Cyngor sir ddinbych denbighshire County Council



Church School

Safeguarding Policy
Schools & Education Services
2026-27

Safeguarding Personnel and Contact Numbers

Governor with responsibility for Safeguarding: **Meryl Pierce**

Head Teacher: **Meirion Edwards**

Designated Safeguarding Lead: **Meirion Edwards**

Deputy Safeguarding Person: **Lois Morgan**

2nd Deputy Safeguarding Person: **Teleri Roberts**

3rd Deputy Safeguarding Person:

Education Services Safeguarding Officer: Mr Wayne Wheatley

Wayne.Wheatley@denbighshire.gov.uk

01824 708064

Date the policy was formally approved by the Governing Body

___30_/__9___/_2026____

Signed (Chair of the Governing Body)

M Pierce

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Education Welfare Service Help Desk: **01824 708064**

Children and Family Services CFS Children's Gateway: **01824 712200**

All referrals are to be sent to: cfsgateway@denbighshire.gov.uk

Out of Hours Emergency Duty Team: **0345 0533116**

Children and Family Services: Monday to Thursday, 9.00 am – 5.00 pm; Friday, 9.00 am – 4.30 pm. The Emergency Duty Team number is for evenings and weekends.

Safeguarding and Reviewing Unit: **01824 708391**

N. B. All staff will have access to this policy, which can be found on the SharePoint platform through Hwb all staff will sign to the effect that they have read and understood the contents.

Please use your Hwb e-mail address to access SharePoint.

Foreword

This policy must be adopted by all school governing bodies and reviewed annually. Governing bodies, school leaders, education services and all staff must read, understand and fulfil their safeguarding and reporting duties under Section 175 of the Education Act 2002 and the Social Services and Well-being (Wales) Act 2014.

Safeguarding is not simply a statutory duty; it is a shared responsibility and a commitment to understand each child's life as they experience it.

This policy sets out how **Ysgol Pant Pastynog** protects and promotes the welfare of every learner which reflects the many aspects of learning and training staff receive to meet the needs of children in our care.

Supplementary Context

"What's it like for this child"

Children rarely experience safeguarding concerns as isolated incidents. Their lived experiences are often shaped by the cumulative impact of adversity, trauma, neglect, abuse, discrimination, poverty, family circumstances or exploitation. Whilst individual incidents may prompt professional involvement, it is the child's daily experience that must guide our understanding, assessment and response.

This policy recognises that children communicate in many different ways. Some will disclose their experiences directly; many will not. Behaviour, attendance, emotional wellbeing, relationships, physical presentation, changes in engagement and patterns over time may all represent a child's attempt to communicate that something is wrong. We must commit to looking beyond presenting behaviours, listening carefully to what children say and observing what they may be unable to express through words alone. The United Nations Convention on the Rights of the Child affirms every child's right to protection, participation and to have their views heard in all matters affecting them. These principles underpin this policy.

The learning arising from Child Practice Reviews continually reminds us that safeguarding is most effective when professionals remain professionally curious, work collaboratively,

challenge respectfully, share information appropriately and maintain an unwavering focus on the child's lived experience. Too often, reviews demonstrate that opportunities to protect children have been missed because professionals became reassured too quickly, accepted explanations without sufficient exploration or focused on the needs of adults rather than the experiences of the child. This policy seeks to embed those lessons into everyday practice.

Safeguarding is everyone's responsibility. It extends beyond responding to concerns of abuse or neglect and includes creating environments where children feel safe, respected, included and able to thrive. Effective safeguarding requires a culture of openness, accountability, reflection and continuous learning, where concerns are identified early, acted upon promptly and addressed through effective multi-agency collaboration.

This policy provides the framework through which all staff, governors, volunteers, contractors, supply staff services and partners are expected to fulfil their safeguarding responsibilities. It reflects current legislation, Welsh Government guidance and recognised best practice, whilst promoting a trauma-informed, strengths-based and child-centred approach to safeguarding.

Above all, this policy is founded on a simple but profound commitment: that every child deserves to grow up safe, to be heard, to be protected from harm and to experience relationships that enable them to flourish. Every action we take in Denbighshire schools and education services should contribute to achieving that commitment.

Safeguarding is not measured solely by the procedures we follow, but by the difference we make to the lives of children. Through compassionate practice, professional curiosity, effective partnership working and an unwavering focus on the voice and lived experience of the child, we can ensure that safeguarding remains at the heart of everything we do.

Schools and education services must maintain a high level of awareness and vigilance to such circumstances and act **by reporting concerns to the named safeguarding staff member (DSP) Designated Safeguarding Person in their school, service or directly to the statutory children services where the child lives when you become aware of any concern.**

Lessons Learned from a Child Practice Review

Gwynedd Child Practice Review – Our Bravery Brought Justice (November 2025)

The above review outlined the courage of the children involved rather than adults meant to protect them brought about justice from serial abuse and systemic failings of systems practice policies and procedures.

The core lessons learned:

- Challenge Hierarchy where concerns exist regardless of role, position dominance or personality
- Connect low level patterns of concern - systems must track cumulative, minor conduct concerns rather than isolated incidence.
- Listen to children -prioritise the voice of the child
- Implement robust supervision – giving staff safe space to raise doubts without fear of professional retribution

Emotional Based School Avoidance / Trauma Informed Schools

Denbighshire Education, and Schools are working together with “Horizons” to promote a consistent approach to emotionally based school avoidance (EBSA), helping children overcome barriers to their right to a full-time education by:

- building a shared understanding of EBSA through role-appropriate training;
- recognising emotional barriers rather than viewing non-attendance as a choice;
- embedding effective EBSA strategies and policies; and
- improving attendance and pupil wellbeing.

School Attendance and Safeguarding

Children’s access to education and regular attendance at school remain a significant concern across Wales. Persistent or recurring absence rarely has a single cause; it may reflect overlapping experiences within the child’s home, community and school life.

Schools should seek to understand each learner’s lived experience and listen carefully to their views on the barriers affecting attendance, engagement and safety. A wholeschool approach, supported by effective multi-agency working, is essential to identify needs early and coordinate support. Particular attention should be paid to

educational transitions and the first weeks of each school year, when relationships, routines and a sense of belonging are established. Staff should act promptly when children do not return to school or return as expected at the start of a new term. They should identify changes in attendance early, offer appropriate support and respond with professional curiosity and compassion where patterns may indicate unmet needs or safeguarding concerns. By creating inclusive environments in which children feel known, connected, valued and heard, schools can build resilience, improve educational and wider outcomes, and safeguard every learner's welfare.

This policy should be read in collaboration with the Denbighshire school attendance policy to better consider how both are inter-connected and the many approaches available to schools to considered highlighted further in this policy.

How We Can Support a Child?

Supporting a child begins with listening carefully, taking their concerns seriously and seeking to understand their lived experience. No single practitioner will hold the full picture, so staff must work with the child, their family where appropriate, school colleagues and relevant agencies to identify strengths, needs, risks and barriers. The child's wishes, feelings and preferred outcomes **should inform assessment, planning and review, with communication adapted to their age, development, language and additional learning needs.** Staff should provide early, proportionate help, identify a trusted adult, agree clear actions and review whether support is improving the child's safety, wellbeing, engagement and attendance. Any safeguarding concern must be recorded and reported promptly in accordance with this policy; offering support must never delay protective action. Safeguarding and promoting the welfare of children includes:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Supporting and promoting children's mental and physical health
- Promoting children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

1. Description of School

Ysgol Pant Pastynog is a Welsh-medium primary Church school under the voluntary control of the Church in Wales. The school serves the villages of Prion, Peniel, Saron, and Nantglyn, as well as the town of Denbigh. It is located approximately three miles outside Denbigh. There are 54 full-time pupils and 10 part-time children on the school roll. 6% of pupils are eligible for free school meals and 2% are on the Additional Learning Needs (ALN) register. There are no children in care at the school, and currently, no children on our Child Protection Register. Welsh is the language of the school, and English is taught to the children from Year 3 onwards.

Description of Policy Formation and Consultation Process

This policy took account of the following key documents:

- Welsh Government statutory guidance: Keeping learners safe (current edition, last updated 1 April 2022)
- Belonging, Engagement, and Participation, Welsh Government Guidance 2023
- Welsh Government Circular No: 009/2014 Safeguarding Children in Education - Handling allegations of abuse against teachers and other staff
- Welsh Government Circular: 002/2020 Disciplinary and Dismissal Procedures for school staff
- Procedures for Reporting Misconduct and Incompetence in the Education Workforce in Wales Guidance 168/2015
- Staffing of Maintained Schools (Wales) (Amendment) Regulations 2014
- Welsh Government Guidance 'Model' Safeguarding Policy
- Wales Safeguarding Procedures 2019 (National Procedures in Wales) App Accessible download copy for daily reference
- Denbighshire County Council - Review of Safeguarding JICPA – 2023
- Social Services and Well-being (Wales) Act 2014
- Peer-on-Peer Framework 2022 DCC

2. Introduction

2.1 What is Safeguarding?

Safeguarding is protecting children from abuse, neglect or other kinds of harm, and educating those around them to recognise the signs and dangers. Safeguarding and promoting the well-being of all children attending a school is defined for the purposes of this policy as:

- protecting children from risk of abuse, neglect or other kinds of harm.
- preventing impairment of children's health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to achieve the best outcomes

Safeguarding children and young people who are at risk of abuse and neglect inevitably involves uncertainty, ambiguity and fallibility due to the limited knowledge, predictions about the child's future welfare are imperfect, and there is no definitive way of balancing the conflicting rights of parents and children. However, it is a fundamental principle that the protection of children from harm is the responsibility of all practitioners working with children as outlined in the Wales Safeguarding Procedures 2019. Parents and the public rightly expect high standards from practitioners to safeguard children but achieving them is challenging for all working in this field.

Denbighshire County Council and the Governing Body of NAME OF SCHOOL fully recognise the contribution it makes to child protection and safeguarding and moreover the aim is not just to minimise the danger to children but to maximise their health and welfare. The terms 'child protection' and 'safeguarding' mean different things to different people and it is for this reason that the Welsh Government have defined the terms; the definitions may be viewed at **Appendix A**.

The School Safeguarding Leadership Structure is as follows:

Governing Body	-	Strategic Overview
Head Teacher	-	Overall Leadership
Designated Safeguarding Lead	-	Operational Manage & Administration
All Staff	-	Legal duty to record and report child protection and safeguarding concerns

2.2 Reporting Concerns and Recording

Reporting

All staff MUST record and report any child protection or safeguarding concern or suspicion to the Designated Safeguarding Lead without delay and on the same day it arises. Where required, the concern must also be referred to the Children Services Gateway Service or discussed with the service for advice.

Contact Number 01824 - 712200

Mon - Thurs 9 am – 5pm / Fri 4.30 pm – All calls outside of this time need to be via the Out of Hours call number 0345 053 3116

This is not a matter of individual choice but a duty on individual practitioners to report concerns as outlined in the Wales Safeguarding Procedures 2019.

Recording

All concerns discussions and decisions made and the reasons for those decisions should be recorded in writing and stored correctly on the school system. This will help for future reference , accountability and potential complaint made about how the case was handled and any further legal processes or enquiry that may be taken in a case.

Records **should** include and be retained on the school safeguarding IT system:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or headteacher).

Prevent Duty

The Prevent Duty – What to do If you have a concern about a person?

Due regard – means that school should place an appropriate amount of weight on the need to prevent people being drawn into terrorism.

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Prevent is a safeguarding duty focused on people who may be susceptible to radicalisation.

Action for School /Education

If a member of staff has a concern that a person may be susceptible to radicalisation, the school's normal safeguarding procedures must be followed. The concern should be discussed promptly with the Designated Safeguarding Lead, recorded, and referred through the agreed local Prevent pathway where appropriate. An immediate risk must be reported to the police.

Contact with your North Wales Police Prevent Officer is also advised who can talk to you in confidence about any concerns and help you gain access to support and advice.

3. Local Authority Principal Safeguarding Obligations

A Local Authority shall make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting the welfare of children. [Section 175 Education Act 2002].

The Local Authority will:

- Monitor compliance with the Wales Safeguarding Procedures 2019, statutory guidance, policies, procedures and staff training requirements

- Follow the Welsh Government statutory guidance Keeping Learners Safe (current edition, last updated 1 April 2022) Provide advice on specialist support and advice on cases and allegations against staff.

- Identify deficiencies that require prompt remedial action bring attention to the governing bodies where necessary.

4. School Safeguarding Obligations

4.1 The Governing Body:

- There must be a named governor for safeguarding, monitoring and compliance in school.

- Ensure the school has effective policies and procedures in place to deal with child protection and safeguarding matters.

- Ensure the school follows safer recruitment processes and to work closely with your service provider HR Business Partner in the application and monitoring of these employment checks.

- Ensure the school has effective policies and procedures in place to deal with allegations of abuse against members of staff.

- Ensure the school governing body receives termly updates on safeguarding actions and measures in school including a safeguarding yearly audit and any actions are recorded in the governing body meeting minutes.

- Ensure that a site safeguarding risk assessment is completed annually in line with Health and Safety procedures.

- Monitor compliance with the school policies and procedures.

- Ensure any deficiencies in relation to child protection arrangements are brought to its attention and remedied without delay.

- Ensure all staff undertake the appropriate training commensurate with their grade, in accordance with the LA's training strategy **Appendix G.**

- Ensure that a member of the Governing Body is nominated for liaising with the LA and other agencies as appropriate, in the event of allegations of abuse being made against the Head teacher.

- Review its policies and procedures annually.

4.2 The Head Teacher:

- Ensure that there is a designated senior member of staff, who has undertaken the appropriate and enhanced training required of the role. This role will be called the Designated Safeguarding Person; the name of the Designated Safeguarding Person and Deputy Safeguarding Person will be clearly displayed around the school.

- Ensure that a named Safeguarding Person is always on site at the school or that appropriate arrangements are in place to ensure any Safeguarding/Child Protection issues are dealt with by a trained and named Safeguarding Person.

- Ensure that there are formal arrangements in place to cover all school holidays. These arrangements must be shared with Local Authority Education SLT.

- Ensure that any matter is referred on the day of the concern being raised to the school. Where there is uncertainty advice is always available via Children and Family Services Gateway or the Education Welfare Service Help Desk. (See contact numbers on the front page of the policy).

- Work closely with the Designated Safeguarding Person and the designated governor for safeguarding, who will oversee the school's safeguarding and child protection policy and practice.

- Ensure staff with responsibility for safeguarding receive support and reflective

- Anchor support sessions in school as part of the collaboration work with the NSPCC.

- Work with all members of the Governing Body to ensure they understand and fulfil all responsibilities relating to safeguarding including updates in governing body meetings and report updates and audits.

- Recognise the role of the Designated Safeguarding Person and arrange support and training. The Designated Safeguarding Person within the school is a key person and will be provided with additional, enhanced and refresher training in accordance with the Local Authority Training Strategy (**Appendix G**).

- The Head teacher will have read and fully understood the Welsh Government Guidance: Circular No: 009/2014 - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff.

- Ensure every member of staff and every governor knows:

- The name of the Designated Safeguarding Person and their role,
- The name of the designated Governor for Safeguarding,
- That they have individual legal duty for referring safeguarding and child protection concerns to the designated safeguarding Person within the agreed timescales,
- That they have individual responsibility to take forward concerns to a Deputy Safeguarding Person if the Designated Safeguarding Person is unavailable,
- That they have a duty to follow up concerns and make referrals if necessary.

- Ensure that members of staff are aware of the need to be alert to signs of “abuse” and exploitation and know how to respond to a pupil who may disclose abuse and know how to respond to a pupil regarding abuse or exploitation.

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school information and web-site.

- Provide mandatory training for all staff so that they know:

- Their Individual Responsibility,
- The Agreed School Procedures,
- The Need to Be Vigilant In Identifying Cases Of Abuse,
- How to Support the Child Who Discloses Abuse or Exploitation

- **Appendix B** provides the definitions of abuse/neglect/significant harm

- **Appendix C** provides the indicators of abuse/neglect/harm

- **Appendix D** provides advice on staff responsibilities - what to do when a child discloses about another child

- Ensure any Notification is sent to the Education Safeguarding Officer **and** the local Children’s Services named social worker if an open case, the CLA Education Officer Child Looked After for the child where the child resides if the school:

- Should have to exclude a pupil on the child protection register, either for a fixed term or permanently,

- Should have to exclude a pupil who is a 'Child Looked After (CLA), either for a fixed term or permanently,
- If there is an unexplained absence of a pupil on the child protection register.

- Establish and maintain effective links with relevant agencies and schools as required, with particular focus on child protection matters, including attendance at initial review and case conferences, core groups and the submission of comprehensive written reports to the conferences. Schools will attend the above meetings **and must not delegate this involvement after the initial case conference i.e. schools must attend all future meetings about a specific child after committing to attending core group meetings.**

- Implement and share information shared by North Wales Police Operation Encompass referrals with staff who need to know daily.

- Ensure written records are kept of concerns about children (noting the date, event, persons present during discussions, action taken, the reasons any decisions were taken including, if the decision is not to report), even where there is no need to refer the matter to Children's Services immediately.

- Ensure all records are kept secure and within the IT "provider" for school ie My Concern example only or within secure IT school systems.

- Adhere to the procedure set out in the Welsh Government guidance circular when an allegation is made against a member of staff Welsh Government Circular: 002/2020 - Disciplinary and Dismissal Procedures for School Staff and Welsh Government Circular: 009/2014 - (Handling allegations of abuse against teachers and other staff).

- Ensure that the recruitment and selection procedures are made in accordance with Welsh Government Circular: 283/2022 Keeping Learners Safe Chapter 5 and work closely with your service provider in the application and monitoring of these employment checks.

4.3 The Designated Safeguarding Person:

- Undertake the appropriate and enhanced training required for this role, as per the training strategy **Appendix G.**

- Be on the school site, or ensure that appropriate arrangements are in place in their absence, to ensure any safeguarding/child protection issues are dealt with by a trained and named Designated Safeguarding person.

- Refer any matter on the day of the concern being raised to this person. Where there is uncertainty advice is always available via Children and Families Gateway Service or the Education Welfare Service Help Desk. (See contact numbers on the front page of the policy).

- Work closely with all staff to oversee the school's safeguarding policy and practice.

- Support school staff with responsibility for safeguarding using the Support Anchor Session framework provided by DCC and supported by the NSPCC.

- Work with all members of the Governing Body to understand and fulfill the school's responsibilities.

- Notify the Head Teacher and Governors of any non-compliance with the procedure or further training requirements.

- Be alert to signs of abuse and know how to respond to a pupil who may tell of abuse and know how to respond to a pupil who may disclose abuse.

- Upon receipt of Notification, ensure notification is also sent to the local Children's Services named social worker or Education Child Looked After officer CLA where the child is resident if the school:

- should have to exclude a pupil on the child protection register, either for a fixed term or permanently,
- should have to exclude a pupil who is a 'Child Looked After (CLA), either for a fixed term or permanently,
- If there is an unexplained absence of a pupil on the child protection register.

- Establish and maintain effective links with relevant agencies and schools within and outside of the authority as required, with particular focus on child protection matters, including attendance at initial review and case conferences, core groups and the submission of written reports to the conference. Schools will attend the above meetings and must not delegate this involvement after the initial case conference i.e. **schools must attend all future meetings about a specific child after committing to attending core group meetings.**

- Share information received from Operation Encompass to staff who need to know about the concerns with a child outlined in the referral from North Wales Police.

- Ensure written records are kept of concerns about children (noting the date, event, persons present during discussions, action taken, the reasons any decisions were taken including, if the decision is not to report), even where there is no need to refer the matter to children services immediately.

- Ensure all records are kept secure electronically (see Record Keeping Procedure).

- Adhere to the procedure set out in the Welsh Government guidance circular when an allegation is made against a member of staff Welsh Government
  Circular: 002/2020 - Disciplinary and Dismissal Procedures for School Staff and Welsh Government Circular: 009/2014 - (Handling allegations of abuse against teachers and other staff).

- Ensure that the recruitment and selection procedures are made in accordance with Welsh Government Circular: 283/2022 Keeping Learners Safe Chapter 5.

- Designated Safeguarding Person will have read and fully understood the Welsh Government Guidance: Circular No: 009/2014 - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff.

4.4 All staff:

- All Staff have a legal duty to record and report any child protection problems, concerns or suspicions to the Designated Safeguarding Person as soon it is identified and practically possible and within the day of the concern being raised to the Children Services Gateway (see Appendix H). **This is not a matter of individual choice. There is a legal duty placed upon you to record and report your concerns on the day the allegation/concern was raised.**

- Understand their role and responsibilities to safeguard and promote the welfare of children.

- Ensure they need to hear the voice of the child and consider their lived experiences

- Be familiar with and follow the school's procedures and protocols for safeguarding and promoting the welfare of children and know who to contact in the school to express concerns about a child's welfare.

- Be alert to indicators of all types of abuse and exploitation.

- Have access to and comply with the Wales Safeguarding Procedures 2019.

- Understand the principles and practice contained in Keeping Learners Safe 2022 and Social Services and Wellbeing Act 2014.

- Have received safeguarding training to a level commensurate with their role and responsibilities.

- Know when and how to refer any concerns about child abuse neglect and exploitation to Children's Services or the Police.

- Know that a child, parent, caregiver, relative or member of the public who expresses concerns about a child's welfare to a professional and / or agency employee **must** never be asked to make a self-referral to Children's Services or the Police. **The professional and/or agency employee must make the referral.**

- Know that if any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their legal duty to ensure that the concerns are referred to Children's Services or the Police, who have statutory duties and powers to cause enquiries and intervene where necessary.

In addition to their duty and responsibility to make referrals, there are other ways in which everyone who works with children and families can contribute to the safeguarding of children and the child protection process:

Always consider the voice of the child. Has the child been spoken to, or has this been overlooked because the concerns are based solely on information received from other sources? It may not always be appropriate or possible to speak with the child; however, where it is safe and practicable to do so, their views, wishes and lived experience should be sought and taken into account.

- Treat the child's welfare as paramount

- Remain alert to the risks that individuals who abuse, or may pose a risk of abuse, can present to children.

- Recognise when a parent's or carer's circumstances may limit their capacity to provide safe, effective and appropriate care, or may place a child at risk of harm.

- Understand the immediate and longer-term impact that abuse and neglect can have on a child's safety, wellbeing and development.

- Recognise that children may be vulnerable to criminal or sexual exploitation, through county lines , individuals, gangs, and within the family home.

- Understand the Social Services and Well-being (Wales) Act 2014 and how it informs the assessment of need, service planning and review of support for children and families.

- Share relevant information and contribute to its analysis so that an informed assessment can be made of the child's needs, circumstances and level of risk.

- Contribute, as required, to agreed plans by providing help or services to the child or their family and by reviewing whether the support is improving the child's outcomes.

- Contribute appropriately and promptly at every stage of the child protection process

- Review the child's progress regularly against clear, shared objectives and revise actions where necessary.

- Work constructively with parents and carers wherever this is consistent with the child's safety and best interests.

- Commit to full, timely and respectful cooperation with partner agencies to safeguard children and promote their welfare.

The partner agencies listed in the Children Act 2004 share statutory responsibility for safeguarding and promoting the welfare of children and there is a legal duty placed on all professionals working for those agencies to report concerns.

This is not a matter for individual choice.

Any concerns about a child must be reported to Children's Services or the Police, who are the agencies with statutory responsibility to investigate. Agencies must not undertake their own internal child protection investigation but refer their concerns. If the concern involves a member of staff, please see Section 11 of this policy.

5. Children Services

Children Services Support Gateway provides early help through information, advice and assistance for children, carers and their families in Denbighshire. The Support Gateway is the single point of access for members of the public or professionals to contact if they have any concerns about children, young people or vulnerable families.

All Child Protection referrals will be reviewed and processed within one working day. You are advised should your concerns relate to a child or young person that is at immediate risk of harm to report your concerns to North Wales Police via 101 or 999 depending on the severity of the situation. For all other Child Protection and Safeguarding concerns we advise you to submit your referral electronically and follow this up with a phone call to the Children Services Support Gateway, this will assist them in prioritising child protection referrals that do require immediate attention.

How to Contact Children Services Gateway Team

Information advice & assistance contact number is **01824 712200**

Enquiries can also be emailed to any of the following: cfsgateway@denbighshire.gov.uk (referrals can be sent securely using Egress Switch)

6. Prevention

Under the Social Service and Wellbeing Act 2014 schools have a duty to identify early the needs of all children/young people with the purpose of prevention and protection.

We recognise that good self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children. The school will therefore:

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

- ensure that they know all adults in the school who can be approached if they are worried or in difficulty

- 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 who to turn to for help

Children must have access to a suitable private space in which they can speak with a trusted adult; however, privacy must not result in unsafe isolation. Before meeting a child alone in a school setting, professionals must consider whether lone working is necessary and proportionate, follow the school's safeguarding and lone-working procedures, and assess the location, purpose, duration and any known risks. Wherever practicable, meetings should

take place in an appropriate room that protects confidentiality while remaining observable or readily accessible, for example through a vision panel or by ensuring that another member of staff knows where the meeting is taking place and when it is expected to end. Doors should not be locked, avoidable physical contact must be prevented, and professional boundaries maintained at all times. Where risk cannot be adequately managed, another suitable adult should be present or nearby. Any concern, disclosure, incident or departure from agreed arrangements must be discussed immediately with the Designated Safeguarding Person.

The Prevent Duty

Under the Counter Terrorism and Security Act 2015 the school has a statutory duty to have due regard to the need to prevent people from being drawn into terrorism. For schools this means:

- Teaching a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion

- Providing safe spaces in which students can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas

- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

- Protect students from extremism and the risk of radicalisation in the same way as they protect them from other forms of harm and abuse.

This is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties.

The Prevent Duty – What to do if you have a concern

If a member of staff has a concern about a particular person or family your normal school safeguarding procedures should be followed, including discussing about the Prevent concern with your designated safeguarding lead in school, and where necessary making a referral through to your local authority children’s or adult’s social care.

You can also contact your North Wales Police Prevent Officer or School Police Liaison Officer who can talk to you in confidence about any concerns and help you gain access to more specialist support and advice.

7. Procedures

We will comply with the Wales Safeguarding Procedures 2019 that have been endorsed by the North Wales Safeguarding Board. The Wales Safeguarding Procedures can be downloaded as an App by school staff to access more conveniently.

See link https://www.safeguarding.wales/

If a referral is required, then click on the following link.

https://www.denbighshire.gov.uk/en/health-and-social-care/children-young-people-andfamilies/report-a-child-at-risk.aspx

We will consider the safeguarding responsibilities in specific circumstances outlined in the Wales Safeguarding Procedures 2019 (Glossary)

- Child Exploitation CCE Criminal Exploitation, CSE Child Sexual Exploitation
- Child at Risk Describes an individual under the age of 18 years who is experiencing or is at risk of abuse, neglect, exploitation or other kinds of harm
- Domestic Abuse and Violence
- Female Genital Mutilation
- Trafficking
- VAWDASV Violence against women, domestic abuse and sexual violence

We will also have considered individual procedural guidance on:

- Prevent Duty Guidance England and Wales 2023 – Counter Terrorism and Security

Act

- Safeguarding and Promoting the Welfare of Unaccompanied Asylum-Seeking Children and Young People

All children who are interviewed as part of any safeguarding investigation should be allowed to express their views as to who (if any) will be the appropriate adult in an interview situation. Advice must be sought from the statutory services involved in the case in relation to the appropriate involvement of family or school staff in the attendance of any interview with the child or young person.

Professionals Strategy Meeting - Schools Can Arrange

The purpose of a strategy meeting is to share and discuss in detail all the information held by school regarding the nature of your concerns and sharing views and concerns about service support with a family.

Please note - This use of a strategy meeting is not a replacement to making appropriate referrals to children's services on a child.

This process is to address cases where evidence exists where better working together across services could address the concerns raised by school.

The strategy called by school could potentially reduce the amount of time and resources used by contacting individual agencies for advice and support and updates on a pupil, by providing a coherent plan that school, agencies and family can agree upon in the best interests of the child.

8. Support

Under the Social Service and Wellbeing Act 2014 schools have a duty to assess and support the child in terms of both strengths and weaknesses in keeping the child safe.

Children who are abused or witness violence may find it difficult to develop a sense of selfworth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame and be deeply affected.

The school may be the only stable, secure and predictable element in the life of the child at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

The school must support the pupil through a safety plan which is clearly developed and understood by all parties recording decisive actions. This includes:

- The content of the curriculum to encourage self-esteem and self-motivation with liaison and support from the appropriate services.

- The school ethos will promote a positive, supportive and secure environment and give pupils a sense of belonging and being valued

- The school's behaviour policy will provide a consistent, supportive response to behaviour while protecting each pupil's dignity, wellbeing and self-worth.

- The liaison with other relevant agencies. This could include, but is not limited to Social Services and other support agencies such as Child and Adolescent Mental Health Service, Educational Psychology Service, Behaviour Support Service, Education Welfare Service and Advocacy Service SNAP Cymru. This is not an exhaustive list.

- Keeping records and notifying Children's Services as soon as there is a concern

When a pupil on the Child Protection register leaves the school, the school must transfer the child protection/safeguarding information file to the new school immediately and inform the Headteacher of the new school and the allocated Social Worker in Children's Services. Any safeguarding file on a child must be sent separately to the child school file to ensure confidentiality and mark the safeguarding file for the attention of the Head Teacher of the new school. The Wales Accord on the Sharing of Personal Information (WASPI) link outlines organizational responsibilities in relation to the sharing of sensitive information.

9. Children and Young People with Additional Learning Needs

In Wales, support for children and young people with additional learning needs (ALN) is governed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the statutory *Additional Learning Needs Code for Wales 2021*. Schools must identify ALN early, respond promptly and provide appropriate additional learning provision, including through an individual development plan (IDP) where required. Safeguarding arrangements must be inclusive and person-centred, recognising that a learner's disability, communication needs or presentation may increase vulnerability, create barriers to disclosure or cause signs of abuse, neglect or exploitation to be overlooked or wrongly attributed to their ALN.

Staff must maintain professional curiosity, avoid assumptions and ensure that the child or young person's views, wishes and feelings are sought and given due regard. Information and safeguarding processes must be explained in an accessible way, using the learner's preferred language and communication method and providing reasonable adjustments, communication aids, advocacy or trusted-adult support where needed. The absence of a verbal disclosure must never be taken as evidence that harm has not occurred.

Every learner with ALN must know how to raise a worry or safeguarding concern and have reliable access to adults with whom they can communicate. Safeguarding planning should take account of the learner's IDP and any known communication, sensory, health, personalcare, mobility or behaviour-support needs, while ensuring that educational support does not delay protective action. The Designated Safeguarding Person and Additional Learning Needs Coordinator should work together, with parents or carers and relevant education, health and social-care professionals where appropriate, to share necessary information, coordinate support and review whether arrangements are keeping the learner safe and improving outcomes.

Where a child or young person with ALN is involved in a safeguarding enquiry or interview, advice must be sought from the relevant statutory service before any substantive questioning. The learner must be enabled to participate meaningfully, with accessible information and appropriate communication support, and their views about the presence of a suitable accompanying adult should be considered where this is safe and consistent with the purpose of the enquiry. Any concern must be recorded and reported promptly in accordance with this policy and the Wales Safeguarding Procedures.

10. Supporting Staff

Staff working in the school, who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation upsetting and/or professionally and morally difficult. Staff will be supported - by providing an opportunity and the time to talk through their anxieties either with their immediate line manager who may consider further support from the school the Designated Safeguarding Person who has access to and knowledge of support available in school and through the local authority.

Section 4 of this policy provides other examples of the support the school will provide.

The professional supervision/support of the Designated Safeguarding Person is the responsibility of the school head teacher. The Local Authority has implemented a Support Framework of Anchor sessions working with the NSPCC to support these key staff with their daily work responsibilities relating to safeguarding in school.

11. Allegations Made Against Members of Staff

The school will follow the Welsh Government Circular No: 009/2014 Safeguarding Children in Education - Handling allegations of abuse against teachers and other staff.

The Head Teacher and Designated Safeguarding Lead will ensure that they are fully aware of the relevant legislation and guidance in relation to procedures required when an allegation is made against a professional and in particular:

- Welsh Government Guidance: Circular No: 009/2014 - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff

- Welsh Government Guidance: Circular No: 002/2020 - Disciplinary and Dismissal Procedures for School Staff

- Education Workforce Council (EWC) Code of Conduct.

The above guidance may be found on https://www.gov.wales/. The Head Teacher and Designated Safeguarding Person will need to be familiar and have good working knowledge

of Circulars: 009/2014 and Circular: 002/2020 listed above and will have fully read and understood the guidance.

All staff must ensure that any allegation regarding an adult who is working with children is reported immediately to the Head Teacher or the Designated Safeguarding Person, this will include all school staff, supply staff, volunteers, governors, occasional workers or contractors and those staff who are not on the school site but come into contact with children i.e. those who transport children to/from school, school crossing patrols etc.

Allegations against members of staff should be brought immediately to the attention of the Head Teacher (or the Chair of Governors and the Head of Education Services). If the allegation is against the Head Teacher, then the Chair of Governors must be informed who in turn must immediately inform the Head of Education Services. For ease of reference this person will be known as the 'Case Manager'. (If the allegations against a member of staff are reported to the Designated Safeguarding Person, then the Head Teacher must immediately be informed.)

The Headteacher (or Chair of Governors in the case of a Headteacher) as the Case Manager, has overall responsibility for any safeguarding allegation.

In the first instance the Case Manager should immediately discuss the allegation with the Local Authority Education Safeguarding Officer within Education who will also support the school with how to adhere to the Welsh Government guidance listed above. The Local Authority Education Safeguarding Officer should be informed of **all** allegations that come to a school's attention and appear to meet the criteria set out above so they can consult with the Local Authority Designated Officer/LADO within Children's Services and the police, as appropriate.

Governing Bodies are responsible for dealing with staff disciplinary matters in all maintained schools and should refer to Welsh Government Guidance: Circular No: 009/2020 - Disciplinary and Dismissal Procedures for School Staff.

https://gov.wales/disciplinary-and-dismissal-procedures-school-staff

12. Safer Recruitment

Disclosure and Barring Service (DBS) checks and all Safer Recruitment Checks prior to employment are essential for all staff and volunteers working within schools.

Recent national child practice reviews recognise this as a critical element of keeping learners safe. Safer recruitment checks are a vital part of safeguarding practice and help ensure that individuals who pose a risk to children are not given access to them Completing these checks before an individual begins work supports compliance with statutory safeguarding guidance, including Keeping Learners Safe, and demonstrates a clear commitment to maintaining a safe school environment.

12 step approach to safer recruitment Regardless of the size or nature of the organisation, a consistently applied and robust process is always needed to ensure the safest levels of staff recruitment. The links below provide steps to safer recruitment and provide a brief overview of the steps that should be taken when recruiting staff.

SAFER RECRUITMENT: Disclosure and Barring Service (DBS)

The Immigration, Asylum and Nationality Act, 1996 makes it a criminal offence for an employer to employ those who do not have permission to live or work in the UK. It requires all UK employers to make basic document checks on every person they intend to employ. Due to the changes introduces by the UK Government as of 1st January 2021.

Right to work in the UK Guidance Employment references are an essential means of obtaining information from a third party, providing a factual check on a candidate's employment history, qualifications, experience and/or an assessment of the candidate's suitability for the post in question. 2 references are required to comply.

Compliance Requirement

To ensure safeguarding compliance we require: • Satisfactory references being received. • Medical clearance • Receipt of satisfactory DBS Disclosure, • Receipt of original certificates of qualifications obtained that are deemed essential as per the Person Specification for the job. • Receipt of documentation to meet our legal obligations under the Asylum and Immigration Act (Right to Work in the UK documents) and proof of identity • Receipt of applicant's original driving licence if their job requires driving for work

reasons • Confirmation of Registration with Education Workforce Council which is a legal requirement for all Teachers/Support Staff •

We require 2 references to comply with our Safer Recruitment Policy The above list is nonnegotiable and allowing staff to start work without full clearance will be exceptional, time limited, and will require clear evidence demonstrating a detrimental impact on pupils' education or the school's ability to remain open should they not be on site. A preemployment risk assessment will require Head of Education authorisation.

13. School Site Security

The school is a safe and secure place for pupils to learn and develop learning and social skills. The physical safety of pupils when on school site is of paramount importance. Access to the school site is strictly monitored and reviewed in line with the Local Authority guidance on the Health and Safety of school premises. This must include regular planned auditing of the school site to ensure there are no areas that require attention.

A safeguarding school site audit must be undertaken annually and discussed and recorded formally through the governing body of the school. The school's Health and Safety Policy is available to review on request from the Head Teacher.

All daily visitors and users of the school site are required to sign in and out of school premises. They will clearly list the company for whom they work and the reason for the visit or use of the school site.

All users of the school premises beyond the school day must be checked by the head teacher to ensure their suitability to be on site. The head teacher must do this either by viewing the users DBS disclosure or by carrying out a check with the agency to see or verify a current DBS exists for all the staff.

If neither of the options above are available a risk assessment must be completed. This risk assessment must clearly list the control measures employed by the school to safeguard the children. This will include all activities outside school hours including evening, weekends and holiday periods as agreed by the Head teacher. A daily contractors' list may be used as attached. **Appendix E.**

14. North Wales Safeguarding Board (NWSB)

North Wales Safeguarding Board (NWSB) is a statutory body which co-ordinates, monitors and challenges its partner agencies in safeguarding children in North Wales. The objectives of the NWSB are to PROTECT children in its area who are experiencing or at risk of abuse, neglect or other kinds of harm and PREVENT children who are experiencing or at risk of experiencing abuse, neglect or other kind of harm.

Denbighshire Council is a statutory partner of this Board. Members of the Board are referred to as relevant partners under Part 7 of the Social Services and Well-being (Wales) Act 2014 Schools should be aware of the work of the Safeguarding Board. Each school should be updated through subscribing to the NWSB's website

https://www.northwalessafeguardingboard.wales/wales-safeguarding-procedures-comingsoon/

Schools are encouraged to attend events and training by the NWSB. On-line Training is also offered by NWSB. The board on its front facing page has 7-minute briefings that are relevant to schools and services working with children covering areas and themes of discussion, policy and legislation and topics of safeguarding material.

Schools may need to be involved in the Child Practice Review process and from the outcome of reviews. Schools will work closely with Children Services and Education in such circumstances to ensure that requests for information and documentation is responded to timely. School may also need to attend Learning Events during a review process. School staff will receive support and guidance from Education and Children's Services in order to participate fully in these events.

15. Equality and Diversity

The school is committed to ensuring that all children and young people gain maximum benefit from their education regardless of ethnic origin, sex, age, sexual orientation, disability, religious belief or non-belief, use of BSL or other languages, nationality, responsibility for dependents or any other reason which cannot be shown to be justified.

In order to make sensitive and well-informed professional judgments about a child's needs and a parent's capacity to respond to their child's needs, it is important that school staff will be sensitive to differing family patterns, lifestyles and to a child's patterns that vary across different racial, ethnic and cultural groups.

16. Confidentiality & Information Sharing

The school recognises that all matters relating to child protection and safeguarding are confidential, however there is a balance between child protection and the right to privacy, as outlined below.

The Head Teacher and/or the Child Protection Officer will disclose any information about a pupil to other members of staff on a need-to-know basis only. There is a professional responsibility to share information with other agencies to safeguard children.

Staff will understand that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing.

To make soundly based decisions there is a need to understand the general principles of sharing information identifiable to a child and/or young persons or their parents/carers. The safety and welfare of a child or young person must be the first consideration when making decisions about sharing information about them.

There must be a legal basis for sharing information and a legitimate purpose for doing so. When dealing with confidential information we will need to be satisfied that there is either:

- a statutory obligation to disclose
- expressed or implied consent from the persons involved or
- an overriding public interest in disclosing information

The UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and human rights law are not barriers to justified information sharing. They provide a framework for sharing personal information appropriately, lawfully and securely. Information may be shared without consent where there is a lawful basis, including where this is necessary to safeguard a child or prevent serious harm. Decisions and reasons must be recorded.

Schools can discuss any request to share information from any source with the Data Protection Officer for School. All staff must seek advice from their Designated Safeguarding Person and/or the Head Teacher with regard to the sharing of any information.

The Head Teacher and Designated Safeguarding Person will be fully aware of the guidance surrounding the Data Protection Act and the guidance surrounding the sharing of information:

Wales Accord on the Sharing of Public Information (WASPI) framework www.waspi.gov.wales

For ease of reference, the Seven Golden Rules for Information Sharing may be viewed at **Appendix F**.

17. Related Polices (All policies must be followed alongside this policy)

It is a term of this policy that these documents are read and complied with.

It is also a term of this policy that risk assessments are documented and securely stored in relation to any activities or persons as required in the following policies.

17.1 Local Authority School Policies

NB. Schools will need to ensure they quote the full title of the school policies for this section. Advice and guidance on model policies is available in the first instance via the Education Safeguarding Officer.

- Attendance Policy
- Reduced Timetable Policy
- Behaviour & Anti-Bullying
- Peer on Peer Framework adopted by schools
- Whistle blowing Policy
- Permission for Creation of Digital or Media images
- Photographing & Videoing
- Prevent Duty
- Supervision of activity with Children not on the school site EVOLVE

- Health & Safety
- Site Security
- Induction of volunteers
- Curriculum
- Internet safety
- Equal Opportunities

18. Compliance with this Policy

All staff must read and understand this policy, including the appendices and related policies relevant to their roles and responsibilities. The school must retain an auditable record confirming completion, whether by secure electronic acknowledgement or signed record.

Any new staff must comply with the same at the very earliest opportunity.

Appendix A - Definitions of Safeguarding

Definition of Safeguarding

Safeguarding and Protecting is everybody's responsibility

(Wales Safeguarding Procedures 2019)

Safeguarding is protecting children from abuse, neglect or other kinds of harm, and educating those around them to recognise the signs and dangers. Safeguarding and promoting the well-being of all children attending a school is defined for the purposes of this policy as:

- protecting children from risk of abuse, neglect or other kinds of harm;
- preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to achieve the best outcomes

Section 175 of the Education Act 2002 and Section 3 of the Social Services and Well-being (Wales) Act 2014

Definition of Child Protection

Child protection is a part of safeguarding and promoting welfare. This refers to the activity, which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.

Appendix B – Categories of Risk of Harm

Categories

The category, or combination of categories, used in registration will indicate to those consulting the register the primary presenting concerns at the time of registration

(Wales Safeguarding Procedures 2019)

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 institution 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

May involve hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions,

Emotional and 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 looking at. or in the production of , pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways,

Financial

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 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.

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-
-

Appendix C - Indicators of Harm

Indicators of Harm

1. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators in the Child

Bruising - It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used, e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin), commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures - Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's

distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

The history provided is vague, non-existent or inconsistent

There are associated old fractures

Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry, and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries - Tears to the frenulum (tissue attaching upper lip to gum) often indicates force-feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning - Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness - Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non-organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders

-
-
-
- Low self-esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks - Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds - It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious, e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid. Old scars indicating previous burns/scalds, which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars - A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact

- Arms and legs kept covered in hot weather
- Fear of medical help

Aggression towards others

Frequently absent from school

An explanation which is inconsistent with an injury

Several different explanations provided for an injury

Indicators in the Parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self-harm, false allegations of physical or sexual assault
- Parent/carer may be over-involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much-needed break, nor allowing anyone else to undertake their child's care
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse
- Parent/carer has convictions for violent crimes

Indicators in the family/environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings
- Past history of childhood abuse, self-harm, false allegations of physical or sexual assault or a culture of physical chastisement

2. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the Child

- Developmental delay
- Abnormal attachment between a child and parent/carer, e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse

  Chronic running away

Compulsive stealing

Low self-esteem

Air of detachment – 'don't care' attitude

Social isolation – does not join in and has few friends

- Depression, withdrawal
- Behavioural problems, e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behavior
- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child, e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child, e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the Family/Environment

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

3. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

Provide adequate food, clothing and shelter (including exclusion from home or abandonment);

Protect a child from physical and emotional harm or danger;

Ensure adequate supervision (including the use of inadequate care-givers); or

Ensure access to appropriate medical care or treatment

• May also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the Child - Physical Presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent/untreated infections or skin conditions, e.g. eczema or persistent head lice, scabies, diarrhoea
- Unmanaged/untreated health or medical conditions, including poor dental health
- Frequent accidents or injuries

Indicators in the Child - Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialisation

Indicators in the Child - Emotional/Behavioural Presentation

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy

  Compulsive stealing

  Constant tiredness

  Frequently absent or late at school

  Poor self-esteem

Destructive tendencies

- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Indicators in the Parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child, e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs, e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs, e.g. poor dental health, failure to attend or keep appointments with health visitor, GP or hospital, lack of GP registration, failure to seek or comply with appropriate medical treatment, failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may (or may not) be associated with this form of abuse

Indicators in the Family/Environment

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings. Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

  Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

  Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating

- Lack of opportunities for child to play and learn

4. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

Activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the Child - Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Indicators in the Child - Emotional/Behavioural Presentation

- Makes a disclosure.

- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm, e.g. eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention or concentration (in a world of their own)
- Sudden changes in schoolwork habits, become a truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours, e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

Indicators in the Parents

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

Indicators in the Family/Environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Family member is a sex offender

Please Note: This list is not exhaustive.

Appendix D - When a Child Discloses About Another Child

Wales Safeguarding Procedures 2019

What to do if a Child tells you that they or another young person is being abused?

- Show the child that you have heard what they are saying, and that you take their allegations seriously
- Encourage the child to talk, but do not prompt or ask leading questions. Don't interrupt when the child is recalling significant events. Don't make the child repeat their account
- Explain what actions you must take, in a way that is appropriate to the age and understanding of the child
- Do not promise to keep what you have been told secret or confidential, as you have a responsibility to disclose information to those who need to know. Reporting concerns is not a betrayal of trust
- Write down as soon as you can and no later than 24 hours what you have been told, using exact words, if possible
- Record and Report your concerns to the Designated Safeguarding Lead. Do not delay
- Ask the Designated Safeguarding Lead what action they intend to take and record the response. If you are not satisfied with the action taken, consult with Social Services
- Do not worry that you may be mistaken. You will always be taken seriously by social services. It is better to have discussed it with somebody with the experience and responsibility to make an assessment
- Do not confront the alleged abuser (maybe a young person themselves)
- Make a written note (See separate sheet) including what you did and the response that you received e.g. from the Designated Safeguarding Lead and record any followup considerations, decisions and actions that you may take
- Review any action taken - **RECORD, REPORT AND REVIEW**

Factual observations to include child's comments verbatim:

Child's Comments

What did they actually say, quote their words, do not put asterisk instead of swear words or difficult words. Use actual words if you can remember or state that they were similar words used and that you are being approximate

The Context of Any Situation?

Where was the incident, what was the child supposed to be doing, was this usual task/situation for the child to be in, was this something that the child would not have experienced before. Were clear instructions given?

Others present

How many other children were present, were any involved, what was their contribution to the incident?

Environmental Factors

Was there anything about the child's physical surroundings that affected their behaviour?

Other adults present

Do you need to cross-reference your account of the incident with anyone else's?

Adult's Comments

What words were actually spoken to the child at the end of the incident/event?

CCTV at School/Premises

Is there CCTV evidence to corroborate the incidence that occurred, supporting any investigation?

Written Record

Record the Time, Day and Place of the incident, any disclosure and the time that the notes were made. Recordings must be:

Timely	As soon as possible and within the same working day and if a child protection concern or referral as soon as practicably possible.
Factual	Do not record your opinion - imagine that you are a video camera watching the incident and write a narrative that is descriptive but not over complicated.

Event/Incident Conclusion

How did the matter end, what was the child's behaviour like at the end of and after the incident? Describe your follow up actions e.g. informed the Designated Safeguarding Person and provide them with my notes of the incident.

Note: Not all items above will be relevant for all recordings, just be mindful of the headings and record information that is available, do not feel compelled to 'tick every box'

Appendix E - Daily Contractor/Visitor Log

School Logo

Daily Contractor Log

Safeguarding Information given to all Contractors and names of contractors obtained.

Date	Time In	Time Out	Name	Company	Reason for Visit	CP Info given	Risk Assessment	
							Valid DBS No:	
							Accompanied on site	
							Not in areas where lone pupils are	
							Valid DBS No:	
							Accompanied on site	
							Not in areas where lone pupils are	
							Valid DBS No:	
							Accompanied on site	

							Not in areas where lone pupils are	

Appendix F - Information Sharing

Seven Golden Rules for Information Sharing

1. **Data protection law supports appropriate information sharing.** The UK General Data Protection Regulation (UK GDPR), Data Protection Act 2018 and human rights law are not barriers to justified sharing. They provide a framework for sharing personal information lawfully, fairly and securely. In safeguarding matters, protecting a child from abuse, neglect or other harm must take priority where failing to share information may place them or another person at risk.

2. **Be open and transparent where it is safe and appropriate.** Explain from the outset why information may be shared, what may be shared, how it will be used and with whom. Do not inform the child, parent, carer or other person where doing so may increase risk, prejudice a safeguarding enquiry, or place anyone in danger.

3. **Seek advice if in doubt, but do not delay necessary action.** Consult the Designated Safeguarding Person, Head Teacher, Data Protection Officer or relevant statutory service. Where possible, seek advice without initially disclosing identifying information. An immediate safeguarding concern must be reported without delay.

4. **Identify and record the lawful basis for sharing.** Consent may be appropriate in some circumstances but is not usually the most appropriate lawful basis for safeguarding information sharing. Information may be shared without consent where another lawful basis applies, including where this is necessary to comply

with a legal obligation, perform a public task, protect vital interests or safeguard a child or another person. If consent is sought, it must be informed, specific, freely given and capable of being withdrawn.

5. **Consider safety, wellbeing and the child's best interests.** Base the decision on the safety and wellbeing of the child and others who may be affected. Consider the child's wishes and feelings where appropriate, but do not allow a request for confidentiality or a refusal of consent to prevent necessary safeguarding action.

6. **Share information that is necessary, proportionate, relevant, accurate, timely and secure.** Share only what is needed for the safeguarding purpose and only with people or agencies that need to know. Check accuracy, distinguish fact from opinion, share promptly and use an approved secure method. In an emergency, share without delay and follow secure procedures as soon as practicable.

7. **Keep a clear record of the decision and reasons.** Record whether information was shared, what was shared, with whom, when, by what method and for what purpose, together with the lawful basis and rationale. If a decision is made not to share, record the reasons and any advice obtained. Review the decision if circumstances or risk change.

Appendix G - Education Safeguarding Training Strategy

Denbighshire County Council

Safeguarding Training – Plan and Outline

Safeguarding training is essential in schools to ensure that all staff understand their responsibility to protect children and young people from harm and to promote their wellbeing. Effective training equips staff with the knowledge and confidence to recognise signs of abuse, neglect, or vulnerability, to respond appropriately to concerns, and to follow safeguarding procedures consistently. In a school setting, where staff have daily contact with learners, high-quality safeguarding training helps create a safe, supportive environment, strengthens early intervention, and ensures that safeguarding is embedded as a shared, proactive culture rather than a reactive process.

Denbighshire County Council expects schools to complete 3 separate training packages for Safeguarding.

- Denbighshire Corporate Training
- Keeping Learners Safe
- Social Care Wales, national safeguarding training, learning and development standards

Denbighshire Corporate Training

https://learningiomad.nhs.wales/login/index.php?id=4&code=denbighshirecc

Corporate safeguarding training is mandatory for all Denbighshire employees and is renewable every 3 years. Denbighshire's Corporate safeguarding module meets the

requirement of the Social Care Wales, National Safeguarding, training, learning and development standards of Group A.

Keeping Learners Safe Welsh Government Guidance 2022

http://www.gov.wales/keeping**-learners-safe**

The Welsh Government's *Keeping Learners Safe* guidance is statutory guidance issued under the Education Act 2002. Schools, governing bodies and local authorities must have regard to it, meaning they are legally expected to follow it unless there is a clear and justifiable reason not to. Welsh Government expects all education settings to deliver regular, role-appropriate safeguarding training in line with *Keeping Learners Safe*. Training must equip staff to recognise, respond to, and report concerns effectively and must be embedded as part of a whole-school safeguarding approach

Following recent changes to the Welsh Government safeguarding in education statutory guidance 'Keeping learners safe', there are e-learning modules to help schools and educational settings understand their roles and responsibilities. https://hwb.gov.wales/

- **Introduction to safeguarding – Keeping learners safe module 1**

1. This module is designed for practitioners and professionals working with children and young people, to learn what 'safeguarding' means, and about the important role you have when it comes to keeping learners safe.

- **Safeguarding roles and responsibilities – Keeping learners safe module 2**

2. This module is designed for practitioners and professionals working with children and young people, to learn more about your role and responsibilities when it comes to keeping learners safe.

- **Safeguarding practice case studies – Keeping learners safe module 3**

3. This module, which is designed for practitioners and professionals working with children and young people, looks at some case studies. These will help you to put what you now know about keeping learners safe into practice.

- **Online safety for practitioners – Keeping learners safe module 4**

4. This module is designed for practitioners and professionals working with children and young people, to learn what online safety means and about the important role you have when it comes to keeping learners safe online.

- **Online safety for governors – Keeping learners safe module 5**

5. This module is designed for school governors, to learn what online safety means and about the important role you have when it comes to keeping learners safe.

Social Care Wales, national safeguarding training, learning and development standards

Social Care Wales National Safeguarding Training, Learning and Development Standards:

All schools must ensure that every member of staff and volunteer receives safeguarding training appropriate to their role, in line with the national safeguarding groups (A–F) set out by Social Care Wales. Social Care Wales leads on the National Safeguarding Training, Learning and Development Standards, which are endorsed across statutory sectors and linked to the Social Services and Well-being (Wales) Act 2014 and the Wales Safeguarding Procedure. Section 175 of the Education Act 2002 places a legal duty on governing bodies and local authorities in Wales to make arrangements to safeguard and promote the welfare of children. This duty requires schools to ensure that staff are properly trained to recognise, respond to, and report safeguarding concerns as part of their professional role.

Safeguarding training is a statutory expectation and forms part of a school's duty to protect children and promote wellbeing

Schools must identify which safeguarding group each role falls into and ensure training meets the required learning outcomes for that group:

- **Group A** – All staff and volunteers (e.g. caretakers, admin staff, lunchtime supervisors)
- **Group B** – Staff working directly with learners (e.g. teachers, teaching assistants, support staff)
- **Group C** – Staff with designated safeguarding responsibilities (e.g. Designated Safeguarding Leads (DSL), Head Teachers, senior leaders)

Where a role spans more than one group, staff must be trained to the highest relevant level.

Social Care Wales safeguarding training is considered statutory for schools because it is the nationally defined minimum training standard that enables staff to meet legally binding safeguarding duties under Welsh education law and statutory guidance. While the term "Group B/C" originates from Social Care Wales, the legal requirement comes from

legislation and statutory guidance that schools must follow, and Group B/C is the mechanism through which those duties are fulfilled in practice.

Estyn's Guidance for inspecting safeguarding

https://estyn.gov.wales/inspection-guidance/supplementary-guidance-for-inspectingsafeguarding-in-schools-and-prus/

Estyn are not a compliance inspectorate and does not inspect schools and PRUs against the Social Care Wales' standards, and their inspections are not a compliance check against those specific standards

Estyn's core focus during inspection is on the impact of safeguarding arrangements. The key question they always consider is: "Are children, staff and visitors safe at the school or PRU?"

There is an expectation that schools and PRUs comply with the statutory safeguarding guidance set out in "Keeping learners safe", that all staff must receive safeguarding training at induction and regularly thereafter, with updates as necessary. Leaders are responsible for ensuring staff understand their responsibilities and can act appropriately when safeguarding concerns arise paying particular attention to:

- Culture
- Leadership
- Effectiveness
- Impact

Frequency and approach to safeguarding training

We understand the pressures schools are under in delivering safeguarding training and will outline a rationale for a rolling programme of shorter, more frequent sessions over a 2– 3-year period. Estyn's supplementary guidance on safeguarding inspections supports a proportionate and contextual approach to evaluating safeguarding arrangements. Estyn does not prescribe a single model or preferred frequency for safeguarding training beyond the expectations set in "Keeping learners safe." During inspection, inspectors will discuss safeguarding arrangements with leaders, review records, and evaluate how the school or PRU ensures that training is effective, up-to-date, and meets the needs of all staff.

Estyn recognises that safeguarding training can be delivered flexibly, provided that leaders can demonstrate that:

- All staff receive appropriate training at induction.
- There are clear systems to ensure staff are updated regularly.
- Staff understand their safeguarding responsibilities.
- There is a clear understanding of how staff who have not yet completed full training are supported in the interim

Based on internal discussions and external conversations the proposed cycle of safeguarding training is offered as a possible cycle. Schools can amend to reflect their individual circumstances however any changes must be evidenced.

YEAR 1		
	Description	Training Package
Autumn Term	Overview, Part 1 and 2 training	Social Care (Group B)
Spring Term	Keeping Learners Safe Modula 1 & 2	KLS
Summer Term	Corporate Safeguarding	E learning (Group A)

YEAR 2		
	Description	Training Package
Autumn Term	Part 3 Training	Social Care (Group B)
Spring Term	Keeping Learners Safe Module 3 & 4	KLS
Summer Term	Prevent, or Violence against Women	HMG / Corporate e learning

YEAR 3		
	Description	Training Package
Autumn Term	Part 4 training	Social Care (Group B)
Spring Term	Prevent, or Violence against Women	HMG / Corporate e learning
Summer Term	Review and summary	

This will provide a constant focus on safeguarding at all times.

YEARLY OFFERED AS REQUIRED		
	Description	Training Package
Autumn Term	Group C Training	Social Care (Group C)

Induction Training

On induction, teachers in Wales must receive immediate safeguarding training, complete Group A and engage with Group B safeguarding training, understand local procedures and roles, and be prepared to recognise, respond to, record and report safeguarding concerns. These requirements arise from statutory guidance and national training standards and their effectiveness are evaluated by Estyn as part of a schools safeguarding arrangement.

On starting work, teachers must receive safeguarding induction training that ensures they understand:

- The school's safeguarding and child protection policies
- Who the Designated Safeguarding Person (DSP) and deputies are
- How to recognise signs of abuse, neglect and harm
- How to respond to and report concerns or disclosures
- How to follow the Wales Safeguarding Procedures

This requirement is set out in *Keeping Learners Safe*, which schools must have regard to as statutory guidance. Welsh Government guidance is clear that safeguarding induction must take place as part of a new starter's induction, before or immediately upon taking up post. Staff must not work unsupervised with learners until they understand:

- Who the Designated Safeguarding Person (DSP) is
- How to recognise concerns and report them
- The school's safeguarding and child protection procedures

This expectation is set out in *Keeping Learners Safe*, which schools must have regard to as statutory guidance.

AS PART OF INDUCTION STAFF WHO HAVE DIRECT CONTACT WITH CHILDREN

MUST COMPLETE THE KEEPING LEARNER'S SAFE MODULES AND THE CORPORATE E LEARNING MODULES IMMEDIATELY AND COMPLETE THEM WITHIN THE 1st HALF TERM OF STARTING?

STAFF WHO DON'T HAVE CONTACT WITH CHILDREN MUST COMPLETE THE CORPORATE SAFEGUARDING TRAINING PRIOR TO STARTING

Evaluation and Effectiveness

Keeping Learners Safe 283/2022 states: -

"The local authority should monitor the compliance of maintained schools with this guidance, in particular in regard to the existence and operation of appropriate policies and procedures and the training of staff, including the senior person with designated responsibility for safeguarding. Bring any deficiencies to the attention of the governing body of the school and advise the action needed to remedy them "

"Work to ensure that organisations working or in contact with children, operate recruitment and human resources practices that take account of the need to safeguard and promote the welfare of children "

Future Planning

Advice and Support to Schools - Inspections by Estyn

We will ensure where Estyn make recommendations regarding safeguarding improvements or areas requiring attention as part of the post inspection action plan of the school the education authority will assist school with, and plans put in place to monitor change that satisfies the authority, Estyn, and diocese where applicable. This will include ongoing support to those schools in special measures or post - inspection action plans to address the issues highlighted in the school inspection report.

Evaluation and Effectiveness

- The safeguarding audit will be reviewed to reflect any changes in guidance, together with any review of safeguarding by external consultants commissioned by education and annual report to the North Wales Regional Safeguarding Children Board.
- Information from the audit will be fed into the section 28 audit provided to the NWRSCB in respect of all agencies who work with children in Denbighshire on their effectiveness in safeguarding children.
- Effectiveness of training provision – evaluation forms are completed at the end of each training delivery and the information will continue to be reviewed on an annual basis in addition to any immediate response that can be implemented.
- This provides useful information for the continual review of the training plan.
- The feedback from the evaluation forms will be included in the annual report to the North Wales Regional Safeguarding Children Board.

Appendix H – Children Services Gateway Contacts

This team will be responsible for responding to all contacts for information and advice as well as managing incoming referrals which relate to children, young people and their families. Any enquiries which relate only to adults will need to be directed to the new Single Point of Access (SPoA).

The contact details for the teams can be found here:

Enquiries or referrals relating to *Children*	Enquiries or referrals relating to *Adults*
Children and Families Support Gateway **Tel: 01824 712200** **Evenings and Weekends 0345 053 3116** **Email:** **cfsgateway@denbighshire.gov.uk**	**Single Point of Access for Adults (SPoA)** **Tel: 0300 4561000** **E mail :** **spoa@denbighshire.gov.uk**

There will be regular flow of information between the two teams regarding vulnerable families. However, if an enquiry or referral relates to both children and adults then it would be helpful to copy any emails to both addresses.