

Malpas Court Primary School

Ysgol Gynradd Llys Malpas

"Where children learn to live  
and live to learn in an ever changing world"



# Malpas Court Primary School

## Safeguarding Policy

Signed *D. M. Kelly* (Headteacher)

Signed *C. Rawlings* (Deputy Headteacher)

Signed: *Deborah Weston* (Chair of Governors)

Date: 2nd December 2025

To be reviewed: December 2026

## Safeguarding and Child Protection Policy

### School's Vision

- Malpas Court creates an inclusive, happy safe and stimulating environment where doors open for each child to flourish as a citizen in an everchanging world.
- The school works collaboratively with others to develop the Four Purposes of education, providing exciting authentic learning experiences.
- All staff are committed to develop learners' English and Welsh literacy, numeracy and digital competence skills through a meaningful broad and balanced curriculum to enhance their life chances.

### The Core Values promoted by our school

The INSPIRE Values are central to our school culture and ethos. Our positive relationships policy reinforces the following values:

- I We follow INSTRUCTIONS and respond IMMEDIATELY
- N We show that we are NOBLE and considerate of others
- S We are SELF-MOTIVATED to SUCCEED
- P We enjoy school life and overcome challenges by being POSITIVE
- I We aim to be INDEPENDENT
- R We care for others and show RESPECT, being RESPONSIBLE for our actions
- E We learn EFFECTIVELY by being ENGAGED in everything we do

### We are a Rights Respecting School

In 1991 our Government signed up to the United Nations Convention on the Rights of the Child (UNCRC). In signing the Convention, the 54 articles laid down have become enshrined in UK law. The Convention applies to everyone.

At Malpas Court Primary School we aim to work within the spirit as well as the letter of the Convention and our school policies and home-school agreement is based around

these rights and responsibilities. At Malpas Court Primary School we work together so that the rights of the child are ensured and their responsibilities are clear.

### *The School Day*

8.50a.m.	Doors open for children to enter school
9.00-10.40 a.m.	Session 1
10.40a.m.-10.55a.m.	Playtime
10.55a.m.-12.15p.m.	Session 2
12.15-1.15 p.m.	Lunch
1.15- 1.35p.m.	Assembly
1.35 p.m.-3.15p.m	Acorns Session 3/4
1.35 p.m.-3.30p.m.	Oaks Session 3/4

- Acorns pupils enter school from 8.50a.m. and are supervised in their classrooms. The children enter via external doors and parents are requested to leave their children at the door.
- Oaks children enter school from 8.50a.m, under the supervision of support staff and are supervised in their classrooms by class teachers. The children enter via the Oak library door.
- Teaching staff follow a rota for playground duty which is available in the staff room.
- If it is wet play the children stay in their classrooms and are supervised by staff.
- All classes are met on the yard by class-teachers at 10.55 a.m. prompt.
- All classes are met on the yard by class-teachers at 1.15 p.m. prompt.
- All pupils are supervised on leaving the school at the end of the day.
- All staff are on duty for 10 minutes after the end of the day and must ensure that every child has safely left the building.

## 1. Introduction

The school fully recognises the contribution it makes to child protection.

There are three main elements to our policy: -

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

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

## 2. Prevention

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

The school will therefore: -

- Establish and maintain an ethos where children feel secure and are encouraged to talk and share their concerns and be listened to;
- Ensure that children know that all adults in this school can be approached if they are worried, or concerned about matters that concern them or their siblings or friends.
- Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know that they can turn to staff for help,
- Build relationships with other agencies, and ensure early and appropriate referrals for support and intervention are made before risks escalate.

- Take a whole-school approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

### 3. Procedures

At Malpas Court Primary school, we follow the Wales Safeguarding Procedures and other guidance and protocols, that have been endorsed and agreed by the Newport Safeguarding Hub.

Malpas Court Primary School will: -

- Ensure it has a named designated senior member of staff who has undertaken the appropriate training in line with agreed national and local requirements. Our school has also nominated a named deputy who will be the central contact in times when the designated person is absent. In the unlikely event that both are absent or unavailable the most senior person will act as contact point for other staff.
- Recognise the role of designated person and arrange support and training. The school will look to the Newport Safeguarding Hub and in particular the Authority's Child Protection Officer for Education (CPO) for guidance and support in all child protection matters in assisting the school's designated person.
- Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor knows: -
  - the name and contact details of both the designate and deputy person responsible for child protection;
  - that it is the named designated person and/or their deputy who have the responsibility for making child protection referrals within Newport City Council timescales, by completing the agreed duty to report form. That the designated person and deputy will seek advice from the Newport Safeguarding Hub if necessary when a referral is being considered; if in doubt a referral must be sent.
- Ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a pupil who may disclose abuse or neglect. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school.
- Ensure that members of staff who are EWC registrants, are aware of the Code of Professional conduct and Practice for registrants within the Education Workforce Council, and the expectation within the code that the

registrant has regard to the safety and well-being of learners in their care and related content.

- Ensure that parents have a clear understanding of the responsibility placed on the school and its staff for child protection, by setting out their obligations in school prospectus and other forms of communications. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with Wales Safeguarding Procedures guidance.
- Provide training for all staff so that they know: -
  - their personal responsibility;
  - to be cognisant of agreed local procedures
  - the need to be vigilant in identifying suspected cases of abuse and neglect
  - how to support a child who discloses abuse or neglect
  - particularly the do's and don'ts
  - understand the role of online behaviours may have in each of the above.
- Notify the CPO and Social Services if: -
  - a pupil on the child protection register is excluded either for a fixed term or permanently; and
  - if 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)
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial and review child protection conferences and core groups; and support these with the submission of written reports to conferences
- Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation.
- Ensure that all records and files are kept secure and in locked locations. The school uses EduKey Safeguarding. The designated person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the designated person to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information'.

- Adhere to the procedures set out in the Welsh Government guidance. Staff Disciplinary Procedures in Schools.
- Ensure that all recruitment and selection procedures follow all national and local guidance. The school will seek advice and guidance from the Authority's Human Resources Department on recruitment and selection.
- Seek to designate a governor for child protection who will champion and oversee the school's child protection policy and practice. This governor will feed back to the Governing body on child protection matters as and when required, but will be required to write an annual report to the governing body on the school's child protection activities.

#### 4. Supporting the pupil at Risk

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

Our school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school due to these adverse factors their behaviour may be challenging and defiant, or they may be withdrawn. At Malpas Court Primary school we will endeavour to be patient and supportive to the children at risk.

As a school we will endeavour to support the pupil through: -

- The content of the curriculum to encourage self esteem and self motivation through the use of ELSA, THRIVE, Emotional Literacy, circle time etc. Also use out side agency support through school counselling etc. (see section 2 of this policy on Prevention);
- The school ethos which: -
  - promotes a positive, supportive and secure environment; and
  - gives pupils a sense of being valued (see section 2 on Prevention);
- The school's Positive Relationship and Behaviour policy is aimed at supporting vulnerable pupils in the school.
- All staff will follow a consistent approach which focuses on the behaviour of the offence committed by the child, but does not damage the pupil's sense of self worth.

- The school will express and explain to all pupils that some behaviour is unacceptable, (Shared with parents via school prospectus and other points of communication) but each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the school's Positive Relationships and Behaviour Policy, in conjunction with this and other named policies noted in this policy.
- Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and advocacy services; and
- Keeping records and notifying Social Services if there is a recurrence of a concern with the individual.
- When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately (using the procedure outlined in appendix D, Safeguarding file – Transfer of records). The DSP will be central to this process, and if not already done, will inform children's services of the move.

## 5. Anti – Bullying

Malpas Court Primary school has a Positive Relationship and Behaviour Policy developed through pupil voice which clearly states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body and can be located on the school website.

The school's policy on Anti-Bullying has again been developed by pupils and staff through the school committee, and has been set out in a separate policy. It would be useful to note any guidance from the Authority within any documentation. This policy/information can be located on the school website and on One Drive.

## 6. Physical Intervention

The school's policy on physical intervention has been set out in a separate document. Guidance in relation to physical intervention as set out by Team Teach, is being followed, support and training has been provided by the Authority's Team Teach trainer. This policy and associated documentation can be located in the Headteacher's office and on One Drive. The policy is consistent with the Welsh Government guidance on Safe and Effective intervention.

## 7. On-line Safety

The school's policy on On-line Safety has been set out in the school's IT policy etc. Guidance and support have been provided by the Authority. This policy and associated information can be located on One Drive.

## 8. Children with Additional Learning Needs (ALN)

Malpas Court Primary school recognises that statistically pupils with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out in a separate document which can be located on the school website and on One Drive

## 9. Children who enter the Looked After System

At Malpas Court Primary school we recognise that children who enter the looked after system are often the most vulnerable and needy. The school's policy on Children Looked After (CLA) can be located on OneDrive. Advice and guidance can be sought from Local Authority's looked After Children's Education Coordinators.

## 10. Operation Encompass

Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership, which supports children and young people who experience domestic abuse. Operation Encompass means that the police will share information about domestic abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.

Once a Key Adult (DSP) has attended at an Operation Encompass briefing they will cascade the principles of Operation Encompass to all DSP's.

Our parents are fully aware that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

The DSP has also led training for all school staff about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

## 11. Transfer of Records

Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of child protection records through the EduKey system.

## 12. Training

The school will be knowledgeable of national and local training requirements and guidance, which will include Newport Safeguarding Children Board's (NSCB) guidance, advice and training opportunities.

Malpas Court has ensured that the Designated Person for Child Protection (DSP) has received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development. The designated deputy will be initially supported by the designated person and consideration for joint opportunities for training with the designated person will be considered.

The Designated Person for Child Protection received update "Level 2" training in 17<sup>th</sup> October 2024. To be renewed October 2026.

The Deputy Designated Person for Child Protection received update "Level 2" training in 20<sup>th</sup> June 2024. To be renewed June 2026.

All staff will be regularly updated during the year as appropriate from the designated person, but will receive specific awareness raising training within a 2-3 year period. This was last updated in 2<sup>nd</sup> September 2025. All staff will receive updated training annually.

The governing body also receive awareness raising and the nominated governor completed specific training – D. Weston attended this training 15th October 2025. New Governors will undertake Safeguarding Training during their Induction Course.

The designated person for child protection at Malpas Court Primary school is the headteacher: - Mrs R Llewellyn

The deputy designated person for child protection is: - the deputy headteacher: - Mrs C. Rawlings

The nominated governor for child protection at Malpas Court Primary School is the chair of Governors: - Mrs D Weston

### 13. Community Cohesion – Preventing Extremism

The school is aware of its responsibilities (under Section 26 of the Counter Terrorism and Security Act 2015 and the *Prevent Duty Guidance*) to safeguard pupils at risk of radicalisation. This policy incorporates the updated Prevent Duty guidance (Dec 2023) and the revised definition of extremism (March 2024). The school does this by:

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

PREVENT training was completed by all staff 2<sup>nd</sup> September 2025.

### 14. Children Missing from Education

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

## 15. Mandatory reporting of FGM

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

### Key Guidance for Staff

- What to do if a child tells you they have been abused by a member of staff or any adult working with children.

If an allegation of abuse is made against a member of staff or any adult working with children, this must be reported via EduKey to the Headteacher without delay. If the concern is about the Headteacher this must be reported to the Chair of Governors. If in doubt you can contact the Council's Education Safeguarding Officer for guidance and advice or the Children's Services Duty and Assessment Team (see contact details below).

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

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

- Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit questions to clarifying your understanding of what the child is saying, Any questions should be framed in an open manner so not to lead the child – use TED question framework (prompts on the reverse of all staff lanyards).
- You have a duty to report safeguarding concerns to the school's Designated Safeguarding Person (DSP) straight away (or in their absence, their Deputy), to inform them of what has been disclosed. In the unlikelihood of both being absent seek out the most senior person in the school;
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's DSP. The note which should be clear in its

use of terminology should record the time, date, place, and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;

- Do not give undertakings of absolute confidentiality. (see note following this section for more details) You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the DSP. Often what is initially shared is the tip of an iceberg;
  - That a child may be waiting for a case to go to criminal court, may have to give evidence or may be awaiting care proceedings.
  - The decision as to whether to report the concern to Children's Services rests with the DSP. However, any practitioner can make a report to Children's Services if they feel this is necessary. You may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing a care and support plan. You can ask the DSP for an update on any referrals, but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is strictly confidential and not for sharing with others.
- What to do if you have safeguarding concerns about a child but there is no direct disclosure of abuse.

All safeguarding concerns must be passed on to the DSP who can advise on any action/support needed. Actions may include:

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

Confidentiality

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

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

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

## The Role of the Governing Body

- Governing bodies are accountable for ensuring that their establishment has effective policies and procedures in place to safeguard and promote the welfare of children in accordance with this guidance, and monitoring its compliance with them.
- This guidance does not apply where a child protection allegation has been made against a member of staff.

The procedures to be followed in such cases should be set out in the governing body's agreed staff disciplinary procedures which in turn should have regard to Welsh Government guidance "*Staff Disciplinary Procedures in Schools*".

Further guidance on governing body staff disciplinary procedures in relation to child protection allegations can be found in Section 4 of this guidance.

- Whilst governing bodies have a role in exercising their disciplinary functions in respect of child protection allegations against a member of staff, they do not have an actual part in the consideration of individual cases carried out by the statutory authority at a strategy meeting. These cases are more

appropriately dealt with at the operational level by school staff as part of a multi-agency approach in line with local arrangements.

- The governing body has an individual member of the governing body as a 'link governor' to champion Safeguarding Children
- Child protection issues within the school, liaise with the headteacher, and provide information and reports to the governing body on issues which do not involve allegations against staff. It would also be appropriate for the governing body to identify the headteacher or chair of governors to fulfil this role. Welsh Assembly Government guidance *Staff Disciplinary Procedures in Schools* outlines the role of the "link governor". Governing bodies will wish to consider the opportunities to extend this role to include responsibilities for exercising governing body functions outlined below as part of their section 175 responsibilities. Whether the governing body acts collectively or an individual member takes the lead, in order for the governing body to have an effective policy in place and for the link governors to have confidence in their role, it is helpful if all members of governing bodies undertake relevant training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities.

The Governing body ensures that-

- The school has an effective child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures;
- The policy is reviewed at least annually and is made available to parents or carers on request;
- The school has an up to date and agreed staff disciplinary procedure for dealing with allegations of misconduct against members of staff, including child protection allegations, that complies with the relevant legislation including the appointment of an independent investigator and has regard to Welsh Government guidance and locally agreed inter-agency procedures;
- The school operates safe *recruitment* procedures and ensures that all appropriate checks are carried out on new *staff* and *volunteers* who will work with children, including Criminal Records Bureau and List 99 checks in line with current Estyn 2024 guidance.
- There is a senior member of the school's leadership/management team designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies. The designated person need not be a teacher but must have the status and authority within the school to carry out the duties of the post, including committing resources to child protection matters, and where appropriate directing other staff. In

many schools a single designated person will be sufficient, but a deputy should be available to act in the designated person's absence. In large establishments, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the workload;

- In addition to basic child protection training, the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB, and refresher training to keep his/her knowledge and skills up to date;
- The headteacher and all other permanent staff and volunteers who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training. Temporary staff and volunteers providing cover during short term absences and who will be working with children are given clear guidance of the school's arrangements for child protection and their responsibilities;
- The governing body remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention; and
- The governing body reviews its safeguarding policies and procedures annually and where requested provides information to the local authority about how the above duties have been discharged.

The Designated Safeguarding Person at this school is:

Rhiannon Llewellyn (Headteacher)

The Deputy Designated Safeguarding Person at this school is:

Ceri Rawlings (Acting Deputy Headteacher)

The Designated Governor for safeguarding at this school is:

Deborah Weston

The Council's Education Safeguarding Officers are:

Sarah Todd

Nicola Davies

Children's Services can be contacted as follows:

Safeguarding Hub 01633 631657

Out of Hours Duty Team 0800 3284432

## APPENDIX A

### Associated Policies, Guidance and Advice

- [Wales Safeguarding Procedures for Children and Adults at risk of abuse and harm \(2019\)](#)
- Keeping Learners Safe 2020: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002  
<https://gov.wales/keeping-learners-safe>
- Safeguarding in Education: handling allegations of abuse against teachers and other staff  
<https://gov.wales/handling-allegations-abuse-against-teachers-and-staff>
- Safeguarding Allegations/Concerns About Practitioners and Those in a Position of Trust Protocol (March 2020).  
<https://www.gwentsafeguarding.org.uk/Documents-en/Adults/Protocols-and-Procedures/Regional-Documents/Safeguarding-AllegationsConcerns-about-Practitioners-and-those-in-a-Position-of-Trust-Protocol.pdf>
- Disciplinary and dismissal procedures for school staff  
<https://gov.wales/disciplinary-and-dismissal-procedures-school-staff>
- Procedures for Whistle blowing in Schools and Model policy- Welsh Assembly Government circular 036/2007  
<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>
- Peer sexual abuse, exploitation and harmful sexual behaviour: How to prevent and respond to peer sexual abuse, exploitation and harmful sexual behaviour, including digital abuse and exploitation.  
<https://gov.wales/peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour>
- Female genital mutilation: Letter to schools about helping to stop female genital mutilation and how to help girls at risk.  
<https://gov.wales/female-genital-mutilation>
- Safe and effective intervention: Use of reasonable force and searching for weapons  
<https://gov.wales/safe-and-effective-intervention-guidance-schools-and-local-authorities>
- Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales  
<http://gov.wales/docs/dsijg/publications/commsafety/151020-whole-education-approach-good-practice-guide-en.pdf>

- Children Missing from Education WG circular 002/2017 (replaces circular 006/2010)  
<http://learning.gov.wales/docs/learningwales/publications/170323-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf>
- Guidance for schools on the causes of violent extremism and preventative measures  
<https://gov.wales/respect-and-resilience-developing-community-cohesion>
- Respect and resilience: self-assessment tool for schools'. Use this form to check you are following best practice in providing a safe learning community.  
<https://gov.wales/respect-and-resilience-self-assessment-tool-schools>

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

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

**Other relevant legislation:**

- Health and Social Care (Wales) Act 2025
- The Children Act 2004
- The Education Act 2002
- The Education Act 2011
- The Human Rights Act 1998
- The Data Protection Act 1998
- The Children Act 1989
- Social Services and Well-being (Wales) Act 2014

## APPENDIX B

### Types of harm

The following is a non-exhaustive list of examples for each of the categories of harm, abuse and neglect included in Vol 5 Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk (Social Services & Wellbeing Act 2014)

- **physical abuse** - hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions;
- **emotional/psychological abuse** - threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others
- **sexual abuse** - forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including: physical contact, including penetrative or non-penetrative acts; non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways;
- **financial abuse** - this category will be less prevalent for a child but indicators could be:
  - not meeting their needs for care and support which are provided through direct payments; or complaints that personal property is missing.
- **neglect** - failure to meet basic physical, emotional or psychological needs, which is likely to result in impairment of health or development.

Risk from other actual or potential harm to a child or young person may also result from:

- Criminal exploitation such as county lines (CCE)
- Child sexual exploitation
- Radicalisation
- Female genital mutilation
- Modern slavery

**APPENDIX C**

**Transfer of pupil safeguarding records**

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

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

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

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

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

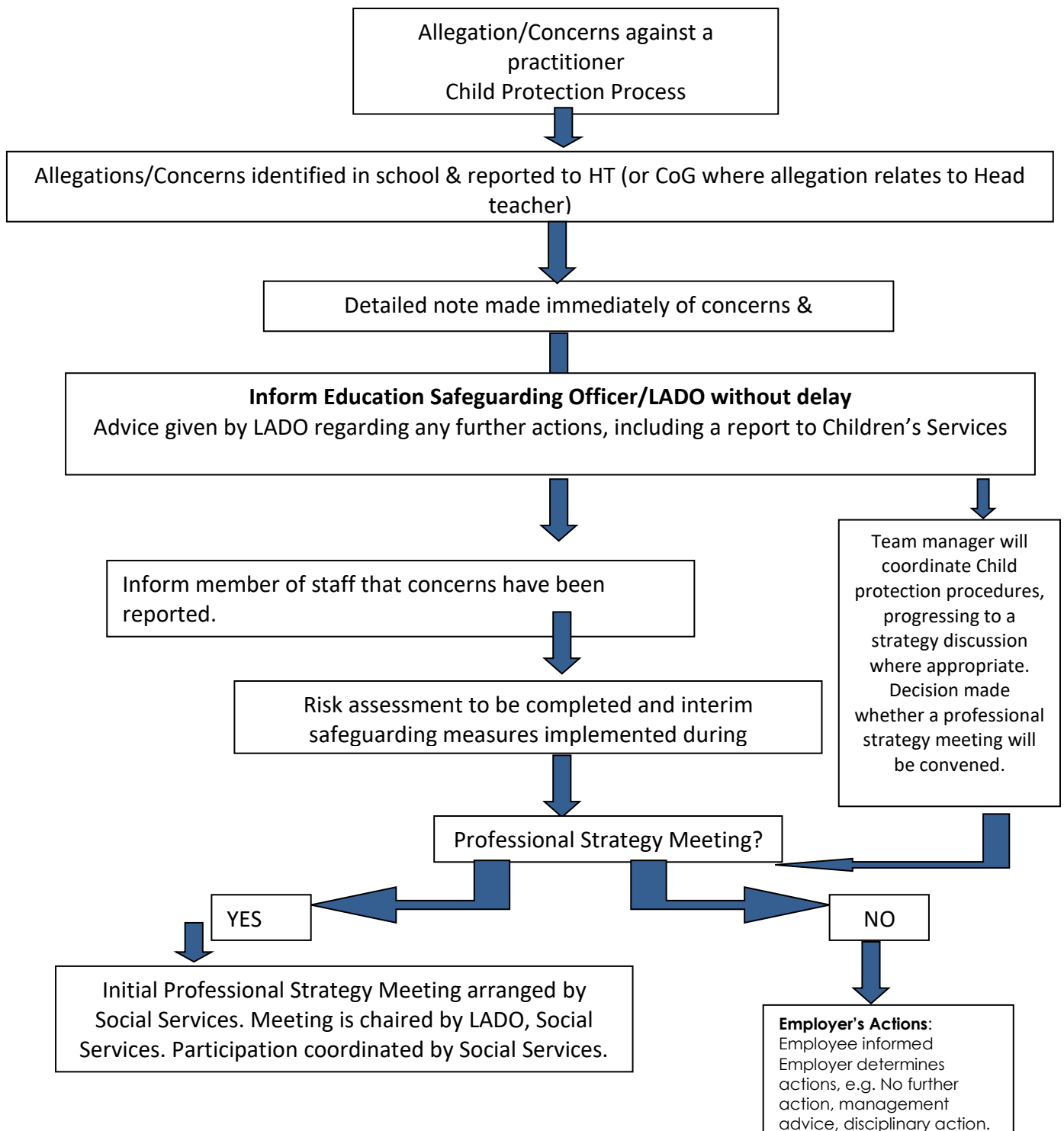
NAME OF SCHOOL RECEIVING FILE:	
ADDRESS:	
DATE RECEIVED:	
NAME OF DESIGNATED SENIOR PERSON (DSP) RECEIVING FILE:	
IS THE FILE INTACT ON RECEIPT?	
SIGNATURE	

APPENDIX D

**PROFESSIONAL ALLEGATIONS/CONCERNS**

**This Flowchart should be used as a brief checklist of procedure for allegations/concerns regarding any practitioner in a school.**

- Detailed procedures are outlined in the Safeguarding Procedures for Children and Adults at risk of abuse and neglect 2019





Follow advice of Children's Services in consultation with Education Safeguarding Officer during and following the investigative process.