harm**

Eastward House School, as a relevant partner, has a duty to report any concerns about a child at risk as outlined in the Social Services and Well-being (Wales) Act 2014. A child is defined as being at risk if they are experiencing or at risk of abuse, neglect or other kinds of harm and has needs for care and support.

Cardiff MASH (Multi-Agency Safeguarding Hub) can be contacted for advice on 02920 536490 (option 3) or CSMash@cardiff.gov.uk. The Emergency Duty Team is available on 02920 788570 outside working hours.

## **Duty to Report Adults at Risk**

Under section 126 of the Social Services and Well-being (Wales) Act 2014, the school must report any adult at risk. An 'adult at risk' is defined as someone experiencing or at risk of abuse or neglect, who has needs for care and support, and as a result is unable to protect themselves.

## **Confidentiality**

All safeguarding concerns, discussions and decisions are kept confidential. Information is shared only with those who need to know. Staff must never promise a child to keep information a secret. Records are stored securely, separately from pupil records, and are retained in line with current guidance. All digital records are only accessible by the DSP and DDSP.

## **Prevention**

We recognise that a safe and secure environment, high self-esteem, and good communication contribute to the safeguarding of pupils. The school ensures children know who to talk to if they are worried and provides curriculum content on relationships, online safety, consent, and their rights. Safeguarding principles are embedded throughout school life.

The school will therefore:

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

### **Safeguarding Procedures**

We adhere to the Wales Safeguarding Procedures that have been endorsed by the Welsh Government. We also acknowledge the 'Social Services and Well-being (Wales) Act (2014).

The school:

- has a Designated Safeguarding Person (DSP) who has undertaken relevant training. This person is (Mr Peter Davies); a deputy Designated Safeguarding Person (DDSP) who has undertaken relevant training. This person is (Miss Rhia Skuse)
- recognises the role of the DSP who has undertaken appropriate safeguarding training as outlined in the Welsh Government document 'Keeping Learners Safe'. (See Appendix B)
- should ensure the DSP has completed the Designated Safeguarding Person Course. Certificate to be placed in their staff folder
- ensures every member of staff:
  - o knows the name and role of the DSP and DDSP for safeguarding

- o knows that they have an individual responsibility for referring safeguarding concerns following the local process and protocols
- o knows how to refer concerns where the DSP is unavailable
- ensures that all staff are aware of and alert to signs of abuse and know how to respond to a pupil who makes an allegation (see Appendix A)
- ensures that members of staff who are EWC registrants are aware of the Code of Professional Conduct and Practice for registrants with the Education Workforce Council and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content
- ensures that parents have an understanding of the school's safeguarding responsibility and that this is outlined on the school's website
- ensures all staff undertake any agreed local authority safeguarding training relevant to their role
- provides training for all staff so that they:
  - understand their personal responsibility
  - know the agreed local procedures and their duty to respond
  - are aware of the need to be vigilant in identifying cases of abuse and neglect
  - know how to support a child who discloses abuse or neglect
  - understand the role online behaviours may have in each of the above
  - and will notify Children's Services Social Care if:
    - o a learner on the child protection register is excluded, either for a fixed term or permanently
    - o there is an unexplained absence of a learner on the child protection register of more than two days' duration from school (or one day following a weekend)
- provides a regular safeguarding briefing for all staff about:
  - o their personal responsibility for safeguarding
  - o local safeguarding referral procedures
  - o identifying abuse and neglect
  - o how to support a child who alleges abuse

- o any new safeguarding information or procedures
- work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at initial review as well as child protection conferences and core groups and the submission of written reports to the conferences.
- keeps written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.
- ensures all records are kept securely locked or kept on confidential google drive (accessible only by DSP, DDSP, Proprietor)
- adheres to the procedures set out in the Welsh Government 'Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies'
- ensures that recruitment and selection procedures are made in accordance with any local authority protocol and Welsh Government guidance 'Keeping Learners Safe'.

### **Making a safeguarding referral**

If a member of staff has concerns about the welfare of a child or young person, the DSP or DDSP will be informed immediately, face to face where possible. Concerns can also be made by staff by scanning the QR code on the Safeguarding posters displayed in classrooms, allowing staff to complete a "safeguarding concern form" which notifies the DSP/DDSP instantly via email when completed. If this is completed, this must be followed up by a verbal conversation; the referring staff member must then fill in the 'EHS Template recording form for safeguarding concerns' on the shared drive. The DSP/DDSP will take advice from the Cardiff MASH (Multi-Agency Safeguarding Hub), who can be contacted for advice on 02920 536490 (option 3) or CSMash@cardiff.gov.uk. The Emergency Duty Team is available on 02920 788570 outside working hours.

If the DSP or DDSP is unavailable THIS MUST NOT DELAY ACTION. The member of staff who has concerns should seek advice from MASH or directly and notify the DSP or DDSP of the advice or report (referral) as soon as possible.



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

If the advice from MASH is to make a written report/referral, this must be completed on a Multi Agency Referral Form (MARF) within 24 hours (found in the safeguarding folder).

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

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

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

- a) If the injury is serious and warrants urgent medical attention, an ambulance should be called and the child or young person taken to the Accident and Emergency Department.
- b) If there is an allegation or reasonable cause to believe that the injury or abuse is caused by the parent or carer, the MASH must be informed IMMEDIATELY as they may wish to make arrangements for the child to be examined by a Paediatrician on arrival at hospital
- c) Discuss with MASH or the Police as to who will make the decision as to when the parents/carers will be notified.

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

## Whistleblowing


Eastward House School ensures that all staff are familiar with the local authority arrangements for whistleblowing.

Staff should refer to the school's Whistleblowing Policy. Where any concern relates to a safeguarding matter, they must consult the Designated Safeguarding Person (DSP), who will liaise with the Local Authority Designated Officer (LADO), where appropriate.

If the concern is in relation to the DSP, the LADO or Proprietor may be contacted.

If the concern is in relation to the Proprietor, the LADO or police should be contacted, not the DSP.

You can read our whistleblowing policy in full below.

 Eastward House School: Whistle blowing policy March 2025

## Safeguarding Children in Specific Circumstances

Some children are more vulnerable to abuse and neglect. Staff must be aware of specific safeguarding responsibilities and adhere to the following All Wales Practice Guides:

- Safeguarding children from exploitation (including sexual and criminal)
- Abuse linked to faith or belief
- Trafficked children
- Domestic abuse
- Online abuse and cyberbullying
- Harmful sexual behaviour
- Missing children
- Radicalisation and Prevent Duty
- Children with disabilities
- Children who are home educated
- Pupils with medical conditions

- Looked-after and previously looked-after children
- Children with mental health needs
- Children affected by parental substance misuse
- Children involved in youth justice
- Pupils with additional learning needs (ALN)

Staff must also be familiar with the school's own policies that support these responsibilities. These can be found in the safeguarding folder or online portal.

### **Managing Allegations/Concerns About Practitioners and Those in Positions of Trust**

Where a concern or allegation is made against a member of staff, volunteer or contractor, the matter must be referred immediately to the DSP, who will consult with the Local Authority Designated Officer (LADO) at 02922 330879.

If the allegation concerns the DSP, the concern must be reported directly to the Proprietor.

Where an allegation is made against the Proprietor, this must be reported to the local authority or LADO directly.

A Section 5 meeting (Wales Safeguarding Procedures) may be convened. The Proprietor or designated delegate must be invited and made aware of all outcomes.

### **Supporting Children and Young People**

Children affected by abuse or neglect may show distress, anxiety, or behavioural challenges. The school provides a nurturing, consistent environment with access to trusted adults.

Support includes:

- Sympathetic responses to distress
- Signposting to external services such as CAMHS or counselling
- Confidentiality protocols
- Secure safeguarding records
- Consistent behaviour strategies to promote self-worth
- Advocacy and emotional support for LGBTQ+ children

If a child with a protection plan transfers schools, the DSP will immediately liaise with the receiving school to securely transfer all records and relevant information.

## **Prevent Duty**

Eastward House School recognises safeguarding against radicalisation is part of wider child protection.

We follow the Counter-Terrorism and Security Act 2015 and ensure:

- All staff complete Prevent training
- Concerns are reported via the DSP and escalated where appropriate
- Pupils are taught critical thinking, tolerance and online safety
- Extremist language or views are challenged

Referrals to Prevent/Channel are made through Cardiff's local safeguarding procedures.

## **Complaints**

Complaints relating to safeguarding are taken seriously and handled in line with our Complaints Policy.

Safeguarding complaints must be directed to the DSP, who will inform the Proprietor. Anonymous or verbal concerns will still be recorded and acted upon.

## Safeguarding Online

We recognise the growing role of technology in the lives of young people and the associated risks.

The school educates pupils, staff and parents on:

- Safe use of the internet and social media
- Data protection and privacy
- Online consent and digital reputation
- Reporting systems for abuse and cyberbullying
- Dangers of grooming, radicalisation, and exploitation

Please see our [W Mobile Phone and Internet Usage](#) policy.

We address the **4 key areas of online risk**:

- **Content** – Exposure to harmful material (e.g. extremist, pornographic)
- **Contact** – Harmful interactions, grooming or abuse
- **Conduct** – Behaviour that causes harm (e.g. sexting, bullying)
- **Commerce** – Financial scams, phishing, and exploitation

The school uses filtering software and appropriate digital monitoring. Staff may not use personal devices to photograph or record pupils.

## Record Keeping

Safeguarding concerns, discussions, and outcomes are recorded clearly and promptly by the DSP.

Records are:

- Kept separately from pupil files
- Stored securely online in an area only accessible to the DSP, DDSP and Proprietor

- logged on a safeguarding concerns logs spreadsheet and all concerns are reviewed half termly by the DSP and DDSP, with any ongoing concerns identified.

Information is retained until the child reaches 25 years of age (or longer where required for legal or inquiry purposes). When a pupil transfers schools, the child protection file is transferred securely and directly to the receiving DSP.

## **Training**

### **All Staff**

All staff receive safeguarding training at induction and receive safeguarding reminders during all inset days. This includes:

- Signs and symptoms of abuse and neglect
- Prevent Duty
- Online safety
- How to report and record concerns
- Whistleblowing procedures

Training is delivered in line with local authority guidance and the Welsh Government's "Keeping Learners Safe".

### **DSP and Deputy**

The DSP and DDSP complete enhanced training every two years and remain up to date with developments through briefings and safeguarding networks.

### **Policy Ratification**

Role	Name	Date
DSP	Peter Davies	8 May 2024
Proprietor	Harriet Harrison	8 May 2024

Review Date: May 2025

## **Appendix A – Responding to an Allegation Made by a Child or Young Person**

### **Receive**

Listen carefully to what is being said, without displaying shock or disbelief.  
Accept what is  
said and even though the child or young person making the allegation  
may be known to

you as someone who does not always tell the truth, this should not influence your judgement or invalidate their allegation. Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass on that information.

### **Reassure**

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

### **React**

You can ask questions but information gathering should not be more than necessary to clarify the allegation, and should normally only involve speaking to the child/ren directly involved. It is preferable if the child/ren can give a free narrative account without interruption to ask questions. You can encourage the child/ren to tell you what happened in their own words by the use of non-specific prompts and open-ended questions such as "Explain to me what happened", "describe to me what happened", "is there anything else you want to tell me?" The most common open-ended questions are: What happened? When did it happen? Where did it happen? Who was there? Never ask Why as this can infer blame. Do not gather "witness" statements unless requested by MASH and don't ask the pupil to



repeat their allegation to someone else as they may feel that they are not being believed  
and their recollection of what happened may change. Do not criticize the perpetrator as  
the pupil may still have a positive emotional attachment to this person.

### **Record**

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

### **Final Steps**

Advice should then be sought from the DSP, who can refer to appropriate agencies  
or seek advice from MASH.

## **Appendix B – Responsibilities of the DSP**

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

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

The DSP could also be a single appointment within the senior team and need not carry

other duties.

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

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

Handling individual cases may be a responsibility delegated to other members of staff, but it is important that a senior member of staff take overall responsibility for this area of work.

The DSP should always be kept informed of the progress and the outcome of all cases. All staff taking on these responsibilities should be fully trained and skilled in their responsibilities.

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

The DSP should have adequate support and supervision to undertake their role effectively.

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

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

The DSP role involves providing advice and support to other staff, record-keeping, working with family members or carers, making referrals to children's services and attending statutory meetings, as well as liaising and working with other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the headteacher/principal informed of all safeguarding concerns raised in the school or college. The DSP should also consider how safeguarding more widely can be addressed and ensure preventative measures are adopted in the education setting. This part of the role will include building relationships with other agencies, as well as ensuring staff and learners are informed about risks and how to access support. This will form part of the whole-school (setting) approach and learning through the new curriculum.

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

## **Referrals**

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

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

## **Record keeping**

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

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

1.5 Families can be complex and in many historical records it can get very confusing when

trying to piece together a chronology of relationships. Records should reflect significant people living in a child's household by name as well as their designation in the family.

1.6 Where children or young people leave the establishment, the DSP should ensure their safeguarding file is copied to the new establishment as soon as possible but transferred separately from the main pupil file.  
Raising awareness

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

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

1.9 The DSP should liaise with the Designated Governor for safeguarding, so that the safeguarding issues are reported at the governing body meetings. Reports to the governing body should not be about specific children and young people, but should

review the safeguarding policies and procedures. It is good practice for the nominated governor and the DSP to present the report together.

1.10 The DSP and proprietor should ensure the establishment's safeguarding policy is reviewed annually

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

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

## **Safeguarding training**

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

- o have access to and understand the school's safeguarding policy especially new, part-time or supply/agency staff who may work with different educational establishments
- o have induction and undertake the safeguarding 'Safeguarding Children Young people and Adults' eLearning training from PCC website
- o are able to recognise the signs and indicators of abuse and neglect o know how to respond effectively when they have concerns o know how to respond

to an allegation appropriately or know that they have a responsibility to report any concerns immediately

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

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

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

1.17 Other staff should receive training when they are first appointed and should



undertake suitable local training at regular intervals thereafter, to keep their knowledge and skills up-to-date.

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

## **Appendix C – Responsibilities of the Proprietor**

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

1.1 The proprietors of independent schools should ensure that their respective organisations:

- o have effective safeguarding policies and procedures in place that are:
  - in accordance with local authority guidance and locally agreed interagency procedures
  - inclusive of services that extend beyond the school day (e.g. boarding accommodation, community activities on school premises, etc.)

- reviewed at least annually
- made available to parents or carers on request
- provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs
  - o operate safe recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that
    - all appropriate checks are carried out on new staff and unsupervised volunteers who will work with children, including relevant DBS checks
    - o ensure that the head teacher and all other permanent staff and volunteers who
      - work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for safeguarding effectively, which is kept up-to date by regular training
      - o give clear guidance to temporary staff and volunteers providing cover during
        - short-term absences and who will be working with children and young people
    - on the organisation's arrangements for safeguarding and their responsibilities
      - o ensure that the governing body remedies any deficiencies or weaknesses in
        - regard to safeguarding arrangements that are raised without delay
        - o ensure that the DSP, the designated governor and the chair of governors
          - undertakes training in inter-agency working that is in line with local authority
            - arrangements and refreshes their knowledge and skills regularly , in addition
              - to safeguarding training

## **Appendix D – Definitions and Indicators of Abuse**

A 'child at risk' is a child who:

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

A child is abused and neglected when someone inflicts injury, or fails to act to prevent harm. Children may be abused in a family, or in an institutional or community setting, by those known to them, or more rarely, by a stranger. A child is anyone who has not yet reached their 18th birthday. "Children", therefore, means "children and young people" throughout. The fact that a child has become 16 years of age and may be living independently does not change their status or their entitlement to services or protection under the Children Act, 1989.

Everybody should:

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

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

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

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

**Emotional/Psychological** – threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others.

**Sexual Abuse** – forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including: physical contact, including penetrative or non-penetrative activities; non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

**Financial Abuse** – this category will be less prevalent for a child but indicators could be: • Not meeting their needs for care and support which are provided through direct payments • Complaints that personal property is missing.

**Neglect** – failure to meet basic physical, emotional or psychological needs which is likely to result in impairment of health and development.

## **Appendix E – Abuse of Trust**

Welsh Government Guidance indicates that all staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

All relationships between staff and pupils are founded on trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of trust or influence over the other, by virtue of their work or the nature of their activity. The individual in the position of trust may have the power to confer advancement or failure. The relationship may be distorted by fear or favour. It is vital for all those in such positions of

trust to understand the power it gives them over those they care for and the responsibility they must exercise as a consequence. While such a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship itself will be intrinsically unequal in a relationship of trust, and is therefore unacceptable. It is also inappropriate since the 'professional' relationship of trust would be altered.

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

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

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

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

## **Appendix F – Wales Safeguarding Procedures App Information**

Staff are encouraged to use the Wales Safeguarding Procedures App for the most up-to-date guidance.

Website: <https://safeguarding.wales>





## **Appendix G – Safeguarding Online**

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

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

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

The school adheres to the Welsh Government guidance 'Live-streaming and video conferencing: safeguarding principles and practice' when a need arises for a groups of school learners to be educated through a digital platform