

Child Protection and Safeguarding Policy for Ysgol Gyfun Gwent Is Coed



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Name of school staff responsible for maintaining this policy	Owain James
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I. Introduction

I.1 Ysgol Gyfun Gwent Is Coed fully recognises the contribution it makes to child protection. There are three main elements to our policy:

1. prevention through the teaching and pastoral support offered to pupils.
2. 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.
3. support to pupils who may have been abused.

1.2 Our policy applies to all staff and volunteers working in the school and governors. Learning support assistants, mid-day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.

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2. Prevention

2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to safeguard pupils.

The school will therefore:

1. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
2. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
3. include in the curriculum, activities and opportunities for Personal Social Education (PSE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.
4. include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

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3. Procedures

3.1 We will follow the Wales Safeguarding Procedures that have been endorsed by the Local Safeguarding Children Board.

3.2 The school will:

1. ensure it has a designated senior person for child protection who has undertaken the appropriate training
2. recognise the role of the designated senior person and arrange support and training.
3. ensure every member of staff and every governor knows:
 - the name of the designated senior person and their role and the designated governor for child protection proper channels and within the timescales agreed with the Local Safeguarding Children Board.
 - how to take forward those concerns where the designated senior person is unavailable.
4. ensure that members of staff are aware of the need to be alert to signs of abuse and know how to

respond to a pupil who may disclose abuse.

5. ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
6. provide training for all staff so that they know:
 - their personal responsibility.
 - the agreed local procedures.
 - the need to be vigilant in identifying cases of abuse.
 - how to support a child who discloses abuse.
7. notify the local social services team if:
 - a pupil on the child protection register is excluded either for a fixed term or permanently.
 - 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).
8. work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial review and child protection conferences and core groups and the submission of written reports to the conferences
9. keep electronic records via our edukey system of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately. Where written statements are made, these will be kept securely in the Designated Safeguarding Person's (DSP) office.
10. ensure all records are kept secure and in locked locations
11. adhere to the procedures set out in the Welsh Government circular 002/2013: 'Disciplinary and Dismissal Procedures for School Staff'
12. ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance 'Keeping Learners Safe'
13. designate a governor for child protection who will oversee the school's child protection policy and practice

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4. Supporting the pupil at risk

4.1 We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this.

4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

4.3 The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self- esteem and self motivation (see section 2 on prevention)

- the school ethos which:

- i) promotes a positive, supportive and secure environment
- ii) gives pupils a sense of being valued (see section 2 on Prevention)

4.4 the school's Relationships and behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;

4.5 liaison with other agencies who support the pupil such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, the Education Welfare Service and advocacy services. When any outside agencies such as those listed above, and including the Police, request to speak with pupils, we will always offer the child the option of having a member of staff present. If the meeting is not pre-arranged and unless there is a Safeguarding reason not to do so, we will contact parents so that they are aware it is taking place.

4.6 Keeping records and notifying Social Services as soon as there is a recurrence of a concern

4.7 When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform Social Services.

Bullying

4.8 Our policy on bullying is set out in the school's anti-bullying policy and is reviewed annually by the governing body.

Physical intervention

Our policy on physical intervention is set out in the Restrictive Physical Intervention policy and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force and searching for weapons 097/2013

Pupils with ALN

We recognise that pupils with ALN are statistically more vulnerable to being abused. School staff who work with pupils who have severe and multiple disabilities, sensory issues and/or emotional or behavioural issues need to be particularly sensitive to signs of abuse. The school's ALN policy is available on the Website or by contacting the school directly.

E-Safety

4.10 The school's policy on E Safety can be located on the Website or by contacting the school.

Children who enter the Looked after System

4.11 This school recognises that children who enter the Looked after System are often the most vulnerable. The school's policy on Looked after Children (CLA) can be located on the Website or by contacting the school.

Radicalisation

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

- Providing a safe environment for pupils to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology.
- Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent

extremism.

- Knowing how to complete a Channel referral and how to seek support for the child/young person
- Ensuring all staff receive appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideas.
- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering.

Mandatory reporting of Female Genital Mutilation

4.13 The school is aware of its duty to report known cases of FGM to the police (section 74 of the Serious Crime Act 2015). 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.

Domestic Abuse and Gender-based violence

4.14 This relates to: physical, sexual, psychological, emotional or financial abuse where the victim lives with or is related to the abuser. Men, women and children can be victims.

Children in families where there is domestic abuse are at risk of being harmed.

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

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

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

Further guidance can be found in: 'All Wales Practice Guidance on Safeguarding Children and Young People Affected by Domestic Abuse'

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5. Safer recruitment

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

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

The engagement of daily staff within schools should be subject to the same rigorous requirements as employed for permanent members of staff. The Headteacher will ensure that any person engaged to work in the school has satisfactory qualifications, references and checks.

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

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6. Whistleblowing Policy

The school has a current whistleblowing policy. This policy/information can be located on the school by contacting the school.

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7. Information for all staff

7.1 To know what to do if a child tells you they have been abused by someone other than a member of staff.

7.2 Where the allegation is against a member of staff you should refer to Welsh Government Circular 002/2013 Disciplinary and Dismissal Procedures for School Staff & 009/2014 Safeguarding Children in Education: handling allegations of abuse against teachers and other staff. Any allegations against a member of staff must be reported to the Local Authority Designated Officer (LADO) or the Education Safeguarding Officer (ESO) straight away before any further action is taken.

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:

- i) that the role is to listen to the child. Do not interrupt the child if he or she is freely recalling significant events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child.
- ii) you must report to the school's designated senior person for child protection immediately, or in her absence, the Deputy Head Teacher. If both are absent, seek the most senior person in the school.
- iii) make a note of the discussion on the Safeguarding system, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection. The account 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. Remember, your account of the discussion may be used in any subsequent court proceedings.
- iv) that you must not give undertakings of absolute confidentiality.
- v) that a child waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings.
- vi) your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

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8. Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being 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, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

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

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, such as the designated senior person and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file.

The designated senior person for child protection in this school is:
Owain James

The deputy DSP is:
Abigail Williams Deputy Head Teacher

The designated governor for child protection is:
Jane Marshall

The local authority Education Safeguarding Officer is:
Nicola Davies nic.davies@newport.gov.uk

The local authority Designated Lead Officer for child protection is:
Mike Sloan mike.sloan@newport.gov.uk

Author: L Meade – Child Protection
Review Author: Nicola Davies – Education Safeguarding Officer
Date: January 2024
Review Date: February 2025

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9. Operation Encompass

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

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

Appendix A - Transfer of pupil safeguarding records

PART 1: To be completed by sending school

- When you know that a child is 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 DSP 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 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 SAFEUARDING:	
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:	

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Appendix B - Policy Statement

Community Cohesion – Preventing Extremism

Our school is committed to providing a safe environment for all of our students, staff and any visitors. There is no place for extremist views of any kind in our school.

Community cohesion is the term used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. A cohesive community is where a person has a strong sense of belonging. It is safe, vibrant and able to be resilient and strong when tensions occur.

Those involved in supporting terrorism look to exploit and radicalise vulnerable people, including children and young people. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on us 'to have due regard to the need to prevent people from being drawn into terrorism'

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which spring from a variety of sources including the internet. At times students, visitors or parents may themselves reflect or display views that may be considered as discriminatory, prejudiced or extremist, including using derogatory language; this will always be challenged and where appropriate dealt with.

Education is a powerful deterrent against this and we will strive to equip young people with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way. This way our students are enriched, understand and become tolerant of difference and diversity where they can thrive, feel valued and not marginalised.

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our school.

Where such cases are identified a Duty to Report form is to be completed and submitted to Children's Services. The Local Authority Lead Officer for PREVENT should also be contacted.

Safeguarding Channel Panel

Safeguarding and promoting the welfare of children, young people and adults is everyone's responsibility. We are committed to working with our partners to protect and support our students, and where a Multi-Agency Referral Form leads to one of our learners needing safeguarding, we will support the Channel programme. Channel is a multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.

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 related activity.

Key Points of Contact

Prevent Lead for NCC: Jane Harvey

Reference Material

Respect and resilience - Developing Community Cohesion - A Common Understanding for Schools and their Communities

<http://gov.wales/docs/dcells/publications/110209respecten.pdf>

Respect and Resilience – Developing Community Cohesion (updated January 2016, 196/2016)

<http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf>

Respect and Resilience – Developing Community Cohesion: Assessment tool:

<http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf>

E-learning training on PREVENT: <https://elearning.prevent.homeoffice.gov.uk/>

Free online resource: http://course.ncalt.com/Channel_General_Awareness

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

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

Website: <http://educateagainsthate.com> Resources for parents and teachers

Tackling Hate Crimes and Incidents: A Framework for Action

<http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework-en.pdf>

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