


The Pear Tree Federation



Safeguarding Policy 2024-25 Polisi Diogelu

SCHOOL POLICY	
APPROVED BY	Full Governing Body
APPROVAL DATE	Autumn 2024
Chair of Governors signature	
DATE FOR REVIEW	Autumn 2025

Policies for the Safeguarding of Children

Policies for Safeguarding Children

These policies should be read in conjunction with the School Mission Statement and Aims

Part 1: Policy for Child Protection	Page 3
Part 2: Safer Recruitment	Page 63
Part 3: Caring for a Sick Child at School	Page 65
Part 4: Caring for Vulnerable Children	Page 67
Part 5: Administering Medicines to Children	Page 68
Part 6: Restraint of Pupils	Page 70
Part 7: Intimate Care	Page 72
Part 8: Advice for staff at school	Page 74
Part 9: Anti- Bullying Policy	Page 76
Part 10: E Safety Policy	Page 85
Part 11: Hate crime, hate incidents and harassment policy	Page 92

Part 1: Policy for Child Protection

KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED SENIOR PERSON FOR CHILD PROTECTION (DSP)

NAME: Miss Claire Francis (Federation Deputy Headteacher)

CONTACT NUMBER: 02920616792/ 02920810383

DEPUTY DSP

NAME: Mr Gareth James (Federation Headteacher)

CONTACT NUMBER: 07971786951/ 02920616792/ 02920810383

DEPUTY DSP 1

NAME: Mrs Michelle Burge (Federation Assistant Headteacher - Tongwynlais)

CONTACT NUMBER: 02920810383

DEPUTY DSP 1

NAME: Mr David Barker (Federation Assistant Headteacher - Coryton)

CONTACT NUMBER: 02920616792

NOMINATED GOVERNOR FOR CHILD PROTECTION

NAME: Mrs Sharron Dore

07584422352

CHAIR OF GOVERNORS

NAME: Mike Jones-Pritchard

07974825252

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

REFERRAL TO CHILDREN'S SERVICES AT CARDIFF MULTI AGENCY SAFEGUARDING HUB (MASH)

Where schools have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours telephone: **029 2053 6490 (option 3)**

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

Education Reps at MASH (professionals only) **029 20338438**

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

POLICE (CHILD PROTECTION): 101 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/](mailto:Stephanie.Kendrick-Doyle@cardiff.gov.uk)
07779961266

Tom Noaks - Prevent Education Officer
Thomas.noaks3@cardiff.gov.uk
07843381892

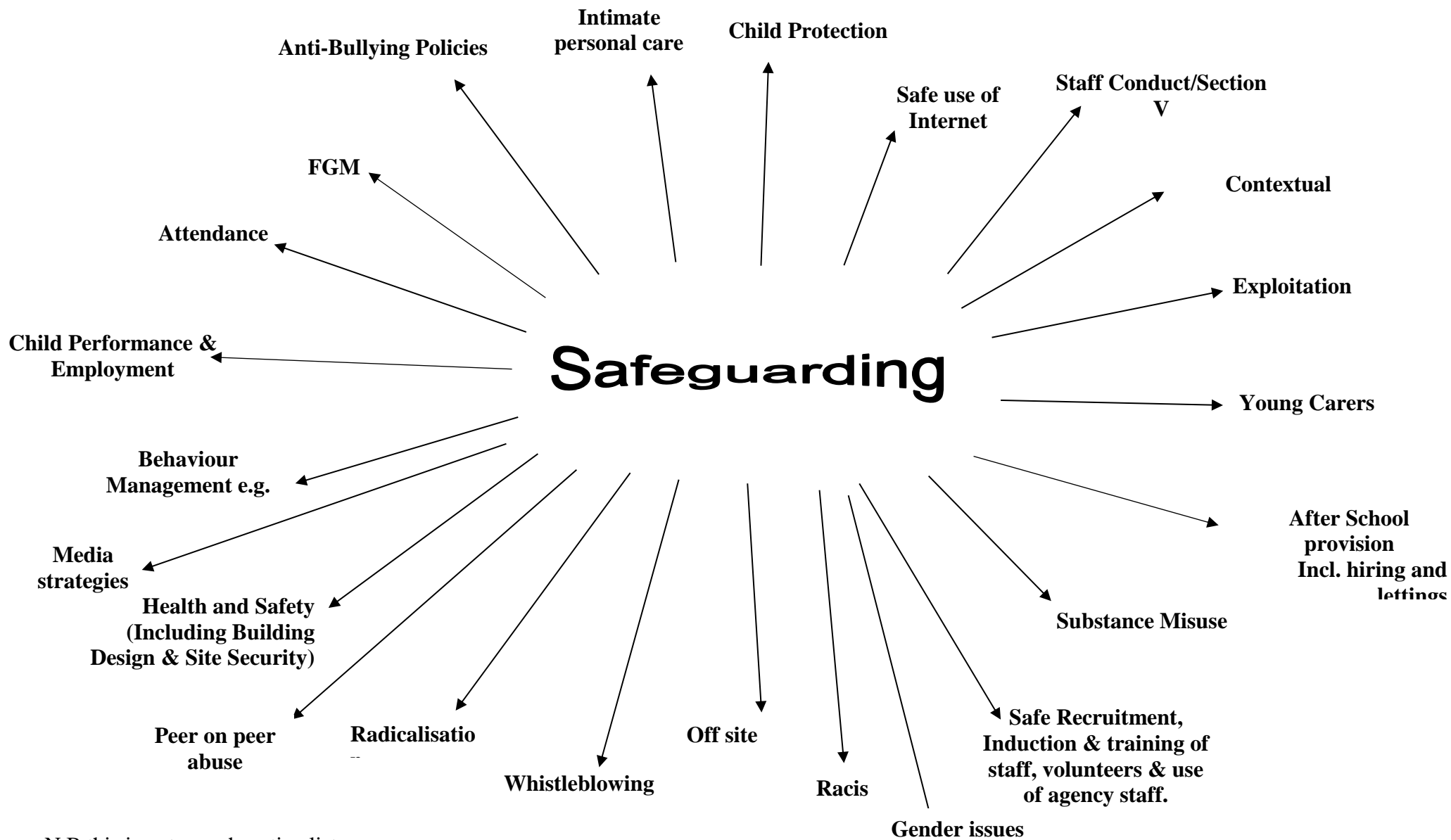
Nicola Winstanley - Prevent Project Manager
Nicola.Winstanley@cardiff.gov.uk
07977061760

Index

Introduction.....	Page 7
Aim, Prevention, Procedures.....	Page 8
Schools Governing Body.....	Page 10
Training.....	Page 11
Recognising Child Abuse.....	Page 11
Taking Action and Making A Referral.....	Page 12
Dealing With Disclosures.....	Page 15
Attendance At Child Protection Conferences & Core Groups.....	Page 17
Record Keeping.....	Page 18
Confidentiality/GDPR.....	Page 20
Support To Pupils.....	Page 21
Additional Vulnerability for Children and Young People.....	Page 21
Preventing Unsuitable People Working with Children.....	Page 21
Allegations Against Staff in The School Setting.....	Page 22
Whistleblowing.....	Page 25
Other Related Policies.....	Page 25
Health and Safety – School Site Security.....	Page 26
Extended Schools and Out of School Hours.....	Page 26
Children with Statements of Special Needs/ Individual Development Plan.....	Page 28
Children who enter the Looked after System.....	Page 28
The Use of the Internet/social media.....	Page 28
Teenage Pregnancy and Domestic abuse, gender-based violence and sexual violence	Page 29
Female Genital Mutilation (FGM).....	Page 30
Radicalisation/Extremism.....	Page 31
Anti-Bullying Child Exploitation.....	Page 33
Vulnerabilities and risk to Exploitation.....	Page 39
Children Missing Education.....	Page 40

Appendix / Documents

Vulnerabilities And Risks to Sexual Exploitation.....	Page 39
School Clubs.....	Page 43
Appendix 1: Children Missing From Education.....	Page 45
Appendix 2: Movement of Children Form.....	Page 46
Appendix 3: Leaving School Form for Parents.....	Page 47
Appendix 4: Notification of pupils withdrawn from school to be educated at home	Page 48
Appendix 5: Body map.....	Page 51
Appendix 6: Safeguarding Adolescents from Exploitation (SAFE)	Page 54
List Of Supporting Documents.....	Page 60



N.B this is not an exhaustive list

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 federation acknowledges the importance of their role in the wellbeing and safety of young people, and this ethos is promoted throughout both schools.
- The federation are committed to ensuring the safety and protection of all children and will take action to safeguard their wellbeing.
- The federation 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 individual 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 federation 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 federation recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

Both schools in the federation will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the 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 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 federation 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 federation, and to make appropriate and timely referrals in accordance with Child Protection and federation 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 federation, are aware of the school's internal procedures, for advice, support and guidance
- The federation 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 federation has an effective Child Protection policy and to support the school to develop and implement the policy: the federation Governing Body has a key role as critical friend in understanding and challenging the safeguarding arrangements within the school
- The DSP/Headteacher and federation 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 federation's duty to report Child Protection concerns to Children's Services
- Where children leave the federation 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 the individual school.

- Whilst awaiting information to arrive, the DSP to have a telephone conversation with DSP at previous establishment to discuss any immediate concerns

Federation Governing Body

The Federation Governing Body is responsible for the following:

- The Federation has an effective child protection policy and procedures in place that is in accordance with local authority guidance and locally agreed inter-agency procedures
- The federation'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 federation 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 federation's arrangements for child protection and their responsibilities
- Ensure that the federation 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 federation 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 federation 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 federation 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 be provided with an Induction booklet and a copy of the child protection policy. The induction booklet/leaflet should be signed and dated by the individual upon reading it.

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
<https://www.safeguarding.wales/chi/c6/c6.p3.html>
- [Social care Wales \(safeguarding.wales\)](https://www.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 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 may seek advice from telephoning Cardiff Multi Agency Safeguarding Hub (MASH) making clear it relates to a child protection matter to ensure the call is prioritised.

The DSP should seek clarity on the safety plan e.g. is the child safe to go home. Following advice from MASH any referrals must be submitted within 24 hours.

- Please note, if DSP is aware the child has an allocated Social Worker within a Locality Team, the DSP should make that Social Worker/ Duty Worker aware immediately and a MARF should be submitted to MASH, copying in the Social Worker.
- The DSP may seek advice from The Gateway in relation to matters of a child's/family's wellbeing.
- Professionals cannot remain anonymous when making a referral. Where the DSP is advised a referral is not required but in their professional judgement it is required a referral should be submitted.
- When making referrals parental consent should be sought, unless to do so poses a risk of harm to the child. It will be for Children's Services at MASH to determine whether the threshold for invoking Child Protection procedures is met. Record all actions taken in accordance with your DSP responsibilities and duty to report, including any advice given
- If a member of staff is informed that a child has disclosed that he/she has been abused, the member of staff **MUST IMMEDIATELY** refer the matter to the DSP or Deputy DSP or in the absence, refer direct to MASH.
- The DSP should be immediately notified of all referrals made by staff to the Cardiff MASH 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 MASH, will decide on the next step to be taken.
- DSPs/Schools staff should receive a response to their referral in writing within 7 working days. If not received after 7 days, DSPs should contact Cardiff MASH for an update.
- 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 MASH 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 MASH and inform the DSP of this. Advice and support can be sought from the Education Safeguarding Team as required.

This school recognises it has a duty to report child protection concerns and not to investigate

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 MASH 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 MASH team or Police who will make the decision as to when the parents/carers will be notified.

Dealing with Disclosures

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 a 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? 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 ask leading questions, speculate or proffer an alternative explanation

Just ask “what do you want to tell me?” or “is there anything else you want to say”. Best practice would be to use the TED method (tell, explain, describe). Do not interrupt when the child is recalling events and do not make the child repeat themselves.
- 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 (use document 1 ‘Record of Concern’).
- 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 MASH. Follow their advice about what to do next. Staff should keep in mind at all times their role is to assist the Police and Children’s Services and NOT to undertake their own investigations unless directed to do so.
- Referrals should be strength based following the Signs of Safety (SoS) approach as outlined on the referral form.
- If DSP is unable to get in contact with MASH 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

<u>DO</u>	<u>DO NOT</u>
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 schools recording system - MyConcern.

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

- Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made on MyConcern. If using the record form then 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 – Child protection record log should be filed at the beginning of each CP file and used as a chronology to log events, meeting 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 another 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 also 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.

MyConcern, in partnership with the LA schedule webinars for DSPs throughout the year, any topics staff would like included, or have any queries about the LA contact for My Concern is Sian Cadwalladr: scadwalladr@cardiff.gov.uk

Schools have an equal responsibility to ensure that relevant documentation/ information is shared in a secure and timely manner with all relevant safeguarding partners.

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 decision 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 federation’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, Behaviour Support 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 federation 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

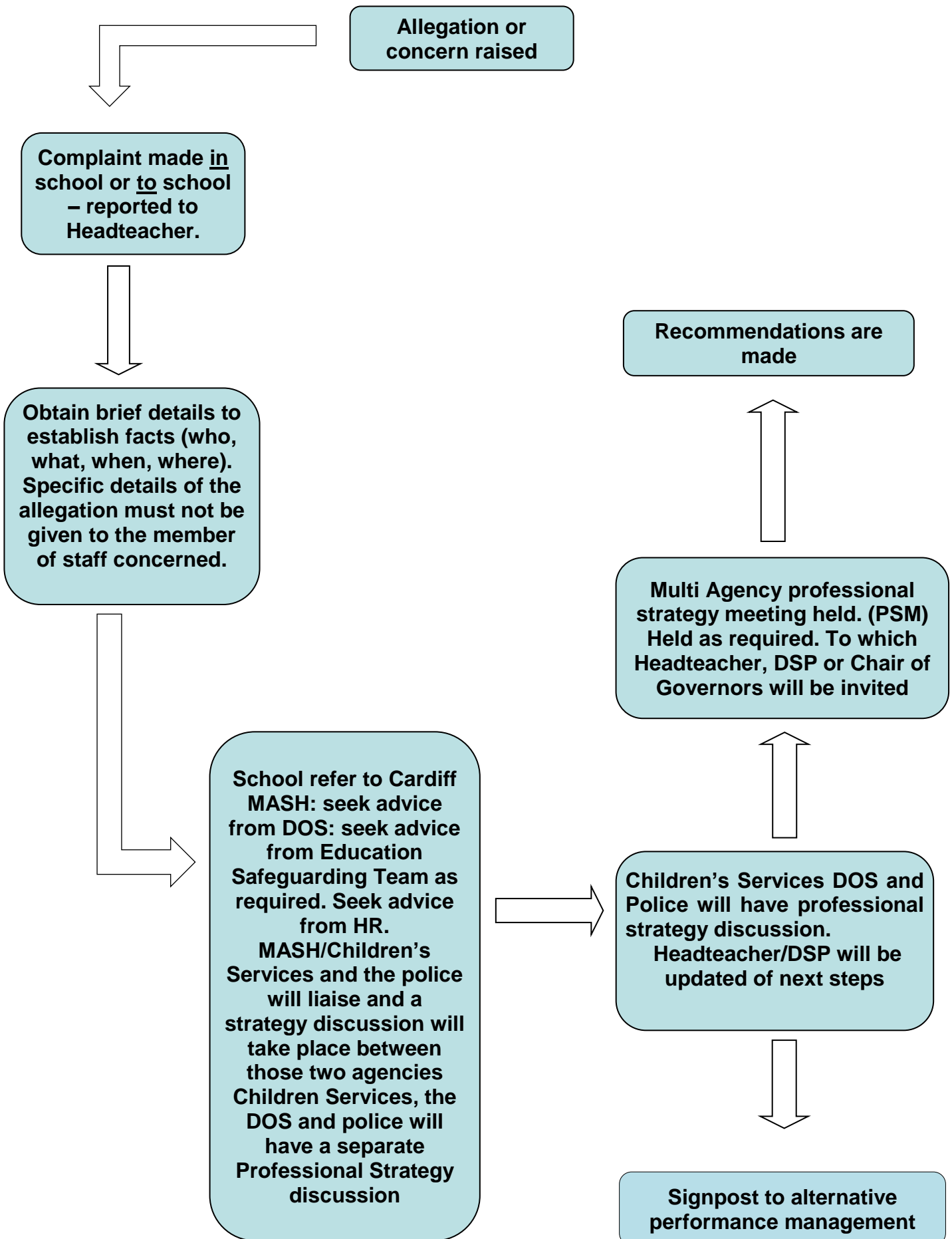
Allegations against staff in school setting

When there is a concern or allegation raised regarding any adult working or volunteering in the federation (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 give us cause for concern about the suitability of an adult to work with children.

- The Executive Headteacher or Executive Deputy Headteacher (in Executive head's absence) of the school should be informed immediately.
- The Executive Headteacher, Executive 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 Multi Agency Safeguarding Hub (MASH) 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 - see appendix)
- The Executive Headteacher, Executive 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 federation 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 Executive Headteacher the staff member should immediately report the allegation to the Chair of Governors, who should raise the concern to the relevant Safeguarding Team.
- 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 6)
- 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 Federation Headteacher unless the person of concern is the Federation Headteacher.



If agencies (schools) decide not to take any further action they must record their rationale 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 federation/council policy on physical intervention for school staff should be set out in a separate document (see Part 6) 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>

Use of body maps appendix 5

Health and Safety - School Site Security

Both federation schools 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 both school sites 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. A Contractor Visitors Log (Document 3) is attached which should be completed.

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.

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 Statements of Special Needs/ Individual Development Plan

The federation 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

Federation's policy on the use of the internet is set out in Part 10 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. Federation 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

[Sharing nudes and semi-nudes - Hwb \(gov.wales\)](#)

[Rhannu delweddau noeth a hanner noeth - Hwb \(gov.wales\)](#)

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.

Guidance is available at CIS "[Safe Use of Pupils Images – Best Practice Guidance for Schools](#)" together with template consent form.

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 MASH 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 sets out that:

“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.

Response

The federation recognises there is a strong link between domestic abuse and the abuse and neglect of children, and the impact on the child’s attendance and academic achievements.

Federation 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.

Federation staff 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.

Federation recognises 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 \(www.gov.uk\)](https://www.gov.uk/government/guidance/mandatory-reporting-of-female-genital-mutilation-procedural-information)

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

Operation Encompass

The federation 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 federation staff to consider safety and well-being support for the children involved in these incidents.

Please see the below hyperlink for further information

https://www.operationencompass.org/SM4/Mutable/Uploads/medialibrary/Operation-Encompass-Safeguarding-Statement_1.docx

Radicalisation/Extremism

What is Prevent?

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

Statutory duties for schools

The federation 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 federation 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 Cardiff
- 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 Cardiff LA

- Ensuring all staff receive appropriate training (Workshop to Raise Awareness of Prevent (WRAP)) and have the knowledge and confidence to identify pupils 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 \(south-wales.police.uk\)](https://south-wales.police.uk/all-wales-prevent-partners-referral-form-english)

[All Wales Prevent Partners Referral Form - Welsh \(south-wales.police.uk\)](https://south-wales.police.uk/all-wales-prevent-partners-referral-form-welsh)

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

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 vulnerabilities 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

The federation recognises 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

The federation 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 Multi Agency Safeguarding Hub (MASH) 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 6**, page 54 for the form, screening tool and guidance document

Cardiff Think Safe Team Contact: Stephanie McKay, Principle Social Worker 07973730371 Stephanie.McKay@cardiff.gov.uk / Stephanie.McKay@caerdydd.gov.uk
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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 will be 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](#).

Please sign and date overleaf

Please also complete this part of the form for our record keeping arrangements:

Full Name _____

Role _____

Signature _____

Agency _____

Date ____/____/____

Child Protection Record Log

Child's Name _____ D.O.B _____

Date:	Nature of Contact:	Contact Record:	Action Taken:	Signature:

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 MASH 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 45)
- 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** (page 46).
- 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 XXXXXXXX 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 a statement, the school should inform the Casework Team at Mynachdy.
- 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** (page 47) 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)(c)*: “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 (**Appendix 4** page 48) should be completed, signed by the Headteacher and sent together with a copy of the parents letter to:
 - Admissions, Education Service, Cardiff Council, County Hall, Atlantic Wharf, Cardiff CF10 4UW
- 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 leaving reason needs to be recorded in SIMS as EH – Educated at home (please do not use EO). It would be helpful if schools can add that ‘Notification sent to Admissions’
- A CTF should be created with MMMMMMMM as the destination code and uploaded onto the s2s 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.

Clubs on School Premises

The Welfare Service will be monitoring destination information on a monthly basis and will refer back to schools where information is insufficient and requires further follow up.

Remember, a well-run club will welcome your questions about their activities and policies. They'll know they have a responsibility to have the right arrangements in place, and to give this kind of information to anyone who leaves a child in their care.

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 eg 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	

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

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 received

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 leryd, Caerdydd CF10 4UW

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

<p>LEAVING SCHOOL FORM FOR PARENTS</p> <p>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</p>

Name:	Date of Birth:	Class:
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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 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.

NOTIFICATION OF PUPILS WITHDRAWN FROM SCHOOL TO BE EDUCATED AT HOME:

ELECTIVE HOME EDUCATION



Part A

Name of child:		D.O.B.:
Parent Name and Address: Email: Tel No:		
School:		Year Group:
Reason for Elective Home Education <i>(This data is collected by Welsh Government)</i>		Please tick all that apply:
	Attendance/prosecution	
	School cannot provide appropriate language provision	
	School / parent / child relationship breakdown	
	School cannot provide appropriate SEN provision	
	Awaiting a place in school of choice	
	Preferred school refused	
	Religious beliefs	
	Lifestyle / ideological / philosophical	
	Anxious / phobic	
	Racism	
	Homophobia	
	Bullying	
	Child medical need	
	Parent medical need	
Gender identity		
Other – please specify		
Date removed from the school register:		
Elective Home Advisers:	Cindy Clapham cindy.clapham@cardiff.gov.uk Mary Lewis Mary.Lewis@cardiff.gov.uk	
Please return this form to:	EHE@cardiff.gov.uk	

Part B – please continue on a continuation form if necessary

Is the pupil subject to a statement of Special Educational Needs? Yes/No
Details of needs:

Please give details of pupil's current levels and targets for the year

If the pupil been excluded, please give dates and reasons for exclusion

Please give details of interventions and work carried out with child and parents prior to notification of decision to educate at home.

Please give details of the involvement of the Education Welfare Service

Please give details of discussions with the parent(s) prior to notification of decision to educate at home

- **Please attach a copy of the letter from the parents informing you of the decision to home educate.**

Please provide names and contact details of any outside agencies currently involved with this pupil. For example Social Worker, CAHMS

Signed:		Headteacher
Date:		

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.

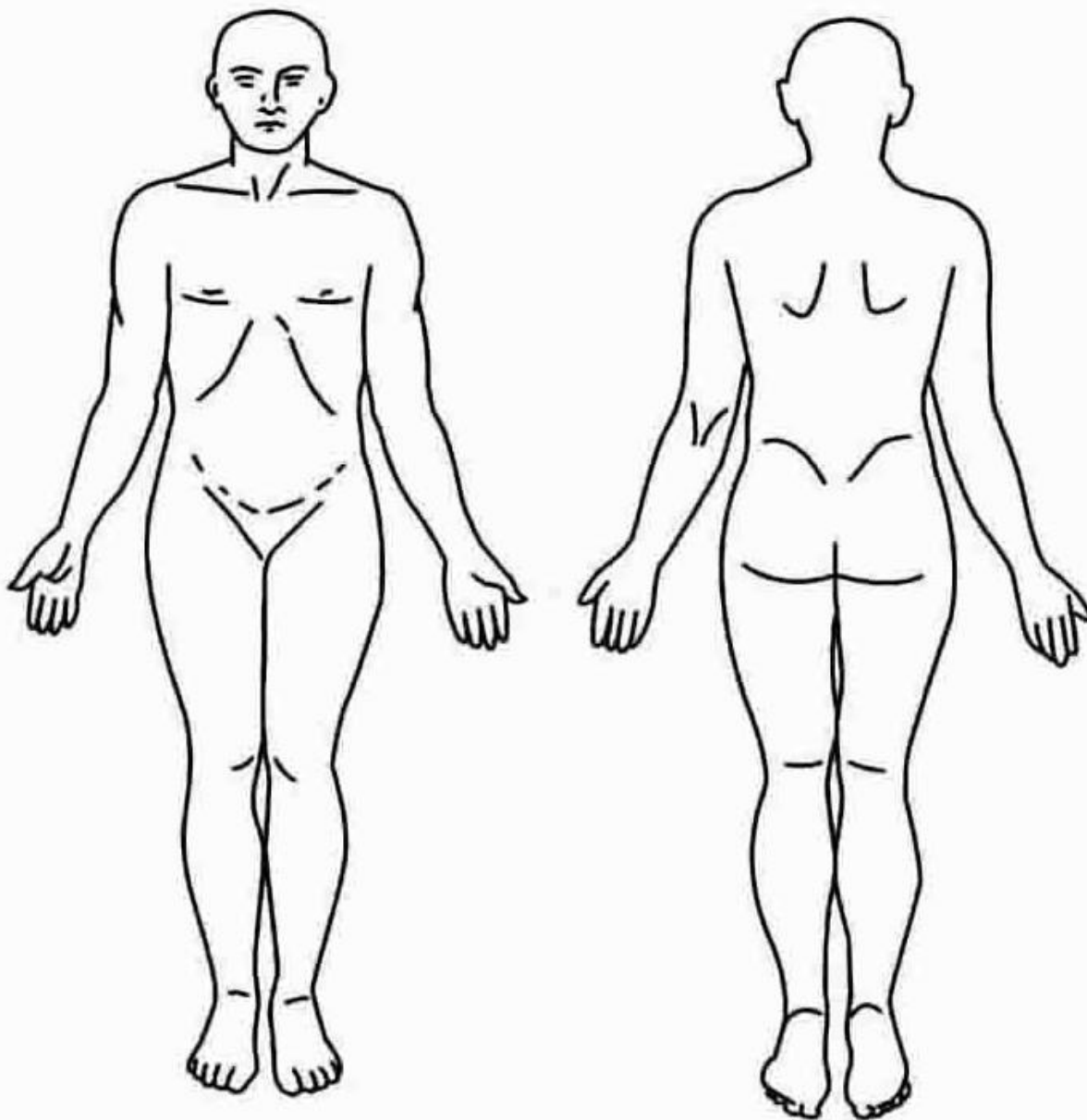
Keep note of any safeguarding concerns that you may have and share these with your manager or person in charge of child protection within your school or setting, such as a **designated safeguarding officer**.

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.



Body Map notes:



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: _____

**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			<input type="checkbox"/>
Change in Physical Appearance Example: dishevelled appearance or a sudden change in the way Child dresses, losing or gaining weight			<input type="checkbox"/>
Sexually Transmitted Infections (STI's)			<input type="checkbox"/>
Injuries – evidence of physical or sexual assault			<input type="checkbox"/>
Pregnancy, termination or repeat testing for sexually transmitted infections			<input type="checkbox"/>
Disclosure of sexual violence/assault even if followed by withdrawal of allegation. Examples: Sexual assault, rape, internally inserting drugs in rectum or vagina (Plugging), indecent images shared as part of initiation, revenge or punishment			<input type="checkbox"/>
Notes			
Health Domain			
Emotional Signs			
Expressions of low emotional health and wellbeing			<input type="checkbox"/>
Anger / Aggression			<input type="checkbox"/>
Withdrawn			<input type="checkbox"/>
Extreme Mood Changes – if other risks of CE are identified then the risk would increase			<input type="checkbox"/>
Low self-esteem / self confidence			<input type="checkbox"/>
Self-harm indicators and/or suicidal thoughts/attempts			<input type="checkbox"/>

Disengaged from known adults and interests, an invincibility attitude or not caring about what happens to them			<input type="checkbox"/>
Young person's sexuality increases their vulnerability as they feel unaccepted due to sexual orientation Is the young person transitioning/historical sexual abuse?			<input type="checkbox"/>
Evidence of a Learning or physical disability			<input type="checkbox"/>
Notes			
Material Signs			
Use of a mobile phone that causes concern/ Multiple mobile phones, including that of burner phones			<input type="checkbox"/>
E- Safety – Secretive about mobile phone/more than one mobile phone Making/ receiving explicit videos/ sexting Late night excessive phone/ internet activity			<input type="checkbox"/>
Has extra money/new items (Gifted electric scooter, bikes) /'gifts' that cannot legitimately be accounted for/received from unknown sources			<input type="checkbox"/>
New clothing / Footwear which can not be accounted for by parents/carers			
Young Person being found to have large amounts of drugs on them			<input type="checkbox"/>
Have they been to hotels, Air B&B, have they got hotel cards or keys to unknown places, with unknown adults			<input type="checkbox"/>
Notes			
Behavioural Signs			
Change in behaviour, such as secretive, anger, lifestyle, disruptive behaviour, violent behaviour			<input type="checkbox"/>
Missing episode			<input type="checkbox"/>

Persistently going missing from home or school and/or being found out of area. Think about their presentation on return, dishevelled? Hungry?			<input type="checkbox"/>
Starting or increase drug use - cannabis, Class A, Class B,			<input type="checkbox"/>
Starting or increased Alcohol use			<input type="checkbox"/>
Staying out late without reasonable explanation			<input type="checkbox"/>
Frequenting areas known for exploitation (including private dwellings) on more than one occasion			<input type="checkbox"/>
Using sexual, gang, drug related or violent language you wouldn't expect them to know			<input type="checkbox"/>
Increased use of internet– use of several media sites			<input type="checkbox"/>
Young person has been coerced to take/share indecent images			<input type="checkbox"/>
Arrested/Evidence of criminality			<input type="checkbox"/>
Young person carrying / concealing weapons			<input type="checkbox"/>
Change in education attendance/Change in education provider/Missing from education			<input type="checkbox"/>
Absent from school / Non-school attendance			<input type="checkbox"/>
Exclusion from school			<input type="checkbox"/>
Glamorised view of criminality			<input type="checkbox"/>
Entering / leaving vehicles driven by unknown adults / adults of concern			<input type="checkbox"/>
described as out of control or as having risky behaviour by their family, carers or by practitioners			<input type="checkbox"/>
Notes			
Family /Associate signs – vulnerability and risks			
Parents / Carers not reporting young person missing			<input type="checkbox"/>
Multiple or concerning contact (unknown adults / older young people)			<input type="checkbox"/>
Young person feels indebted to an individual or group – drug debt			<input type="checkbox"/>

Family or young person having to move or leave their home because of threats			<input type="checkbox"/>
Associates known to be involved in criminality or Organised Crime Groups (OCG's)			<input type="checkbox"/>
Living in a chaotic / dysfunctional household			<input type="checkbox"/>
Relationship breakdown with family and or peers, sudden change of friendships			<input type="checkbox"/>
Association with others who have been exploited			<input type="checkbox"/>
Tartgeted threats to family / threats at home			<input type="checkbox"/>
Absence of safe trusted adult			<input type="checkbox"/>
Young Carer			<input type="checkbox"/>
Young person has limited age appropriate friendships / struggles to maintain friendships			<input type="checkbox"/>
Older 'relationship' with controlling adult.			<input type="checkbox"/>
Association with older and/or risky peers			<input type="checkbox"/>
Notes			
Other			
Services have not been able to engage with child			<input type="checkbox"/>
Homeless / innapropriate accomodation (prompt)			<input type="checkbox"/>
Notes			
Are Parents / Carers aware of these concerns?		<input type="checkbox"/>	<input type="checkbox"/>
Does the child have awareness of these concerns?		<input type="checkbox"/>	<input type="checkbox"/>
Does the young person consent to you sharing this information?		<input type="checkbox"/>	<input type="checkbox"/>
Does the parent consent to you sharing this information?		<input type="checkbox"/>	<input type="checkbox"/>

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 Multi Agency Safeguarding Hub (MASH) 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, MASH social workers or the Early Help Gateway.

[Child Exploitation Risk Ratings \(2020\).pdf](#)

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: Trosolwg 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 report (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](#)
- [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
- 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/>

Other Guidance

- [Boys and Girls and the Equality Act Guidance for Schools](#)
[Microsoft Word - Boys and Girls and the Equality Act April 2021 England and Wales.docx \(sex-matters.org\)](#)

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.

Part 2: Safer Recruitment (including DBS Disclosure and Barring Service)

(Please refer to the Disclosure and Barring Service Employment Policy for further guidance)

Aims

To have in place clear procedures for DBS Disclosure checks for all school personnel, volunteers and new appointments in order to ensure the safety and welfare of children and young people.

In line with our commitment to the safety and welfare of children we are fully committed to the procedures and arrangements of the Disclosure and Barring Service and Independent Safeguarding Authority.

This policy complies with the Welsh Assembly documents:

- “Safeguarding Children – Working Together Under the 2004 Act”
- “Safeguarding Children in Education 005/2008”
- the Data Protection Act
- DBS code of Practice.

This policy will be revised to comply with the ISA Vetting and Barring Scheme requirements.

We acknowledge the immense importance of the DBS in providing access to Disclosure checks for school personnel, volunteer helpers and for new appointments to this school.

Enhanced disclosures will be applied to the following categories:

The Executive Headteacher/ Executive Deputy Headteacher	Teachers	Teaching Assistants
Midday Supervisors	Supply Teachers	Students
Administrative Staff	Volunteer Helpers	Caretaker
Cleaning and catering staff are employed centrally		

DBS disclosures will not be applied to the following as it is felt that they will have very little, if any, contact with children, they will be escorted whilst on the school premises or that they will work under the supervision of a teacher:

- Secondary pupils on work experience
- Representatives from educational firms
- Contractors
- Occasional school event volunteers

The LA has undertaken to ensure that no new employee will commence their appointment without the completion of a List 99 check and DBS.

We will consider any person with a criminal record equally with others applying for any vacant post at this school unless their DBS disclosure check indicates that they present a risk to children.

Roles

Role of the Governing Body	The Governing Body has: <ul style="list-style-type: none">• delegated powers and responsibilities to the Headteacher to ensure DBS disclosures are in place;• adopted the LA DBS Disclosure Policy;• responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Executive Headteacher	The Executive Headteacher will: <ul style="list-style-type: none">• implement this policy;• ensure all school personnel and volunteer helpers are aware of it;• monitor and evaluate the effectiveness of this policy

In compliance with the DBS Code of Practice and the Data Protection Act all Disclosure information and records of all school personnel will be safely handled, securely stored, retained and disposed of in a secure manner.

We have in place Single Central Record which records the receipt of all satisfactory DBS Disclosures.

Part 3: Caring for a Sick Child at School

Aim: To have in place appropriate procedures to deal with children who become ill at school.

Everyone associated with our Federation recognises that we have a duty to ensure the health and well-being of all children in order for them to be successful learners in a learning environment that is clean, healthy and safe for everyone. Therefore, it is our responsibility to deal with all children who become sick at school in a kind and caring manner.

We believe that if a child is displaying signs of illness then a parent/carer has a duty not to send their child to school. Likewise school personnel have a duty to assess the condition of any child who is thought to be unwell and to contact the parent/carer requesting the child should be taken home.

We are aware that all children are subject to coughs and colds at sometimes and these should not prevent them from attending school. But we do ask parents/carers not to send their children to school if they are showing signs of vomiting, diarrhea, any type of rash, conjunctivitis, flu, chicken-pox, mumps, measles or high temperature.

We recognise the importance of working closely with parents/carers and we believe we have good lines of communication in place. But in order to ensure the health and well-being of all children everyone must be aware of their role and responsibilities when a child is displaying signs of illness.

We believe it is only correct for a child suffering from an infectious or contagious disease to be excluded from school until they are fully recovered. We have a duty of care for all pupils and school personnel and, therefore, we request parents/ carers to consult with their GP before their child returns to school and if need be we will seek advice from the Local Health Authority.

Roles

Role of the Governing Body	<p>The Governing Body has:</p> <ul style="list-style-type: none"> delegated powers and responsibilities to the Executive Headteacher to put into place procedures to ensure sick children are identified and are cared for appropriately; responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Executive Headteacher	<p>The Executive Headteacher will implement procedures to:</p> <ul style="list-style-type: none"> protect the health and safety of children and school personnel deal with children taken ill at school ensure school personnel and parents/ carers are aware of this policy organise first aid training for designated members of staff ensure that children's records and emergency contact numbers are kept up to date monitor the effectiveness of this policy
Role of School Personnel	<p>School personnel will:</p> <ul style="list-style-type: none"> ensure compliance with this policy

	<ul style="list-style-type: none"> • assess the condition of any child thought to be unwell in a kind and caring manner • notify the school administrator of any child taken ill • ensure that a child's parents/carers are made aware of their concerns about the child's health • ensure the comfort of an ill child by ensuring that someone stays with them while awaiting for the parents/ carers to arrive • seek immediate medical advice if a child is in danger • call for an ambulance • in cases of emergency, make every effort to contact the child's parents/ carers immediately • escort a child to hospital in the absence of a child's parents/ carers • ensure records are kept of all children taken ill and sent home while at school • Issue specific health guidelines/advice as appropriate • In the case of chronic illness, individual medical plans and risk assessments will be put in place supported by the school nurse and reviewed and revised as appropriate.
<p>Role of Parents/ carers</p>	<p>Parents/carers must:</p> <ul style="list-style-type: none"> • notify the school of any changes to their contact details • co-operate with the school by keeping their child at home if they are unwell or showing any signs of vomiting, diarrhoea, any type of contagious rash, impetigo, flu, chicken-pox, mumps, measles or high temperature • consult with their GP if their child is suffering from one of the communicable diseases • inform the school if their child is not their normal self when brought to school but is not showing any signs of illness

Part 4: Caring for a Vulnerable Child at School

Aims

- To ensure that all school personnel are aware of their responsibilities for safeguarding and promoting the welfare of children.
- To have in place clear structured procedures to identify and report suspected cases of child abuse.
- To provide support and guidance for pupils identified as being vulnerable.

We consider a child to be vulnerable if they are:

- Looked After Children in Education
- Regularly bullied (including cyber bullying)
- suffering from neglect, physical abuse, sexual abuse or emotional abuse
- suffering from bereavement
- refugees/asylum seekers
- are the main carer within the home
- children with a disability
- excluded from school

We believe we have worked hard to create and maintain an ethos in which we provide support and guidance so that pupils feel secure and confident enough to talk if they are experiencing difficulties. Pupils understand that we are prepared to listen to them as we value their views.

We ensure that all school personnel receive regular training in safeguarding techniques so that we are able to recognise the signs and symptoms of suspected child abuse and that they are aware of the procedures of reporting such cases.

We have in place an effective system for monitoring those children identified as being vulnerable and excellent lines of communication with external support agencies.

Part 5: Administering Medicines

We acknowledge that under the standard terms and conditions for the employment of teachers there is no legal duty for them to administer or to supervise a child taking medication.

We will administer prescribed medicine only. This is on a voluntary basis and individual decisions will be respected.

Non-prescription medicines will not be administered by staff but parents/carers can make arrangements at lunch time to administer the medication to their child. Doses given by staff are recorded and initialed on a medication record sheet.

Aims

- To outline the procedures for administering prescribed medicines to pupils.

Procedure

Role of the Governing Body	<p>The Governing Body has:</p> <ul style="list-style-type: none"> • appointed a member of staff to be the Coordinator for Health and Safety, • a responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Executive Headteacher	<p>The Executive Headteacher will:</p> <ul style="list-style-type: none"> • ensure the administration of prescribed medicines by putting into practice effective strategies and examples of good practice • inform parents/ carers of the school policy via the school prospectus/ school website
Role of the Designated Person/s	<p>Members of the school personnel who have volunteered to administer or supervise the taking of medication will:</p> <ul style="list-style-type: none"> • be up to date with the Individual Health Care Plans for those pupils with specific medical needs or emergency medication such as asthma inhalers or epipens. • The school nurse reviews medicines held in school to ensure that they are still in date.
Role of Parents/Carers	<p>Parents/carers must provide:</p> <ul style="list-style-type: none"> • written permission by completing the Medication Consent Form • sufficient medical information on their child's medical condition • the medication in its original container • sufficient medicine for the dosage to be given in school.

Administration of Prescribed Medicines	<p>Members of the school personnel who have volunteered to administer or supervise the taking of medication will:</p> <ul style="list-style-type: none"> • be aware of Individual Health Care Plans and of symptoms which may require emergency action • read and check the Medical Consent Forms before administering or supervising the taking of medicines • check that the medication belongs to the named pupil; • check that the medication is within the expiry date • inform the parent if the medication has reached its expiry date • confirm the dosage/frequency on each occasion and consult the medicine record form to prevent double dosage • always take appropriate hygiene precautions;
Medication Record	<p>The following information must be supplied by the parent/carer:</p> <ul style="list-style-type: none"> • Name and date of birth of the child • Name and contact details of the parent/carer • Name and contact details of GP • Name of medicines • Details of prescribed dosage • Date and time of last dosage given • Consent given by parent/carer for staff to administer medication • Expiry date of medication • Storage details
Security	<ul style="list-style-type: none"> • All medications will be kept in a secure place and accessible only to the designated persons. • A small secure fridge will be used for medications that need to be kept cool.
Educational Visits	<ul style="list-style-type: none"> • On educational visits a designated person will also attend in order to administer medications
Sporting Activities	<ul style="list-style-type: none"> • We will ensure that pupils have immediate access to asthma inhalers during sporting activities in the school day and during extra-curricular clubs

Part 6: Restraint of Pupils

Aim: To ensure that school personnel understand that they may use reasonable force to restrain a pupil only in extreme circumstances.

We acknowledge that Section 93 of the Education and Inspections Act 2006 allows school personnel to use reasonable force to restrain a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

(Department for Children, Schools and Families – The Use of Force to Control or Restrain Pupils).

We understand that there is no legal definition when reasonable force can be used.

‘That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour’.

(Department for Children, Schools and Families – The Use of Force to Control or Restrain Pupils)

Procedures:

Minimising the need to use force	<p>We have the following in place in order to reduce the likelihood of any member of staff using force:</p> <ul style="list-style-type: none"> • a calm, orderly and supportive school climate. • strong and effective relationships between pupils and staff. • a whole school approach to developing social and emotional skills
Staff authorised to use force	<ul style="list-style-type: none"> • all staff whose job involves supervising pupils may use force to restrain a pupil only in extreme circumstances.
Deciding whether to use force	<ul style="list-style-type: none"> • We believe that the use of force and what force to use must always depend on the circumstances of each incident. • We acknowledge that when faced with an incident there is very little time for staff to think before making a quick but effective decision. • However, staff must be aware of and consider the following: • Assessing the seriousness of the incident that if force is not used then it could result in injury, damage or disorder. • After considering alternatives for dealing with the situation, force is the only justifiable way of achieving a positive result. • Assessing the number of risks connected with using force compared with using other strategies.

Types of Incidents	<p>Staff will have to make decisions when dealing with any of the following incidents:</p> <ul style="list-style-type: none"> • Fighting - pupils fighting. • Attack - a pupil attacks an adult or another pupil. • Damage to property – a pupil deliberately damages property or is about to. • Injury or damage – a pupil causes or is about to cause injury or damage. • Absconding – when a pupil tries to leave school which could put his/her own safety at risk, the safety of others or the damage to property. • Defying an instruction – when a pupil persistently refuses to leave a classroom. • Disruption of lessons – when a pupil’s behaviour seriously disrupts a lesson. • Disrupting a school event – when a pupil’s behaviour seriously disrupts a school event.
Using force	<p>When faced with an incident and before force is used, staff must:</p> <ul style="list-style-type: none"> • act in a calm and measured manner; • show no anger or frustration; • tell the pupil to stop misbehaving or restraint will be used but will stop when the pupil behaves. <p>Staff may use the following types of force:</p> <ul style="list-style-type: none"> • passive physical contact by standing between pupils or by blocking a pupil’s path; • active physical contact by using restrictive holds, leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back.
Staff training	<ul style="list-style-type: none"> • All staff who are likely to require it because of the nature of specific pupils in a class will receive training in restraint
Recording incidents	<ul style="list-style-type: none"> • Records will be kept of all incidents on the appropriate incident record sheet and on MyConcern
Reporting incidents	<ul style="list-style-type: none"> • Parents/ carers will be informed by telephone and then by letter of the incident.
Monitoring and review	<ul style="list-style-type: none"> • Restraint of pupils will be monitored and reviewed by assessing the frequency and severity of incidents requiring the use of force in this school.

Part 7: Intimate Care

We believe intimate care is any activity such as feeding, oral care, washing, changing clothes, toileting, first aid and medical assistance, comforting and support, and supervising intimate self-care that is required to meet the personal needs of a child regularly or during a one-off incident.

We have a duty to safeguard children and school personnel at all times. We aim to develop independence in each child but on those occasions when children need assistance they must feel safe, have personal privacy, feel valued, be treated with dignity and respect, become involved and consulted about their own intimate care, with school personnel that are specially trained in intimate care procedures.

We aim to treat every child as an individual treating them as gently and as sensitively as possible.

Aims

- To safeguard the rights of children.
- To safeguard school personnel trained in intimate care procedures.

Procedure

Role of the Governing Body	<p>The Governing Body has:</p> <ul style="list-style-type: none"> • delegated powers and responsibilities to the Executive Headteacher in the delivery of this policy; • responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Executive Headteacher	<p>The Headteacher will ensure:</p> <ul style="list-style-type: none"> • all school personnel are aware of this policy • all parents/ carers are aware of this policy • that new developments, resources and equipment are brought to the attention of the appropriate school personnel • that this policy is monitored and evaluated and any recommendations for improvement are reported to the GB
Role of School Personnel with Responsibilities for Intimate Care	<p>School personnel will:</p> <ul style="list-style-type: none"> • be professional in their duties at all times; • be respectful of a child's needs; • preserve a child's dignity and respect with a high level of privacy, choice and control appropriate to the child's age and situation; • be aware of their own limitations; • promote positive self-esteem and body image; • work in partnership with parents/carers; • report any concerns they have about a child;

	<ul style="list-style-type: none"> • report any concerns they have about a colleague's intimate care practice; • be aware of the danger of allegations being made against them; • take precautions to avoid risk. • Changing of children by staff is to be carried out in pairs
Role of Parents/ carers	<p>Parents/ carers will:</p> <ul style="list-style-type: none"> • advise the school of any known intimate care needs relating to their child; • be involved with their child's intimate care arrangements on a regular basis
Rights of the Child	<p>All children have the right to be treated:</p> <ul style="list-style-type: none"> • with sensitivity and respect in such a way that their experience of intimate care is a positive one; • by professionals suitably trained and assessed to be competent to undertake procedures in intimate care
Monitoring the Effectiveness of the Policy	<p>The effectiveness of this policy will be reviewed annually, or when the need arises. The necessary recommendations for improvement will be made to the governors.</p>

Part 8: Advice for staff at school (taken from NEOST Guidelines and from GTCW Guidelines) National Employers' Organisation for School Teachers (NEOST)

1.1 Private meetings with pupils

- (a) Staff and volunteers should be aware that private meetings with individual pupils may give rise to concern. While there will be occasions when a confidential interview or a one to one meeting is necessary, wherever possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.
- (b) Meetings with pupils away from the school premises should only be arranged with the specific approval of the head teacher.

1.2 Physical Contact with pupils

- (a) Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils.
- (b) Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.

1.3 Where physical contact may be acceptable

- (a) There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she should seek the advice of the headteacher.
- (b) Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include: showing a pupil how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE, and; contact activities at a youth club. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.
- (c) There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him/her from inflicting injury to others or self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has acted to physically restrain a pupil he/she should make a written report of the incident in the form prescribed by the school's policy on restraint.

1.4 Caring for pupils with particular problems

- (a) Staff who have to administer first aid should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued.
- (b) Wherever possible staff who have to help children with toileting difficulties should be accompanied by another adult, and pupils should, wherever possible, be encouraged to change

themselves. It is accepted that there will be some situations where pupils will present particular problems for staff and the emphasis will be on what is reasonable in all the circumstances.

Teachers should ensure that:

1. They are aware of the potential dangers of being in a one-to-one situation with a pupil at any time but especially outside the school setting. This includes:
 - giving lifts to pupils,
 - visiting their homes or contact in a social context;
 - photographing or videoing of pupils which must comply with school guidelines;
2. They conduct conversations with a pupil about sensitive issues professionally;
3. They have regard to the safety and welfare of pupils.

Teachers should ensure that they do not:

- have inappropriate physical contact with pupils
- engage in personal correspondence with pupils
- discuss their own personal relationships with pupils
- swear at pupils, use offensive names or make inappropriate remarks about their gender, race, religion, sexual orientation, appearance, age, language or special needs.

The Pear Tree Federation

Part 9: Anti-Bullying Policy

This policy is designed to be read alongside the principles and practices enshrined in the school's: Anti Hate Incident/Crime and Harassment Policy; Behaviour Policy; Attendance Policy and Safeguarding/Child Protection Policy.

Introduction

At both schools we are committed to providing a caring and friendly environment for all our pupils so that they may learn in a relaxed and secure atmosphere. We teach that bullying is wrong and damaging. We do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. If bullying should occur, all pupils should be able to tell an adult at school and feel assured that any incident will be dealt with appropriately. We recognise that pupils from the protected characteristics are overwhelmingly likely to be victims of bullying.

We want all children to feel happy and safe in school and to be able to learn in a supportive and caring environment without the fear of being bullied.

In setting policy objectives for this school, we will take due regard to the Equality Act 2010 general duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.

This school policy is based on the Welsh Government guidance series 'Challenging Bullying – Rights, Respect, Equality' which includes statutory guidance for local authorities and governing bodies, as well as advisory guidance for children and young people, parents and carers.

We will ensure that all pupils, parents, staff, governors, and others are aware of this policy and know that appropriate action will be taken.

We acknowledge that bullying can and does happen in all schools, play & youth settings, as well as in the wider community; and that bullying can happen to adults in the workplace. The school will endeavour to respond appropriately as if it had happened on site by involving external agencies.

Aims and Objectives of the Policy

This policy in partnership with the Anti- Hate Crime, Hate Incident and Harassment Policy is essential to support our whole school ethos, which is to **ensure that children can learn without fear, feel safe, secure, confident and happy free from humiliation, harassment, oppression, and abuse.**

It is designed to **prevent** bullying behaviour wherever possible, to **respond** consistently in line with agreed procedures should it occur and to provide **support** to those involved as appropriate.

- To deal effectively with bullying and reduce incidents of bullying.
- To ensure that all governors, teaching and non-teaching staff, pupils, parents and carers have a clear and shared understanding of what bullying is and how it is managed in school.
- To ensure that all governors, teaching and non-teaching staff, pupils, parents and carers know what the school policy is on bullying, and follow it consistently when bullying is reported.
- To ensure that all members of the school community are responsible for combating bullying.
- To make clear each person's responsibilities with regard to bullying in the school.

What is Bullying?

There is no legal definition of bullying in Wales. Previous Welsh Government anti-bully guidance (Respecting others: Anti-bullying overview, Guidance document No: 050/2011) states that bullying is:

- deliberately hurtful (including aggression);
- repeated over a period of time (whilst recognising that a one off incident can leave a pupil traumatised and nervous of future recurrence);
- difficult for targets to defend themselves against.

This school uses the definition provided by Welsh Government - Rights, respect, equality: Statutory guidance for governing bodies of maintained schools (2019):

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.”

Bullying is about power. Victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help. Whatever the reason, bullying is never acceptable and will not be tolerated.

We as a Federation recognise that bullying isn't exclusively an issue that affects pupils, but also staff.

Bullying behaviour can take many forms but may be:

- **physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation;
- **verbal** – taunts and name-calling, insults, threats, humiliation or intimidation;
- **emotional** – behaviour intended to isolate, hurt or humiliate someone; sly or underhand actions carried out behind the target's back or rumours preading' bullying that tries to harm the target's relationships, drawing their friends away, isolating or humiliating someone or deliberately getting someone into trouble;
- **sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted;
- **online (cyber)** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video;
- **Prejudice-related** – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity.
- **Prejudice-related** - bullying includes the protected characteristics. (Including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

For definitions on hate crime/incidents and harassment refer to Hate Incident / Crime and Harassment Policy.

Possible Signs of Bullying

Those being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their schoolwork may deteriorate. They may lack concentration or truant from school.

Procedure and Consequences

- Staff are on duty at break times and lunch times and are vigilant: they watch for the 'isolated' child, making sure that the child is not isolated due to bullying behaviour.
- Children are not allowed to play in unsupervised areas.
- Children are made aware that bullying should be reported to an adult and are aware of the 4-step system.
- In cases of targeted and/or repeated bullying, those involved will attend a meeting to discuss the problem either with the teacher, Deputy Headteacher or Headteacher as appropriate.
- At this meeting the victim and the perpetrator are often seen separately to get their views – it is usually appropriate to take notes
- The victim and the perpetrator(s) may then be seen together if it is difficult to establish whether bullying has taken place, or whether there has been a relational conflict. If a meeting together occurs, the aim is to emphasis that hurt, whether physical or emotional, has been caused and that the situation needs to move on so that this does

not occur again. All people involved are encouraged to come up with their own ideas or suggestions as to how this may be achieved.

- Whenever possible, the pupils will be reconciled.
- If such cases continue to give concern, parents/carers will be informed and will be asked to discuss the problem
- An attempt will be made to help the perpetrator to change their behaviour and repair any damaged relationships. This may involve contracts being drawn up to monitor and improve behaviour
- Through Personal and Social Education, children will be made aware of what type of behaviour constitutes bullying. Stories, role play, workshops may be used to address the problem of actions which give rise to bully versus victim
- If bullying continues, the perpetrator will be withdrawn from the situations where bullying mainly occurs.
- In repeated cases, temporary fixed term exclusion (including lunchtime exclusions) or even permanent exclusion will be considered

Supporting Children in their Response to Bullying - Our Four Step Approach

We are a '**Telling Federation**'; children are encouraged to report all incidents of bullying and intimidation. All children are encouraged to report bullying and not act as 'bystanders', either to themselves or to others. Children are taught that by not reporting an incident, a bully is able to continue with their bullying behaviour.

When isolated incidents of teasing or name calling occur, children should be encouraged to follow this 4 STEP approach.

1. **IGNORE** the individual or group who are teasing. This is often difficult, but usually very effective if it can be sustained.
2. If ignoring fails, **ASK** the individual or group to stop being unkind to others.
3. If teasing continues, **WARN** the participants that if they continue you will report it to a member of staff or a Buddy.
4. If steps one to three have not been effective, and teasing continues **REPORT**, the incident to a member of staff.

All children are made aware of this procedure, reinforced through class discussion, assemblies etc. The perception that they are 'telling on' other children is discouraged. Thus, if a pupil reporting an incident approaches a member of staff, the child is asked if the **4 STEP** approach has been followed and appropriate action will be taken.

Investigating Incidents of Bullying

- 1) If bullying is suspected or reported an investigation will take place and teachers will talk to the suspected victim, the suspected or alleged perpetrator and any witnesses. Investigations will be documented and records are kept of such conversations. The schools report any incidents to the Identity Based Incidents and Bullying Monitoring System. This ensures that any patterns in behaviour can be monitored and dealt with effectively.

We recognise the need to gather as much information as possible. When appropriate, the adult dealing with the incident will talk to the victim, the perpetrator and any witness(es) separately and then together.

If necessary, the children should be referred to the senior teacher within the year group, to the Executive Deputy Headteacher or ultimately the Executive Headteacher (see *appendix 1*). This structured approach is important – it is often inappropriate to send children to the Executive Deputy Headteacher or the Executive Headteacher as a first step. Sometimes however, it is only the Executive Deputy Headteacher or the Executive Headteacher who are available to undertake this role during teaching time.

Management of repeated incidents of bullying

The following represents an agreed staged response towards repeated incidents of bullying, and to other serious incidents of unacceptable behaviour.

1. The Executive Deputy Headteacher (or Executive Headteacher) will discuss the incident with perpetrator(s) and victim(s), individually and then together. They will take notes of what is said, using, when appropriate, the children's own words. The class teacher will be informed of the outcome.
2. The perpetrator(s) will be told that any repetition of such behaviour will result in parents/carers being contacted.
3. If similar behaviour is subsequently reported, parents/carers will be requested to visit the school.
4. Parents/carers, children and teacher, (or Executive Deputy Headteacher or Executive Headteacher) will discuss ways of dealing with the situation. Children and parents/carers will be reminded that further incidents could result in a period of exclusion at lunchtime; a fixed -term or indeed even permanent exclusion from school depending on the severity of the incidents.

Both schools and its staff are committed to preventing bullying by including the following:

- Encouraging an open, welcome and inclusive atmosphere in school
- Taking every allegation seriously and record all incidents and reporting such concerns
- Always listening to the children with an open-mind
- Supporting our midday supervisors in the work they do with children
- Supervising the playground and learning areas diligently
- Using Circle Time as an opportunity to discuss the issue of bullying
- Raising the topic of 'Bullying' within the PSE curriculum when appropriate
- To talk about moments of disrespect and violence with the children
- To take part in National Anti-bullying week

The Role of Governors

The Federation Governing Body supports the Executive Headteacher in implementing this policy. Governors do all that they can to eliminate bullying from our school, and to ensure that incidents of bullying are taken seriously and dealt with appropriately.

The Role of the Executive Headteacher

It is the responsibility of the Executive Headteacher to implement the school anti-bullying policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of alleged bullying.

The Executive Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Executive Headteacher draws the attention of children to this fact at suitable moments during the school week, often in assembly.

For example, if an incident occurs, the Executive Deputy Headteacher or Executive Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was inappropriate and the reasons why sanctions if any were put in place.

The Executive Headteacher works with staff to set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

In repeated cases a referral may be made to CABS (Cardiff Against Bullying) and support requested.

The Executive Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request. Any complaints about bullying are reported to the Governors through the Executive Headteacher's Report.

The Role of Staff

Staff in both schools take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep records of all 'bullying' incidents and allegations that happen to children on MyConcern. They recognise that pupils from the protected characteristics are overwhelmingly more likely to be victims of bullying and endeavour preventative methods to prevent and stop such bullying.

They refer to bullying in class discussions, through the curriculum and discuss issues relating to this. The teaching of strategies for dealing with bullying is a part of the Health and Wellbeing curriculum. ELSA may also be used to support both victims and perpetrators if necessary.

If teachers/staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is repeatedly bullied, then, after consultation with the Headteacher, either the teacher or the Executive Headteacher informs the child's parents/carers.

If staff become aware that bullying may be taking place, they deal with the issue immediately. This will involve counselling and support for the victim and the perpetrator. They will spend time talking to all the children involved in the incident/incidents and they endeavor to repair relationships. If a child is repeatedly involved in bullying other children, they inform the Executive Deputy Headteacher or Executive Headteacher.

The schools will then invite the child's parents/carers into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Executive Headteacher or Executive Deputy Headteacher may need to consider whether the acts of bullying by or to a child warrant implementation of the child protection procedures.

Teachers support all children in their class and aim to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, the school aims to prevent incidents of bullying.

The Role of Parents/ Carers

Parents and carers, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents/carers have a responsibility to support the anti-bullying policy and to actively encourage their child to be a positive member of the school.

The Federation Complaints Policy is available to all parents or carers who may be unhappy with how a matter has been dealt with.

Support for staff who are bullied

Bullying of staff, whether by pupils, parents, or colleagues, is unacceptable. The school will seek to comply with advice from the Welsh Government for headteachers and school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

Review, Monitoring and Evaluation

The final details of this policy have been drawn up in consultation with pupils, parents, staff and members of the school community.

It will be discussed, reviewed, and revised annually.

This policy and accompanying procedures will be monitored and the effectiveness will be evaluated in the light of:

- numbers of pupils being bullied.
- pupil's willingness to report incidents
- staff vigilance and response to bullying behavior
- numbers of pupils and parents feeling secure about the school's response to bullying.

Data will be gathered via MyConcern

The Designated Person(s) for Anti-bullying is:	G James - Executive Headteacher	
The Senior Members of Staff with responsibility for this policy area is:	C Francis – Executive Deputy Headteacher M Burge – Assistant Headteacher (Tongwynlais) Mr Barker – Assistant Headteacher (Coryton)	
Agreed by the Governing Body		Date: 03.10.24
Executive Head Teacher		Date: 03.10.24
To be reviewed	Annually in the Autumn term	Date: 03.10.24

References:

Cardiff Against Bullying (CAB) Advisory Service TEL 02920617632
 Bullying: A Positive Response - Tattum & Herbert, Cardiff CHE 1990
 Bullying: A Quick Guide - C. Herbert - Pub. Daniels
 Stamp Out Bullying: Maines & Robinson - Lame Duck Publishing

Help Organisations

Cardiff Against Bullying website
 National Bullying Helpline 0845 2255787
 Kidscape Parents Helpline 0845 1205204
 Bullying Online www.bullying.co.uk

The Pear Tree Federation Behaviour Chart

Proportionate Response
<p style="text-align: center;">Level 1</p> <p style="text-align: center;">Dealt with by Class Teacher & recorded</p> <p style="text-align: center;">These are usually minor or isolated incidents such as: making unkind gestures, insults, name calling, teasing or ignoring someone. These 'behaviours' cease after teacher intervention.</p>
<p style="text-align: center;">Level 2 (including repeated incidents of Level 1)</p> <p style="text-align: center;">Dealt with Executive Deputy Headteacher/ Executive Headteacher & Parents/Carers</p> <p style="text-align: center;">These might include, for example: threatening physical harm; causing physical harm such as pinching, pushing etc; damaging property; insulting comments; spreading rumours, or embarrassing people with tricks etc.</p>
<p style="text-align: center;">Level 3 (including repeated incidents of Level 1 & 2)</p> <p style="text-align: center;">Dealt with by Executive Deputy Headteacher/ Executive Headteacher/Governors & Parents/Carers</p> <p style="text-align: center;">Serious incidents which might include, for example: assaults; repeated or graphic threats; extortion; destroying personal property; enforcing total social exclusion through coercion of others etc</p>

The Pear Tree Federation

Part 10: E Safety Policy

This policy should be read in conjunction with the mission statement and aims of the Federation.

Introduction-Definition of E-Safety

The purpose of this policy is to ensure that all staff, parents/ carers and governors understand and agree the school's approach to e-safety (electronic).

E-safety relates to the education of using new technology responsibly and safely, focusing on raising awareness of the core messages of safe content, contact and commerce when using technology. This can include accessing websites and online content, email, online chat rooms, mobile phones, gaming and games consoles, social networking sites, instant messaging (IM) and viruses and spam. The purpose of this policy is to ensure that all staff, parents/ carers and governors understand and agree the school's approach to e-safety.

There are a number of key risks to using new technologies, including:

- Physical danger
- Sexual abuse
- Bullying
- Identity theft
- Illegal behaviour
- Exposure to inappropriate content
- Obsessive use of ICT
- Copyright infringements

The importance of internet and digital communications

The internet is an essential element in 21st century life for education, business and social interaction. The schools have a duty to provide pupils with quality internet access as part of their learning experiences. Internet use is a part of the curriculum and a necessary tool for staff and pupils.

Other Related Policies

The school's e-safety policy will operate in conjunction with other policies including:

- Behaviour for Learning
- Learning and Teaching
- Anti-Bullying
- Child Protection
- Data Protection
- Security
- Health and Safety

These policies are set out in separate documents and are reviewed regularly by the governing body. Sanctions for the misuse of technology are consistent with sanctions for other inappropriate behaviour.

The purpose of this policy is to:

- Through consultation with pupils and staff, establish the ground rules we have in both schools for using the Internet and electronic communications such as mobile phones, collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users, to enable them to control their online experience.
- Describe how these fit into the wider context of our other behaviour and safety policies.
- Demonstrate the methods used to protect children from sites containing pornography, racist or politically extreme views and violence.
- *Understand that accessing inappropriate sites accidentally is not something to feel guilty about and that any such incident should be reported to staff immediately.*

The role of Technologies in Teaching and Learning

Benefits of using internet in education include:

- access to world-wide educational resources;
- educational and cultural exchanges between pupils world-wide;
- vocational, social and leisure use in libraries, clubs and at home;
- access to experts in many fields for pupils and staff;
- Staff professional development through access to the latest professional learning and research;
- communication and collaboration with support services, professional associations and colleagues;
- improved access to technical support including remote management of networks and automatic system updates;
- exchange of data with the Cardiff Local Authority
- Access to e-learning, wherever and whenever convenient, or needed.

Internet use will enhance learning

- The school Internet access is designed by the local authority and it includes filtering appropriate to the content and age of pupils.
- Pupils will be taught what internet use is acceptable and what is not, and be given clear objectives for internet use.
- Pupils will be educated in the effective use of the internet in research, including the skills of knowledge location, retrieval and critical evaluation.
- Pupils will be shown how to publish and present information to a wider audience.
- It is a requirement of the new Curriculum for Wales both as Science and Technology but also across the other curriculum and areas of learning and experience, as Digital Competence.

Evaluation of internet content

- The school will ensure that the use of Internet derived materials by staff and pupils complies with copyright law.
- Pupils will be taught the importance of cross-checking information before accepting its accuracy.
- Pupils will be taught how to report internet content they find unpleasant.

HOW E-SAFETY WILL BE TAUGHT

Introducing the e-Safety policy to pupils

In the Foundation Phase access to electronic technologies will be by adult demonstration with directly supervised access to specific, approved on-line materials, e-safety rules will be introduced and reinforced during these sessions.

- e-safety rules will be posted in rooms where computers are used and discussed with the pupils regularly.
- Instruction in responsible and safe use will precede Internet access in KS2.
- Pupils will be informed that network and Internet use will be monitored and appropriately followed up.
- A program of e-safety lesson plans and resources (CASE) will be taught in KS2, YR 5 and 6.
- E-safety training will be embedded within the ICT/IT scheme of work and supported by Childnet, 'Know IT All', guide to e-safety for primary schools.

MANAGING INTERNET ACCESS AND TECHNOLOGIES

Information system security

School ICT systems security will be reviewed regularly.

- Virus protection will be updated regularly.
- Portable media, such as memory sticks and CD-ROMs, may not be used by pupils without specific permission followed by a virus check.
- Portable media, such as memory sticks and CD-ROMs, may not be used to save information on individual pupils.
- Staff will use encrypted memory sticks to carry pupil information. This information will not be stored on home systems.
- Unapproved system utilities and executable files will not be allowed in pupils' work areas or attached to e-mail.
- Files held on the school's network will be regularly checked.

E-mail

E-mail is an essential means of communication for both staff and pupils. Directed e-mail use can bring significant educational benefits and interesting projects. However, un-regulated e-mail can provide a means of access to a pupil that bypasses the traditional school boundaries. In the school context, therefore, e-mail is not considered private and is monitored by staff, whilst trying to achieve a balance between monitoring that is necessary to maintain the safety of pupils and the preservation of human rights, both of which are covered by recent legislation.

- Pupils will only use approved e-mail accounts as part of the secure Welsh Government Hwb platform.
- Pupils may not access personal email accounts in school.
- Across the schools, pupils will explore the skills of e-mail through Hwb inline with the age and stage of their development.
- Pupils must immediately tell a teacher if they receive offensive e-mail.
- In e-mail communication, pupils must not reveal their personal details or those of others, or arrange to meet anyone without specific permission.
- Incoming e-mails should be treated as suspicious and attachments not opened unless the author is known.

- Teachers to use their school Hwb e-mail accounts.
- The forwarding of chain letters is not permitted.
- The sending of abusive or inappropriate email messages is forbidden.

Published content and the school website

The school website and social media platforms celebrate the life of the school and the achievements of pupils and communicate important information to parents/ carers. The point of contact on the Website is the school address, school e-mail and telephone number. Staff or pupils' personal information is not published. The schools follow all GDPR guidance and take overall editorial responsibility ensuring that content is accurate and appropriate.

Publishing pupil's images and work

- Parents/ carers will be clearly informed of the school policy on image taking and publishing.
- Staff and trainees will not use personal cameras or mobile phones.
- Permission from parents or carers is obtained before photographs or work is published.
- Photographs that include pupils are selected carefully so that individual pupils cannot be identified and their image misused.
- Pupils' full names are not used anywhere on the Web site or other online space.
- The copyright of all material is held by the school, or is attributed to the owner where permission to reproduce has been obtained.
- Pupil image file names will not refer to the pupil by name.

Social networking and personal publishing

- Pupils will not be allowed to access social networking sites but the school will consider how to educate pupils in their safe use.
- Newsgroups will be blocked unless a specific use is approved.
- Pupils will be advised never to give out personal details of any kind which may identify them, their friends or their location.
- Pupils and parents/ carers will be advised that the use of social network sites outside school brings a range of dangers for primary aged pupils.

Managing filtering

- Both schools work in partnership with parents/ carers, Cardiff Council to ensure that systems to protect pupils are reviewed and improved.
- If staff or pupils come across unsuitable on-line materials, the URL address and content must be reported to the Internet Service Provider via the ICT/ e-safety Coordinator.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

Managing video conferencing and web cam use

Video conferencing is always carefully supervised and pupils must ask permission before accepting or making any calls.

Managing emerging technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Technologies such as mobile phones are not allowed in school.
- The appropriate use of 'Learning Platforms' will be discussed as the technology becomes available within the school.

Protecting personal data

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

The mis-use of Technology: E-Safety complaints

Prompt action is required if a complaint regarding the inappropriate use of the internet is made. The facts of the case need to be established, for instance whether the Internet use was within or outside school.

- Complaints of Internet misuse will be dealt with by a senior member of staff.
- Any complaint about staff misuse must be referred to the Deputy Headteacher or Headteacher.
- Complaints of a child protection nature must be referred to the named person and dealt with in accordance to school child protection procedures
- Pupils and parents/ carers will be informed of consequences for pupils misusing the Internet.
- A minor transgression of the rules may be dealt with by the teacher as part of normal class discipline. Other situations could potentially be serious and a range of sanctions are in place, linked to the school's learning and behaviour policy.
- Sanctions available include:
 - interview/counselling by Deputy Headteacher or Headteacher
 - informing parents or carers
 - removal of internet or computer access for a period.

Pupils and parents/ carers will be informed of the complaints procedure (see school complaints policy). Parents/ carers and pupils will need to work in partnership with staff to resolve issues. As with other safeguarding issues, there may be occasions when the police must be contacted.

Staff and the e-Safety policy

Staff should be aware that network and internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential. A list of users is recorded by the school.

Staff should also be aware that at home, the use of social networking sites requires selected contacts between adults and no contact with any pupils attending The Pear Tree Federation. The monitoring of Internet use is a sensitive matter. Staff that manage filtering systems or monitor ICT use will be supervised by senior management and have clear procedures for reporting issues.

- Staff will use appropriately filtered search engines when accessing the web with pupils.
- Staff will not use personal digital cameras or mobile phones to take images of pupils, but use the cameras allocated to each class.
- Staff should be aware of the danger of the use of home gaming networks which do not require a password as information can unwittingly be passed to strangers.

Parent and Carer Responsibilities

Both schools will ask new parents/ carers to sign the parent/pupil agreement when they register their child within school and a partnership in safety approach with parents/ carers encouraged.

Internet use in pupils' homes is now part of everyday life. Unless parents/ carers are aware of the dangers, pupils may have unrestricted access to the internet.

- Parents/ carers are also advised to check if pupils' use elsewhere, such as libraries, is covered by an Appropriate Use policy.
- Parents/carers' attention may be drawn to the school's E-Safety Policy in newsletters, the school brochure and on the school website.
- Internet issues will be handled sensitively, and parents/ carers will be advised accordingly.
- A list of e-safety web sites giving advice for parents/ carers can be found in the appendices.

Monitoring Evaluation and Review

Both schools will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale of internet content, it is not possible to guarantee that unsuitable material will never appear on a computer connected to our school network. Neither the schools, nor Cardiff Council can accept liability for any material inadvertently accessed, or any consequences of Internet access.

Methods to identify assess and minimise risks will be reviewed regularly. The Headteacher will have overall responsibility to ensure that the E-Safety Policy is implemented, and compliance with the policy monitored. The Federation Deputy Headteacher has responsibility for the day-to-day management and is designated E-Safety lead.

The schools E-Safety Policy and its implementation will be monitored and reviewed an annual basis as part of the annual review Safeguarding set of policies. The E-Safety Policy has been agreed by all staff and approved by the Governors.

Appendix

Useful parent Web sites:

- www.childnet-int.org - Childnet International produce an online CD guide specifically for parents/ carers KnowITAll - www.childnet-int.org/kia/
- www.thinkuknow.co.uk – The ChildExploitation and Online Protection (CEOP) Centre has set up its own educational website which has been designed and written specifically for children, young people, teachers, parents and carers.
- www.myguide.gov.uk/myguide/MyguideHome.do - My Guide is a government website designed to help adults get started with using computers and the Internet
- www.getsafeonline.org/ A beginners guide to using the Internet safely, including a quiz and some video tutorials about how to 'stay safe' on-line.
- www.nextgenerationlearning.org.uk/At-Home/Internet-safety/ - Becta Next Generation Learning website provides some good advice for parents/ carers about Internet safety
- www.kidsmart.org.uk/ - Kidsmart is an award winning internet safety website for parents/ carers and those working with children. It has been developed by the children's internet charity Childnet International and has excellent information on many of the technologies used by children, with guidance on how to 'stay safe' online.
- www.ofcom.org.uk/advice/guides/media/ - Managing your Media - Good Ofcom online safety video and guide for parents/carers
- www.bullying.co.uk - One in five young people have experienced bullying by text message or via email. This web site gives advice for children and parents/ carers on bullying.
- www.chatdanger.com/ - This website is about the potential dangers with interactive services online like chat, IM, online games, email and on mobiles. It provides information, advice, true stories and games. The resource page also contains a number of links to other useful websites.
- <http://parents.vodafone.com/> - Vodafone have developed this website in conjunction with mumsnet. It is very accessible and provides information and guidance to parents/ carers with understanding their child's digital world and get more involved. There is even an on-line test to see how much you know!

Part 11: Hate crime, hate incidents and harassment Policy

Introduction

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

Our school believes that any form of hate crime, hate incident or harassment is totally unacceptable and must not be tolerated.

All members of the school community share a collective responsibility for tackling hate crime, hate incidents and harassment should it occur and to work together to promote positive behaviour.

The school acknowledges it has a legal duty to prevent and tackle all forms of hate crime, hate incidents and harassment behaviour.

Our policy has been drawn up with the involvement of the whole school community and complements the Statement of Shared Values on which The Pear Tree Federation bases its work.

This policy is designed to be read alongside the principles and practices enshrined in the school's: Anti-bullying Policy; Behaviour Policy; Attendance Policy and Safeguarding/Child Protection Policy.

In setting policy objectives for our school, we will have due regard to the Equality Act 2010 general duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.

We will ensure that all pupils, parents, staff, governors, and others are aware of this policy and know that appropriate action will be taken.

We acknowledge that hate crime, hate incidents and harassment can and does happen in all schools, play & youth settings, as well as in the wider community; and that hate crime, hate incidents and harassment can happen to adults in the workplace. Our school will endeavour to respond appropriately as if it had happened on site by involving external agencies.

Aims

This policy in partnership with the Anti-bullying policy is essential to support our whole school ethos, which is to **ensure that children can learn without fear, feel safe, secure confident and happy free from humiliation, harassment, oppression, and abuse.**

It is designed to **prevent** hate crime, hate incidents and harassment wherever possible, to **respond** consistently in line with agreed procedures should it occur and to provide **support** to those involved as appropriate.

Objectives and desired outcomes of the policy.

The aims of this guidance are to:

- ensure clear definitions are understood by all;
- seek to reduce the frequency of all bullying, including hate crime and incidents involving pupils with protected characteristics;
- increase the likelihood that incidents are disclosed to responsible adults;
- ensure the effective employment of anti-racist strategies e.g. whole school approach to measure health and well-being;
- increase the confidence of staff to work with perpetrators, bystanders and targets;
- ensure that appropriate safeguards are in place to improve pupil wellbeing;
- help ensure schools and settings are safe and fulfil the responsibility for a duty of care to all

What is hate crime, hate incidents and harassment?

Definition of hate crime

A hate crime is defined as any **criminal offence** which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

Hate Crimes can include:

- Physical attack/assault
- Criminal damage, damage to property, offensive graffiti, arson
- Harassment
- Hate mail
- Causing harassment, alarm or distress (Public Order Act 1986)

Definition of a hate incident

A hate incident is **any non-crime incident** which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person's race or perceived race / religion or perceived religion / sexual orientation or perceived sexual orientation / disability or perceived disability / transgender or perceived to be transgender.

Anyone can be the victim of a hate incident. For example, you may have been targeted because someone thought you were gay even though you're not, or because you have a disabled child.

Not all hate incidents will amount to criminal offences, but it is equally important that these are reported and recorded.

Hate incidents can include:

- Verbal abuse, name calling, offensive jokes
- Harassment and insults
- Bullying or intimidation
- Hate mail, abusive phone or text messages
- Malicious complaints
- Online abuse

Hate crime and hate incidents can take many forms, including:

(For examples see Cardiff Council's 'Challenging Bullying, Hate Crime, Hate Incidents and Harassment' guidance document.)

1. Disability

Disability hate crimes and incidents are motivated by prejudice against disabled people. This can be related to a perceived or actual disability/additional need. By perceived, we mean that some children may treat a physical or 'behavioural' characteristic of another child as a disability, and exclude or bully because of that, even though the child him/herself does not consider they have a disability. The other children may regard this characteristic as a disability either through genuine misunderstanding or because of an intolerance of difference.

2. Race

Race hate crime and incidents occurs when a child or young person experiences repeated hostile or offensive behaviour against them based on:

- colour of their skin
- cultural and religious background or tradition
- ethnicity or perceived ethnicity

3. Religion

Religious hate crime and incidents occur when a child or young person experiences repeated hostile or offensive behaviour against them based on their actual or perceived religion, faith or belief. This includes sectarian incidents.

4. Sexual orientation - Homophobic

Homophobic hate crime and hate incidents often occurs as a result of others' prejudice being directed at a child or young person because they:

- are lesbian, gay or bisexual
- are perceived to be lesbian, gay or bisexual because they fit certain stereotypes (e.g. softly spoken boys, girls that like football, etc.)
- have LGB friends or family members
- are perceived as being different

5. Gender identity - Transphobic

Transphobic hate crime and hate incidents often occur as a result of others' prejudice being directed at a child or young person because they:

- are transgender
- are perceived to be transgender
- do not fit with traditional gender norms (e.g. boys with long hair or wearing make-up, girls playing team sports)
- have transgender friends or family members
- are perceived as being different

6. Hate incident motivated by sex or gender

The Government has recently announced that misogyny will be covered under hate crime/hate incidents.

- Misogyny is the vocal or active hatred of women in opposition to women's fundamental rights, such as individual liberty and respect.
- Misandry is the hatred of, contempt for, or prejudice against men or boys in general. Misandry may be manifested in numerous ways, including social exclusion, sexism, hostility, belittling of men, violence against men, and sexual objectification.

Possible Signs of hate crime, hate incidents and harassment

Those experiencing hate crime, hate incidents or harassment may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their schoolwork may deteriorate. They may lack concentration or truant from school.

Our whole school approach to preventing hate crime, hate incidents and harassment includes:

As a school we will:

- Appoint an anti-bullying hate crime, hate incidents and harassment lead on the school staff and the Governing Body

- Raising awareness about hate crime, hate incidents and harassment behaviour by directly discussing these issues with pupils, for example, in school assemblies or class group
- Use opportunities across Curriculum for Wales 2022 to embed positive behaviour and respect for diversity.
- Utilise opportunities for addressing hate crime, hate incidents and harassment through, displays, posters, bully box, restorative justice sessions, peer support and the School Council.
- Making the information in this policy available to everyone in our school community – for example, on the school website, newsletters and prospectus
- Encouraging those bystanders who witness hate crime, hate incidents and harassment to act positively by alerting staff and exerting collective peer pressure to deter perpetrators.
- Valuing and celebrating everyone’s differences, skills and talents.
- Actively create “safe spaces” for vulnerable children and young people;
- Where appropriate use trained mediators (e.g. Police Schools Liaison Officers) in achieving a suitable resolution;
- Continuously review and update policy in line with best practice and findings; and
- Contact relevant outside agencies where appropriate.
- Active involvement of our designated Police SCPO in the delivery of the All Wales School Liaison Core Programme.
- Showing respect for others and challenging and educating about inappropriate language that is; racist, homophobic, sexist, religiously bias, disablist or would be deemed offensive or derogatory by any protected groups named in the equality act.
- Set out clear **guidelines for parents/carers** wishing to complain about hate crime, hate incidents and harassment
- Set out clear age-appropriate guidelines for pupils wishing to complain about hate crime, hate incidents and harassment
- All staff modelling appropriate positive behaviours by example.

Encouraging reporting if hate crime, hate incidents or harassment occurs:

It is important that we create an atmosphere in school where anyone who has experienced hate crime, hate incidents or harassment, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs.

Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that hate crime, hate incidents and harassment is likely to continue.

Our whole school approach to responding to hate crime, hate incidents and harassment includes:

- Pupils and parents/carers can be assured that their concerns will be responded to with sensitivity.
- All reports will be taken seriously and investigated.
- Confidentiality for anyone who shares information will be respected.

- Opportunities for children to communicate concerns include a problem box access to any member of staff, representation on the School Council and buddies/mentors who will pass on concerns.

A designated person (the deputy headteacher) will monitor and collate any information on victims and perpetrators of hate crime, hate incidents and harassment that person will:

- Investigate the incident / establish facts by independently talking to all involved.
- Use appropriate Restorative intervention techniques to manage difficulties between perpetrators & targets; encourage reconciliation where this is possible/ feasible.
- Where incidents of hate crime, hate incidents or harassment has been established, implement agreed sanctions consistently as necessary to prevent further incidents.
- Involve parents as early as possible where appropriate.
- Keep accurate, factual records of all reported incidents and the school's response.
- Always follow-up incidents after they have been dealt with and review outcomes to ensure hate crime, hate incidents and harassment has ceased.
- Provide on-going support for those involved where necessary.

The schools will offer a Restorative Approach and look to repair harm. It may also, depending on the type of incident, use sanctions, these may include;

- Withdrawing privileges/free time.
- Preventing access to parts of school.
- Short- or long-term exclusion, detention or lunchtime exclusion.
- Involving parents when necessary.
- Involving appropriate outside agencies.
- Including details on the perpetrator's school record.

Support for staff who have experienced hate crime, hate incidents and harassment

Incidents of hate crime, hate incidents and harassment towards staff, whether by pupils, parents, or colleagues, is unacceptable. The school will seek to comply with advice from the Welsh Government for headteachers and school staff on how to protect themselves from hate crime, hate incidents and harassment and how to tackle it if it happens.

An effective system for keeping records of hate crime, hate incidents and harassment incidents

All incidents will be recorded on MyConcern under the categories listed in the 'Challenging bullying, hate crime, hate incidents and harassment' guidance document.

An Incident recording form (bullying, hate crime, hate incident, harassment, 'other') is attached. Such data will be analysed termly and subsequent resources and advice will be targeted accordingly. The data will be shared with the LA.

Review, Monitoring and Evaluation

The Policy will be discussed, reviewed and revised annually.

This policy and accompanying procedures will be monitored and the effectiveness will be evaluated in the light of:

- numbers of pupils experiencing hate crime, hate incidents and harassment.
- pupil's willingness to report incidents
- staff vigilance and response to hate crime, hate incidents and harassment
- numbers of pupils and parents feeling secure about the school's response to hate crime, hate incidents and harassment.

The Designated Person(s) for hate crime, hate incidents and harassment is:	G James - Executive Headteacher	
The Senior Members of Staff with responsibility for this policy area is:	C Francis – Executive Deputy Headteacher M Burge – Assistant Headteacher (Tongwynlais) Mr Barker – Assistant Headteacher (Coryton)	
The Governor with oversight of this policy is:	Mrs Sharron Dore	
Agreed by the Governing Body		Date: 03/10/24
Executive Head Teacher		Date: 03/10/24
To be reviewed	Annually in the Autumn term	Date: 03/10/24

Incident recording form (Bullying, hate crime, hate incident, harassment, 'other')

Name of person reporting incident (please note anonymous if this is an anonymous report):	
Name of person recording incident:	
Date of report:	

Safeguarding considerations

If there is or might be a significant risk of harm, talk to your school's designated safeguarding lead (DSL).

Under Section 89, (5) of the Education and Inspections Act 2006 the school has powers to discipline for incidents that occur off the premises.

The Education Act 2011 gives schools powers to search and confiscate a device but please have regard for protocols on the safe handling of evidence or mobiles/devices. Do not view, store or share material that contains intimate images of a learner without consulting the DSL

Type of bullying incident (please tick all that apply):

Physical	<input type="checkbox"/>	Sexual	<input type="checkbox"/>
Verbal	<input type="checkbox"/>	Online (Cyber/phone)	<input type="checkbox"/>
Emotional	<input type="checkbox"/>	Prejudice-related	<input type="checkbox"/>
Indirect	<input type="checkbox"/>	Face to face	<input type="checkbox"/>
Other (please state):			

For prejudice-related incidents please select the category which best describes the prejudice involved:

Age	<input type="checkbox"/>	Race	<input type="checkbox"/>
Disability	<input type="checkbox"/>	Religion or belief	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	Sex and sexual orientation	<input type="checkbox"/>
Marriage and civil partnership	<input type="checkbox"/>	Pregnancy and maternity	<input type="checkbox"/>
Targeting family social status	<input type="checkbox"/>	Appearance	<input type="checkbox"/>
Background	<input type="checkbox"/>	Additional Learning Need	<input type="checkbox"/>
Targeting looked after child status	<input type="checkbox"/>	Long term illness	<input type="checkbox"/>
Other (please state):			

Type of Hate Crime

Physical	<input type="checkbox"/>	Sexual	<input type="checkbox"/>
Emotional	<input type="checkbox"/>	Prejudice-related	<input type="checkbox"/>
Indirect	<input type="checkbox"/>	Face to face	<input type="checkbox"/>
Other (please state):			

Type of Hate Incident

Disability	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Race	<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>
Religion	<input type="checkbox"/>	Misogyny/ Misandry	<input type="checkbox"/>
Other (please state):			

Type of harassment

Harassment	<input type="checkbox"/>
Sexual harassment / Harmful sexual behaviours	<input type="checkbox"/>
<ul style="list-style-type: none"> • Normal • Inappropriate • Problematic • Abusive • Violent 	
Other (please state):	

Any other type of incident not recorded above:

Other (please state):

Brief summary of incident:

Name of alleged target:			
Class/ form/ age:		Year group/ house:	

Name of alleged perpetrator (s) (if known):			
Class/ form/ age:		Year group/ house:	

Date(s) of incident(s):	Day		Month		Year		
Approximate time(s):	Before school	Morning		Afternoon		After school	
Is this incident linked to previous incidents of victimization of the target?				Yes		No	
				<input type="checkbox"/>		<input type="checkbox"/>	

**If yes, how long has victimization of this person been going on?
Please provide details:**

What occurred?

Who was involved?

Has any intervention been tried?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Does this case require the serious incident protocol to be activated?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Do the police need to be informed?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Does a device or evidence need to be confiscated/ isolated as evidence?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Does online material need to be taken down?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Have parents/carers been informed?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Who has taken responsibility for these steps?

Action taken:

Follow-up required?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Case resolved?	Yes	No
If so please note date:	<input type="checkbox"/>	<input type="checkbox"/>

Outcome summary:

Learning opportunities:

Would you recommend any changes to approaches, policies or procedures as a result of this incident?

Signed:

Date: