



**Cathays High School**

**Safeguarding Policy**  
**(Including Child Protection)**

**November 2023**

## KEY CONTACTS WITHIN THE SCHOOL

### DESIGNATED SENIOR PERSON FOR CHILD PROTECTION (DSP)

NAME: Miss Natasha Jones

CONTACT NUMBER: 212 07742594313 njones@cathays.cardiff.sch.uk

### DEPUTY DSP

NAME: Miss Gail Murray

CONTACT NUMBER: 264 gmurray@cathays.cardiff.sch.uk

NAME: Miss Clare Lewis

CONTACT NUMBER: 202 [clewis@cathays.cardiff.sch.uk](mailto:clewis@cathays.cardiff.sch.uk)

NAME: Mrs Chloe Picken

CONTACT NUMBER: 205 cpicken@cathays.cardiff.sch.uk

### NOMINATED GOVERNOR FOR CHILD PROTECTION

NAME: Cllr Norma Mackie

### CHAIR OF GOVERNORS

NAME: Mr Peter Wong

CONTACT NUMBER: 07527667666

## KEY CONTACTS WITHIN THE LOCAL AUTHORITY

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

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

For cases that are open to Children Services and have an **allocated social worker**:  
**029 2053 6400**

Education Reps at MASH (professionals only) **029 2033 8438**

To make **URGENT** referrals **OUT OF OFFICE HOURS** telephone **029 2078 8570**

**POLICE (CHILD PROTECTION): 999 (in an emergency) 101**

The **EDUCATION SAFEGUARDING TEAM** is able to provide advice and support.

**CONTACT EMAIL:** [educationsafeguarding@cardiff.gov.uk](mailto:educationsafeguarding@cardiff.gov.uk)

**Lynda Gallagher, Designated Officer for Safeguarding (DOS)**

**CONTACT NUMBER:** 07778574107

**Samantha Dickens – Principal Social Worker for Professional Concerns Team**

[Samantha.dickens2@cardiff.gov.uk](mailto:Samantha.dickens2@cardiff.gov.uk)

**Enquiries/referrals in relation to Safeguarding concerns about practitioners or persons in position of trust should be sent to**

**[professionalstrategy.meetings@cardiff.gov.uk](mailto:professionalstrategy.meetings@cardiff.gov.uk) meeting – central mail box**

## PREVENT CONTACTS

### Cardiff Council Prevent Contacts

**Stephanie Kendrick-Doyle - Prevent Co-ordinator**

**[Stephanie.Kendrick-Doyle@cardiff.gov.uk/](mailto:Stephanie.Kendrick-Doyle@cardiff.gov.uk)**

**07779961266**

**Tom Noaks - Prevent Education Officer**

**[Thomas.noaks3@cardiff.gov.uk](mailto:Thomas.noaks3@cardiff.gov.uk)**

**07843 381892**

**Nicola Winstanley - Prevent Project Manager**

**[Nicola.Winstanley@cardiff.gov.uk](mailto:Nicola.Winstanley@cardiff.gov.uk)**

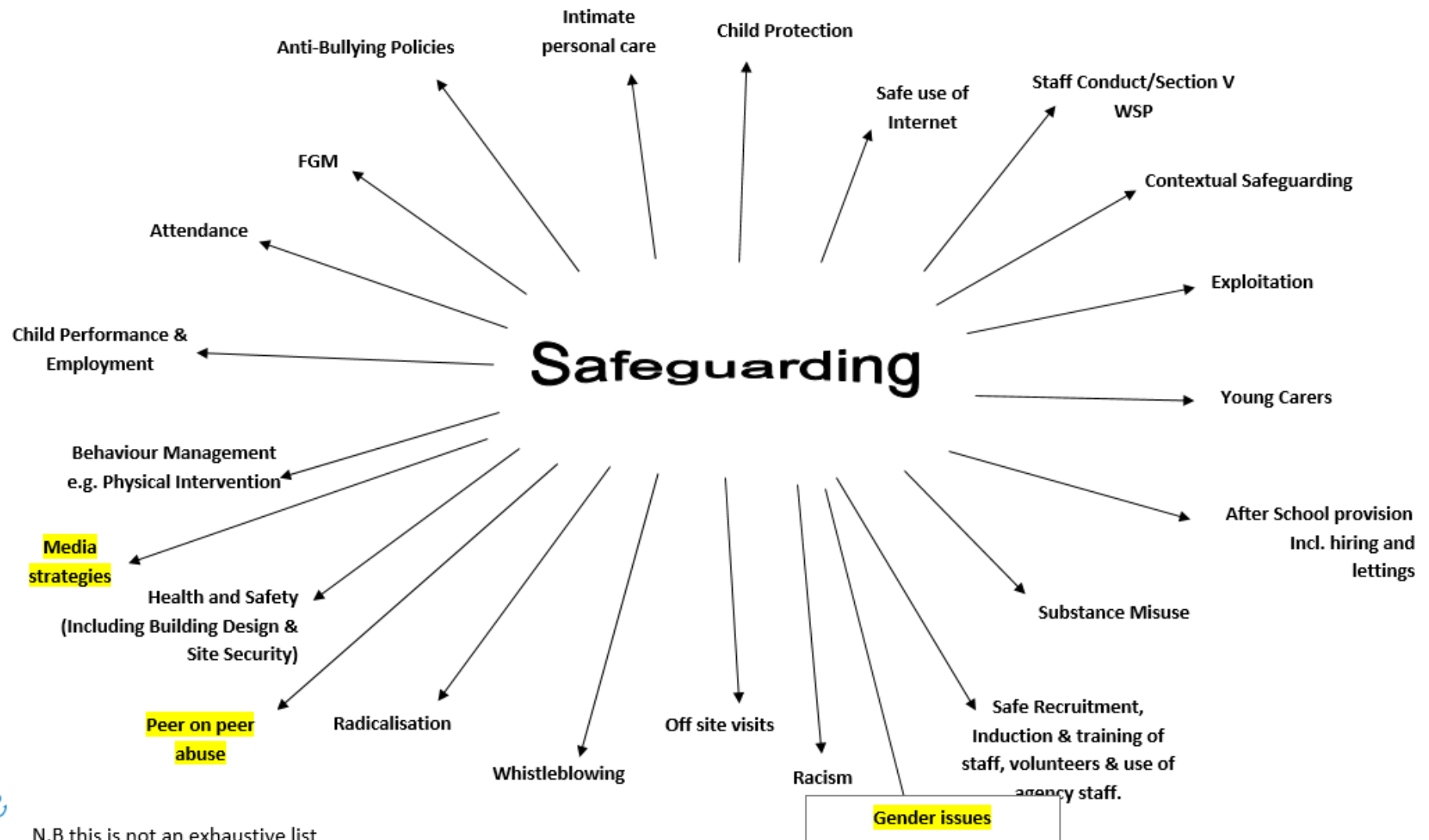
**07977 061760**

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## **Introduction**

***“We all share a responsibility for safeguarding and promoting the welfare of children and young people, whether as a parent, or family member, a friend or neighbour, an employer or as a paid or volunteer worker. All members of the community can help to safeguard and promote the welfare of children and young people and should act to do so if they have concerns about a child’s welfare”*** Safeguarding Children: Working Together under the Children Act 2004”

Safeguarding and protecting is everybody’s responsibility

*Welsh Safeguarding Procedures 2019 for Children at risk of Abuse and Neglect (2019)*

- Cathays High School acknowledges the importance of its role in the wellbeing and safety of young people, and this ethos is promoted throughout the school.
- Our school is committed to ensuring the safety and protection of all children and will act to safeguard their wellbeing.
- Our school will work with multi-disciplinary partners within the statutory framework established by:
  - Wales Safeguarding Procedures
  - Safeguarding Children: Working Together Under the Children Act 2004 Section 28
  - Education Act 2002 Section 175 – Schools have a statutory duty to ensure arrangements are in place to safeguard and promote the welfare of children
  - Section 5 of the WSP Safeguarding Allegations/concerns about practitioners and those in positions of trust.
  - Welsh Government Guidance 0900/2014 Handling Allegations Against Teachers & Staff – under review
  - Keeping Learners Safe New Guidance 275/2021
  - LG and JB to review
  - Keeping Learners Safe 158/2015 (Currently in consultation)
  - The Counter – Terrorism and Security Act 2015
  - Social Services and Well-being (Wales) Act 2014 - duty to report
  - Cardiff and Vale Regional Safeguarding Board
  - Welsh Government Guidance for Governing Bodies on the Disciplinary and Dismissal Procedures for School Staff (revised 2020 replaces 2013)

The Safeguarding Policy (including child protection) applies to all staff and volunteers in Cathays High School including community education staff and governors. Teaching assistants, mid-day supervisors, supply staff, administrative and support staff as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact the school or governors. The policy will be reviewed annually considering feedback from governing bodies and schools and any new policy documentation or guidance.

## **Aim**

Cathays High School aims to provide an environment in which children and young people feel safe, secure, valued and respected. We want all students to feel confident, and to know how to approach adults if they are in difficulties. We want students to believe we will listen and help.

There are 4 main elements to our policy in implementing the above aim:

1. **Prevention** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school safe environment where children know who to approach with any concerns about their welfare.
2. **Procedures** for identifying and reporting concerns about the welfare of a child.
3. **Support to Pupils** who have/ may have been abused.
4. **Preventing unsuitable people from working with children** through robust vetting and recruitment processes.

## **Prevention**

Cathays High School recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they have concerns about their welfare, are worried or in difficulty.
- Include in the curriculum, activities and opportunities for Personal, Social and Education (PSE), which equip children with the skills they need to stay safe from abuse. In addition, to provide information about who to turn to for help.
- Include in the curriculum, material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Establish effective working relationships with parents and colleagues from partner agencies.

## **Procedures**

This policy has been reviewed in line with the Wales Safeguarding Procedures.

### **Roles and Responsibilities**

Child Protection is everybody's responsibility; however, staff within our school will have specific responsibilities, which are outlined below:

- It is the role of the Designated Senior Person for Child Protection (DSP) to ensure that all of the child protection procedures are followed within the school, and to make appropriate and timely referrals in accordance with school procedures in accordance with Child Protection and school policy.

- If for any reason the DSP is unavailable, **Deputy DSPs** are identified who will act in their absence. Alternative arrangements for appropriate cover will also be made if the DSP and Deputy are unavailable. We have a total of 5 trained Deputy DSPs, including the Headteacher.
- It is the role of the DSP to ensure all staff employed, including temporary staff, agency staff and volunteers within the school are aware of the school's internal procedures, for advice, support and guidance.
- The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment and best practice.
- The role of the Nominated Governor for Child Protection is to ensure that the school has an effective Child Protection policy and to support the school develop and implement the policy: the Governing Body has a key role as critical friend in understanding and challenging the safeguarding arrangements within the school
- The DSP/Headteacher and Governing Body should review and update the policy and procedures annually.
- The DSP/Headteacher should ensure that child protection training is undertaken by all staff, volunteers and governors annually.
- Ensure parents are aware of the Child Protection Policy and understand the school's duty to report child protection concerns to Children's Services.
- Where children leave the school ensure that any child protection information is shared with the receiving school. Child protection files are copied and the copies are securely transferred to the new establishment as soon as possible but transferred separately from the main pupil file. The original being retained securely in school. Where the receiving school uses My Concerns, we transfer files electronically.
- Whilst waiting for information to arrive, the DSP will have a telephone conversation with the DSP at the previous establishment to discuss any immediate concerns.

### **School's Governing Body**

The School's Governing Body is responsible for the following:

- Our school has an effective Safeguarding (including child protection) Policy and procedures in place that is in accordance with local authority guidance and locally agreed interagency procedures.
- Our school's Child Protection Policy and procedures are:
  - Available to parents and carers
  - Provided in a format appropriate to the understanding of children, and in particular for children with additional needs
- Ensure our school operates safe recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that all appropriate checks are carried out for new staff and volunteers who will work with children, including relevant DBS checks.
- Ensure that the head teacher and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for child protection effectively: and is kept up-to date by refresher training.
- Give clear guidance to temporary staff and volunteers providing cover during absences and who will be working with children and young people on the school's arrangements for child protection and their responsibilities.



- Ensure that the governing body addresses any identified learning regarding child protection arrangements in line with its reviewing and monitoring responsibility, and any issues that are brought to its attention.
- The Governing Body to ensure that the Designated Senior Person (DSP), designated Governor for Child Protection and The Chair of Governors undertake and maintain relevant safeguarding training as agreed by the Regional Safeguarding Board.

Representatives from the Education Safeguarding Team

([educationsafeguarding@cardiff.gov.uk](mailto:educationsafeguarding@cardiff.gov.uk)) are available to offer advice, support and training to the school's DSP and Governing Body.

## **Training**

All staff, including teachers, teaching assistants, midday supervisors, caretakers, volunteers, admin staff, kitchen staff and Governors in the school must complete Corporate Safeguarding eLearning training (accessed via the Academy) and Child Protection Awareness Raising Level 2 Training, delivered by the DSP on an annual basis.

Child Protection training enables staff to;

- Understand the safeguarding agenda for schools and where child protection fits in it
- Understand key roles and responsibilities including who to report to in school and where safeguarding concerns are recorded
- Recognise signs and symptoms of abuse
- Know how to respond to a disclosure of abuse and how to make a referral
- Raise concerns against professionals.

The school operates a robust induction process for all new staff, supply and temporary staff and volunteers to ensure they understand their responsibilities for child protection including their duty to report. These individuals must be provided with the staff handbook and a copy of the Child Protection Policy (for supply staff, a summary).

The nominated DSP and Deputy DSP must also attend the Council's DSP training prior to undertaking this role and undertake DSP refresher training every three years. In addition, the DSP should consider specialist training *e.g. Team Teach, WRAP training* (this is not an exhaustive list). A record of all staff training must be held by the school.

Following this training the designated staff member should meet any further training standards outlined by Cardiff Council.

The DSP status is outlined in Welsh Government Statutory Guidance Keeping Learners Safe.

## **Recognising Child Abuse**

Teachers and other adults in schools are particularly well placed to detect signs of child abuse and neglect. It is important, therefore, that any case of suspected abuse or neglect is taken seriously and that there is a clear system of communication within school and with relevant partner agencies.

The Wales Safeguarding Procedures identify five categories of abuse:

- Physical Abuse
- Emotional/Psychological Abuse
- Sexual Abuse
- Financial Abuse
- Neglect

### **Definitions of Child Abuse and Neglect**

The Children Act 1989 and 2004 and Social Services and Well-being (Wales) Act 2014 defines abuse as follows;

*‘A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan’*

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

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

- Criminal exploitation such as county lines (CCE)  
<https://www.safeguarding.wales/chi/c6/c6.p1.html>
- Child sexual exploitation

<https://www.safeguarding.wales/chi/c6/c6.p10.html>

- Radicalisation  
<https://www.safeguarding.wales/chi/c6/c6.p6.html>
- Female genital mutilation  
<https://www.safeguarding.wales/chi/c6/c6.p2.html>
- Modern slavery  
<https://www.safeguarding.wales/chi/c6/c6.p3.html>
- Honour Based Abuse  
[Social care Wales \(safeguarding.wales\)](#)

## **Taking Action and Making a Referral**

Abuse or the suspicion of abuse may come to your attention as a result of:

- A disclosure (written or verbal)
- Observation of bruises/burns etc. for which the explanation given is not plausible
- Another pupil/parent giving you information
- You observing changes in behaviour that worry you
- You instinctively feeling something is wrong
- There being neglect issues as outlined in the section above.

Where a member of staff has concerns about the welfare of a child they should **immediately** report their concerns to the DSP (or deputy DSP), who will consider the level of concern and what actions, if any, that should be taken.

- The DSP may seek advice from telephoning Cardiff Multi Agency Safeguarding Hub (MASH) making clear it relates to a child protection matter to ensure the call is prioritised. The DSP should seek clarity on the safety plan e.g is the child safe to go home. Following advice from MASH any referrals must be submitted within 24 hours.
- Please note, if DSP is aware the child has an allocated Social Worker within a Locality Team, the DSP should make that Social Worker/ Duty Worker aware immediately and a MARF should be submitted to MASH, copying in the Social Worker.
- The DSP may seek advice from The Gateway in relation to matters of child's/families wellbeing
- Professionals cannot remain anonymous when making a referral. Where the DSP is advised a referral is not required but in their professional judgement it is required a referral should be submitted.
- When making referrals parental consent should be sought, unless to do so poses a risk of harm to the child. It will be for Children's Services at MASH to determine whether the threshold for invoking Child Protection procedures is met. Record all actions taken in accordance with your DSP responsibilities and duty to report, including any advice given.

- The DSP should be immediately notified of all referrals made by staff to the Cardiff MASH during his/her absence.
- If referrals are being made to consider care and support needs for a child (wellbeing assessment), consent from parent(s) or persons with PR (parental responsibility) is required.
- If a member of staff is informed that a child has disclosed that he/she has been abused, the member of staff **MUST IMMEDIATELY** refer the matter to the DSP or a Deputy or in the absence of both the Cardiff MASH.
- If there are concerns of a Child Protection nature and the child is **about to leave the school premises** the Headteacher/DSP should be informed. The Headteacher/DSP, in consultation with the Cardiff MASH, will decide on the next step to be taken.
- DSPs/school staff should receive a response to their referral in writing within 7 working days. If not received after 7 days, DSPs should contact Cardiff MASH for an update.
- It is important that staff follow up with the DSP what action, if any, has been taken following a disclosure or concern. Staff will be informed of relevant information in respect of individual cases regarding child protection on a “need to know basis” only. Any information shared with a member of staff is confidential and must not be shared. If the member of staff has continued concerns, then the Headteacher should be notified or Chair of Governors if the Headteacher is the DSP. The member of staff may also report their concerns to Cardiff MASH or the Education Safeguarding Team.
- If the individual reporting the concern disagrees with the DSP’s decision that a referral is not necessary, they must make the referral directly to the Cardiff MASH and inform the DSP of this. Advice and support can be sought from the Education Safeguarding Team as required.

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

**If a child in school has an injury and there is reason to believe that it has been caused by abuse, the following action should be taken:**

- If the injury is serious and warrants urgent medical attention, the child should be taken to the Accident & Emergency Department. In an emergency the 999 service should be used.
- Cardiff MASH must be informed of this course of action **IMMEDIATELY** as they may wish to make arrangements for the child to be examined by a Paediatrician on arrival at hospital. It should be made clear that it is a case of suspected child abuse or neglect.
- In cases where there is reasonable cause to believe that the injury or abuse is caused by the parent or carer, all staff must remember that the interests of the child are paramount and should, therefore, discuss their concerns with the Cardiff MASH team or the Police who will make the decision as to when the parents/carers will be notified.

## **Dealing with Disclosures**

### **What to do if a child tells you that they are being harmed**

Children who experience abuse may seek to 'tell' in school, often because this is a place where they feel safe, secure and listened to.

*Cathays High School uses 'My Concerns' software to make referrals and record all subsequent actions. All staff are trained to use this on an annual basis. Secure files are also kept for any additional paper records. Staff know to make sure that they speak directly to the DSP or one of the DDSPs if the situation is urgent and not to assume an electronic referral has been read.*

- Take time to listen to the child, this will show you are taking their concerns or allegations seriously.
- Never make a promise that you will keep what is said confidential or secret –reassure them and explain your duty to report such concerns and what will happen next.

If a child chooses to disclose harm to a staff member it must be remembered that the school role is to recognise and refer the abuse, not to investigate. However, this does not mean that the staff member receiving the concern cannot fact find.

In some instances a disclosure of harm or injury is clear and no further questions need to be asked in order to recognise the abuse and make an appropriate referral.

Where a child is felt to be making a possible disclosure or has a suspicious injury it would be justified for staff to ask enough questions of the child in order to clarify whether there is a child protection concern. These should be open and non-leading. Do not speculate or proffer an alternative explanation.

You may wish to use the acronym 'TED' as a good tool to encourage the child to 'Tell', 'Explain' and 'Describe' the concern.

"Tell me about"

"Explain that to me"

"Describe to me"

If it is necessary to clarify any further, staff should keep to open questions such as What? When? Who? How? Where? It is important to remember that questions should only be asked to help clarify whether the child is at risk of harm. Once clarification is achieved, no further questions should be asked.

- Do not interrupt when the child is recalling events and do not make the child repeat themselves.
- As soon as possible after the disclosure record in writing what was said. Be as accurate as possible, using the child's own words and language e.g. Welsh, Czech, Urdu etc. My concern will prompt you to record the date and time of the disclosure, and whether anyone else was present. Make a note of the child's demeanour (be

specific about how the child is behaving/reacting e.g. crying as opposed to just saying upset). Make a note of any action taken following the disclosure.

- Referrals should be strength based following the Signs of Safety (SoS) approach as outlined on the referral form.
- My Concern will store the record of concern safely and confidentially. Any paper records are stored securely by the DSP in locked and secure cabinets.
- Immediately inform the DSP and do not tell other adults or young people what you have been told.
- As soon as possible (and certainly the same day) the DSP must refer the matter to the Cardiff MASH. Follow their advice about what to do next. Staff should keep in mind at all times their role is to assist the Police and Children’s Services and NOT to undertake their own investigations unless directed to do so.
- If DSP is unable to get in contact with MASH through the landline they **must** email CSMash@cardiff.gov.uk
- Do not worry that you might be mistaken; you have a duty to report your concerns following disclosure of abuse or neglect. Never think abuse is impossible in your organisation or group, or that an accusation against someone you know well and trust is bound to be wrong.

**It is important that you**

<u>DO</u>	<u>DO NOT</u>
<ul style="list-style-type: none"> <li>● Keep an open mind</li> <li>● Reassure the child that they have a right to tell</li> <li>● Listen carefully</li> <li>● Work at the child’s pace</li> <li>● Ask only open questions – if you must ask them, clarify the facts, don’t interrogate</li> <li>● Explain what you need to do next</li> <li>● Record accurately and quickly using the child’s words</li> <li>● Pass on to DSP same day</li> </ul>	<ul style="list-style-type: none"> <li>● Promise to keep secret what they are telling you</li> <li>● Interrupt</li> <li>● Interrogate/investigate</li> <li>● Assume e.g. this child tells lies</li> <li>● Make suggestions about what is being said</li> <li>● Speculate or accuse anyone</li> <li>● Show anger, shock etc....</li> <li>● Tell the child to go and speak to someone else</li> <li>● Forget to record accurately and/or pass on to DSP</li> <li>● Confront alleged abuser</li> </ul>

**Attendance at Child Protection Conferences & Core Groups**

It is the responsibility of the DSP to ensure that the school is represented at any child protection conference for children on their school roll or previously known to them.

The DSP or nominated individual should be fully briefed on any issues or concerns the school has and must present their report during the meeting and be prepared to make decisions on

registration at the end of the conference. Reports to be sent to conference chair/co-ordinator three days prior to the conference. The contents of the report should also be shared with the parents ahead of the conference and where appropriate, the child/ren concerned.

When a child is placed on the Child Protection Register and is, therefore, subject to a Child Protection Plan, it is the DSP's responsibility to ensure that the child is monitored regarding their school attendance and wellbeing and that the Child Protection Plan is progressing as a member of the core group.

School will always be part of the Core Group if child is of school age. DSP should ensure that the school is represented at these meetings; that there is a record of attendance and issues discussed. The school representative will take on the Chair role if nominated to do so. Any representative of the core group can take on the Chair role if nominated to do so. It will be the chair's responsibility to ensure the distribution of minutes are sent to all core group members.

All concerns about the Child Protection Plan and / or the child's wellbeing should be discussed and recorded at the core group meeting. Where there are concerns that the child is at further risk of significant harm, the DSP must inform the child's social worker **immediately** and then record that they have done so and the actions agreed.

The school will notify Children's Services if:

- a pupil on the CP register is excluded whether for a fixed term or permanent exclusion; and
- there is an unexplained absence of a pupil on the CP register of more than two days duration from school (or one day following a weekend)
- if there is concern that children subject to Child Protection Plan go missing.

If a school is concerned about case drift for a child on the Child Protection Register, they should speak to the social worker/ team manager in the first instance. If concerns continue, escalate to the conference chair.

## **Record Keeping**

Any member of staff receiving a disclosure of abuse from a child/ young person, or noticing signs or symptoms of possible abuse in a child /young person should make notes as soon as possible, what was said or seen, the child/young person's circumstances and giving the time and location. It is very important to keep this record safely and confidentially in the child protection file. Referrals should be made using 'My Concerns' – a software system linked to SIMS.

- Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. My Concern will prompt you to do this.
- 'My Concerns' logs all incidents related to each child. Only selected staff are able to see the information and this is monitored closely by the DSP and the DDSPs.
- All paper documentation/records relating to child protection concerns should be placed on the child's individual child protection file and securely stored.

- When a child who is on the Child Protection Register leaves the school, the DSP will inform the child's new school immediately, either through 'My Concerns' or otherwise.
- If a child leaves the school for and other establishment, does not have a child protection file, but there have been safeguarding concerns then this should be shared with the new establishment.
- The DSP will inform Children's Services/social worker of significant changes to the Child Protection Plan or family circumstances.
- If a child has a child protection file and moves school (either midyear transfer or transition from Nursery to Primary or to High School), the DSP will inform the new school of the child protection concerns. Furthermore, the DSP will ensure;
- Furthermore, the DSP will ensure:
  - Child Protection records MUST be held indefinitely at present whilst the Independent Inquiry into Child Sexual Abuse (IICSA) is ongoing. More information can be found on the IICSA website: [IICSA Independent Inquiry into Child Sexual Abuse](#)
  - a copy of the Child Protection file is securely transferred to the new school (separate from the education file)
  - Children's Services is advised of the change of school for a child on the CPR

Any allegations or concerns about professional's conduct is recorded separately from the child's record. The lead for staffing at Cathays High School is Hywel Picken, Deputy Headteacher.

## **MyConcern**

MyConcern safeguarding software is used by the school and also by the LA's Youth Service and EOTAS team. It is a simple and safe system for recording and managing all safeguarding, pastoral and wellbeing concerns.

Staff record and manage any safeguarding concerns as they occur. Integrated with SIMS, MyConcern pulls through the relevant student information across from SIMS to create the student profile in MyConcern. Automatic notifications are sent to the designated safeguarding lead when any new concerns are added by users.

MyConcern allows schools to facilitate joint working and information sharing with trusted partners and colleagues such as the school's Youth Mentors or a child's social worker, by adding them as team members to a specific concern or student profile in MyConcern. This promotes a complete picture of an individual's well-being and enables the relevant team members to act when required without having to send additional updates by email.

Documents, minutes, MARFs and other referral forms and other types of media can be uploaded and linked to the pupil's record. This minimises the need for paper records and centralises all relevant and supporting information. It enables schools to manage and



prioritise actions and evidence the effectiveness of safeguarding arrangements to Estyn, Governors and Senior Leaders and drive improved outcomes for students.

Reports can be created on any combination of categories of concern or student information over a fixed or dynamic time period. Typical reports schools can run include a breakdown of 'total concerns by month', 'concerns by category', 'termly governor report' etc.

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

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

### **Confidentiality & GDPR**

We recognise the importance for pupil information to remain confidential. Sharing information is vital for early intervention to ensure that children and young people with additional needs get the services they require. It is also essential to protect children and young people from suffering harm from abuse or neglect and to prevent them from offending.

When sharing information, it must be shared in accordance with the GDPR and the Data Protection Act 2018, referred to as the UK's data protection legislation. **The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe**

When sharing information, you will need to be satisfied that there is either:

- A statutory obligation to disclose
- Express or implied consent of the persons involved; or
- An overriding public interest in disclosing information.

One of the seven golden rules of sharing information is to consider is it; necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely [38137 Working together to safeguard people: Non-statutory guide on information sharing to safeguard children \(gov.wales\)](#)

All decision to share or not share information should be recorded in writing using My Concerns.

You should seek advice from your DSP where you are in doubt, especially where your doubt relates to concern about possible significant harm to a child or serious harm to others. However, if you consider a child to be at risk you should not delay seeking advice from Children's Services in the absence of speaking to the DSP.

Parents should be made aware that there is a statutory duty to safeguard and promote the wellbeing of children and that this responsibility necessitates the Child Protection Policy and procedures: that at times it may be necessary to share information with partner agencies when there are such concerns.

Cathays High School regards all information relating to individual child protection issues as confidential and will treat it accordingly. Information will be passed on to appropriate persons only. The school will verify the identity of the person to whom the information is shared with. The child protection files are stored on My Concern or in a secure and locked location. These records are confidential and are kept separately from other learner records.

## **Support to Pupils**

We recognise that children who are abused or neglected or witness violence may find it difficult to develop a sense of self-worth, and this could impact them in school. The school may be the only stable, secure place for these children and the school will support the pupil through challenges they may face.

- The content of the curriculum to encourage self-esteem and self- motivation.
- The school ethos which promotes a positive, supportive and secure environment, and gives pupils a sense of being valued.
- The school's Positive Relationships Policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which does not attribute blame for any abuse which has occurred.
- Liaison with other agencies within a multi-agency framework which support the pupil such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, The Pupil Support Services and voluntary organisations.
- A commitment to develop productive and supportive relationships with parents in the pupil's best interest.

## **Additional Vulnerability of Children and Young People**

The school recognises that there are groups of children and young people who are additionally vulnerable to abuse. We refer to Chapter 4: Safeguarding Responsibilities in Specific Circumstances "Keeping Learners Safe" ref 275/2021 and the Wales Safeguarding Procedures.

## **Preventing Unsuitable People from Working with Children**

### **Safer Recruitment**

Our school operates recruitment and management procedures that take account of the need to safeguard children and young people including arrangements for appropriate checks on staff and volunteers that comply with the recruitment and volunteer policies.

Our school follows the council's procedures for advertising, interviewing and recruiting staff, including the requirement for Barring and Disclosure Service (DBS) checks and consideration given to " ref 275/2021 and up to date HR guidance. Please see the Council's recruitment and selection policy.

## **The Disclosure and Barring Service**

Cathays High School operates safe recruitment practices ensuring that all staff who have contact with children or access to information about children have appropriate DBS reference checks undertaken according to Welsh Government Circular No:158/2015 Keeping learners safe Chapter 6 and Cardiff Council's Disclosure and Barring Service (DBS) Policy 1.CM.202

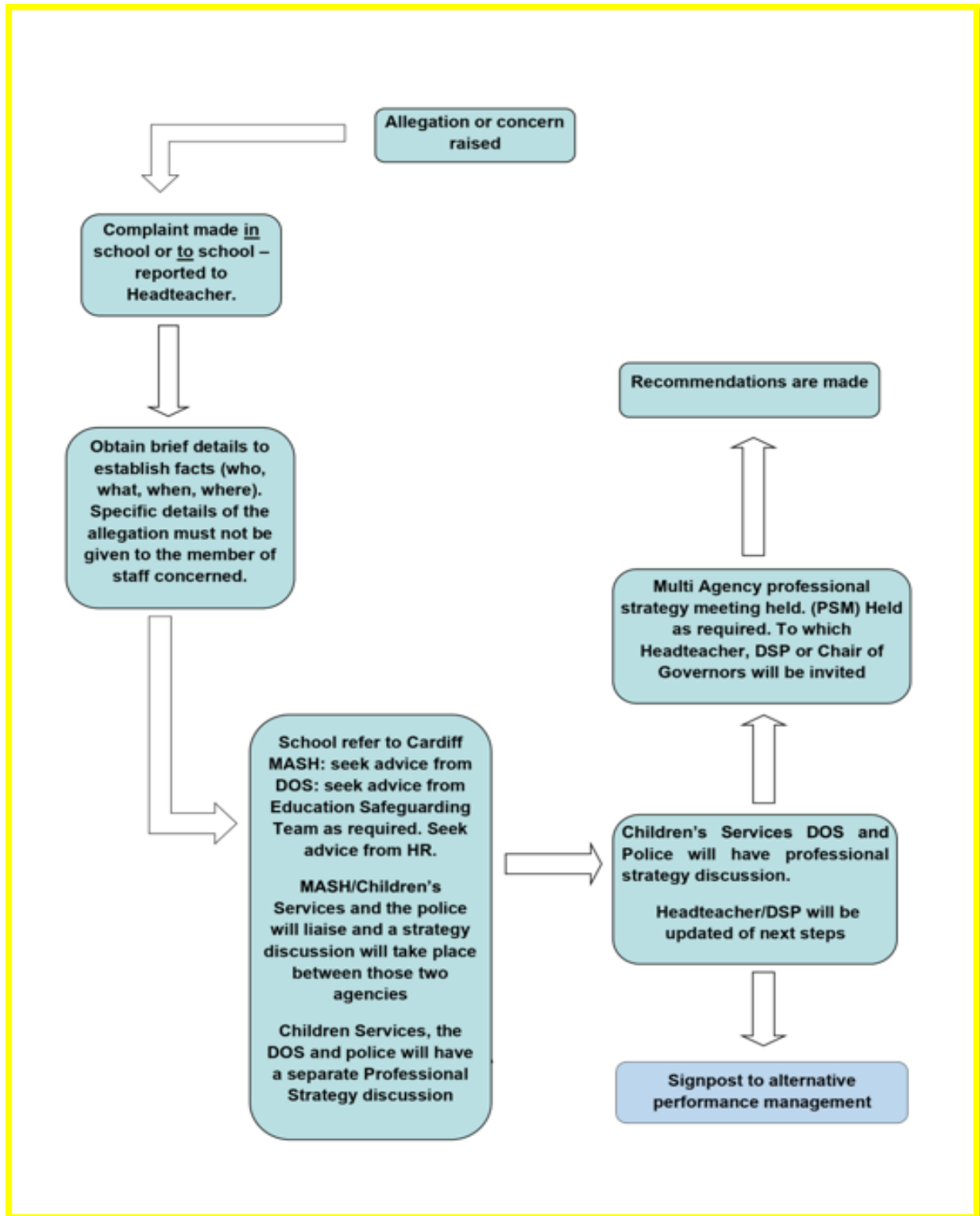
## **Allegations against staff in a school setting**

When there is a concern or allegation raised regarding any adult working or volunteering in the school (including permanent, temporary or supply staff) about their conduct towards a child, the following procedures must be undertaken.

It is important to remember that Practitioner concerns can apply in their personal and/or professional life. There can be safeguarding concerns other than that, resulting in harmful behaviour towards a child that may give us cause for concern about the suitability of an employee to work with children.

- The Headteacher or Deputy Headteacher (in head's absence) of the school should be informed immediately.
- The Headteacher, Deputy Headteacher or DSP may wish to seek advice from the Education Safeguarding Team & Children's Services Designated Officer for Safeguarding (DOS) (Lynda Gallagher) or Samantha Dickens, Principal Social Worker in the Practitioner Concerns Team.
- All concerns or allegations must be reported to Cardiff Multi Agency Safeguarding Hub (MASH) or the Police without delay.
- Other conduct concerns (where there is no identified child) should be referred to the Practitioner Concerns Team via the Practitioners Concerns Report Form (see appendix)
- The Headteacher, Deputy Headteacher or DSP (the reporter) should seek advice from Children's Services Practitioner Concerns Team and/or Police in relation to what information about the allegation can be shared and with whom (i.e. what should the parents be told, what should the member of staff be told).
- The school must seek advice from Human Resources (HR) regarding the member of staff's continued employment during any investigation, and a risk assessment should be undertaken and recorded in writing immediately.
- If the allegation relates to supply staff then please contact the agency directly to discuss next steps and agree any risk management plan:
  - It is the school's responsibility to submit a MARF/seek advice from Children's Services
  - It is the school's responsibility to make the agency aware of the allegation to enable them to carry out a Risk Management Plan as the Agency employer.
  - It is the Agency's responsibility to complete a Practitioner Concerns Report and submit it to Professional Strategy Meetings / Cyfarfodydd Strategaeth Broffesiynol [ProfessionalStrategy.Meetings@cardiff.gov.uk](mailto:ProfessionalStrategy.Meetings@cardiff.gov.uk) (if the incident has taken place in Cardiff/in a Cardiff school). This is to ensure the necessary details of their employee, relevant history of employment and feedback is provided. The agency should also highlight the Risk Management Plan as part of the report form.
- In the event of the allegation being made directly or indirectly about the Headteacher the staff member should immediately report the allegation to the Chair of Governors, who should raise the concern to the relevant Safeguarding Teams.
- A formal investigation including the questioning or interviewing of pupils/staff of the alleged incident must not take place unless Children's Services, DOS or the Police give instructions to do so. However, it is appropriate to ascertain facts (who, what, where, when) secure any CCTV footage and take narrative accounts in order to provide sufficient information to Children's Services or police.

- Any visible injuries should be recorded with the use of body maps. There is a body map function on My Concern.
- The member of staff reporting this alleged incident must strictly adhere to confidentiality and not discuss the concerns the person of concern or any other person other than the Headteacher unless the person of concern is the Head Teacher.



If agencies (schools) decide not to take any further action they must record their rationale for this decision via their internal recording mechanisms. It is critical that their records are retained in case there is further or repeated concern, if schools are unclear about what action to take they must seek appropriate advice from the Designated Officer for Safeguarding (DOS)

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. All staff should be aware that unlawful or unsafe behaviour will not be tolerated and that where appropriate legal or disciplinary action will be taken.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents in line with the Local Authority's Code of Conduct, and the Education Workforce Council Professional [Code of Professional Conduct and Practice](#).

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

Procedures in respect of allegations of abuse against professionals, members of staff or volunteers in contact with children are outlined in the national guidance in *Safeguarding Children: Working Together under the Children Act 2004*, *Regional Safeguarding Board (RSB) Guidance* and section 5 of the *Wales Safeguarding Children in Education: Handling Allegations of Abuse Against Teachers and Other Staff* Welsh Government 009/2014.

### **Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff must be aware of their duty to report allegations or concerns about colleagues. In line with the local authority's Whistleblowing Policy Version 6.5 CIS 1.C.015

### **Other Related Policies**

#### **Physical Intervention / Restraint Policy**

The schools/councils policy on physical intervention for school staff is set out in a separate document and reviewed annually by the governing body. Staff must only ever use restrictive physical intervention /restraint as a last resort, and at all times it must be with the minimum amount of force necessary to prevent injury to the pupil, themselves, another person or property. The DSP organises training and refreshers for key members of staff on an annual basis and more frequently as risk assessments dictate. Where needed, we risk assess individual pupils and actively plan to reduce risk by using pupil specific positive handling plans. We follow guidance outlined in this document:

<https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>

## **Anti-Bullying**

Our policy on bullying is set out in a separate document and is reviewed annually by the Governing Body under the guidance set within Cardiff Council's guidance document '[Challenging Bullying, Hate Crime, Hate Incidents and Harassment](#)', issued in December 2021 in line with '[Welsh Government's Right, respect equality – challenging bullying guidance](#)' – Nov 19. Developing its policy on this and the policy should be reviewed annually by the governing body.

We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

## **Health and Safety - School Site Security**

Cathays High School is a safe and secure place for pupils to learn and develop 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.

All daily contractors to our site are requested to sign in and out of school premises. They will clearly list the company for whom they work and the reason for their visit. As a daily contractor is unlikely to have a DBS disclosure available to be viewed by the school, an alternative method of risk assessment will be employed. A risk assessment is formulated by the school, which clearly lists the control measures employed by the school to safeguard pupils. A Contractor Visitors Log (Document 1) is attached which should be completed.

Our health and safety policies are set out in a separate document and are reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Consideration also needs to be given to any after school club providers or clubs/groups that may be using school site provision outside of school hours.

## **Children with Statements of Special Needs/ Individual Development Plan**

Our policy recognises that children with specific behavioural difficulties and disabilities may be vulnerable to abuse and may also have difficulty disclosing their experiences. Staff who work closely with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

## **Children who Enter the Looked-after System**

Cathays High School recognises that children who enter the looked-after system are often the most vulnerable. The school's policy on Looked after Children (LAC) has been set out in a separate document in consultation with Education Directorate's Looked After Co-ordinator.

## **The Use of the Internet/Social Media**

Our policy on the use of the internet is set out in a separate document and is reviewed annually by the Governing Body. The guidance focuses on the personal safety and wellbeing of pupils in the school and sets out a number of points to clarify the potential hazards and steps that staff can take to minimise the risks associated with internet usage.

Any attempt by a child/young person to contact staff via such internet sites will immediately be reported to the Headteacher/DSP in order that appropriate advice can be given to the child/young person and their parents/carers and staff member regarding professional boundaries and the safety of the child/young person. School social media accounts should be monitored regularly to assure safe and appropriate use by both staff and pupils.

If a school becomes aware of a safeguarding concern linked to social media use they should follow their usual policy and procedures. Specific guidance on sharing nude images guidance can be accessed through Hwb

<https://hwb.gov.wales/zones/keeping-safe-online/sharing-nudes-and-semi-nudes-responding-to-incidents-and-safeguarding-children-and-young-people>

<https://hwb.gov.wales/parthau/cadwn-ddiogel-ar-lein/rhannu-delweddau-noeth-a-hanner-noeth-ymateb-i-ddigwyddiadau-a-diogelu-plant-a-phobl-ifanc>

Staff will ensure that any personal use of social networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a member of staff's conduct should be brought to the immediate attention of the Headteacher or Chair of Governors as appropriate. Staff will also have regard to the Cardiff Council ICT Protocol for Schools and Cardiff Council's Social Media and Online User Policy.

## **The Use of Images**

Photographic and video images of children may be recorded for a variety of purposes. Staff will be required to take pictures of pupils for curriculum purposes, extra school activities, publicity and celebrating achievement.

Particular care should be taken regarding the use of images which may include children who are looked after or children of other vulnerable groups, for example asylum seekers.

Every parent/carer must give specific consent for any image of their child to be recorded and reminded this should not be shared.

Staff should never use their own personal equipment to capture images.

It is recommended that when using a photograph, the following guidance should be followed

- If the photograph is used, avoid naming the child
- If the child is named avoid using the photograph
- Establish and record whether the image will be retained for further use
- Images are stored securely and used only by those authorised to do so: they should be available for scrutiny to ensure acceptability.

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



## **Teenage Pregnancy**

If a pupil below the age of 13 discloses that they are pregnant (or thinks they may be pregnant) a MARF will be required. Staff are advised to follow the [Fraser Guidelines](#) when discussing personal or sexual matters with a young person under 16.

The Fraser Guidelines give guidance on providing advice and treatment to young people under 16 years of age.

Staff should assess the pupil's competency to give consent and of the nature of the relationship (Family Gateway Service may be able to support the young person in accessing support through Early Help Team).

Whether it is appropriate to share information with parents and carers should always be considered as part of the assessment and based on what is in the child's / young person's best interests.

Wherever possible, we would encourage the young person to inform their parent/carer. However, this may be discouraged if the parent being informed would place the child at risk of harm.

In any situation of uncertainty, where a member of staff is unsure of the course of action to take then consult with MASH or Education Safeguarding Team.

A MARF would be REQUIRED if there was a concern that the child and/or unborn child was at risk of harm or the child is under 13.

## **Female Genital Mutilation (FGM)**

FGM constitutes physical and emotional abuse to children – it is an illegal and extremely harmful practice.

As a school we recognise the statutory duty to report known cases of FGM in under 18-year-olds to the police in line with its duty to report: this may be following a disclosure or where a staff member has observed physical signs of FGM.

In situations where an adult discloses that a pupil has had FGM or a member of staff suspects that a child may have FGM or is at serious or imminent risk of FGM then immediate advice will be sought from Cardiff MASH and liaison with Children's Services and/or police.

Further guidance is available from:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

## **Domestic Abuse, Gender-based Violence and Sexual violence**

### **Definition**

The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 sets out that:

“abuse” means physical, sexual, psychological, emotional or financial abuse

“domestic abuse” means abuse where the victim of it is or has been associated with the abuser;

“gender-based violence” means— a) violence, threats of violence or harassment arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation; b) female genital mutilation; c) forcing a person (whether by physical force or coercion by threats or other psychological means) to enter into a religious or civil ceremony of marriage (whether or not legally binding);

“Violence against women”, should be read as also including male victims of gender-based violence (GBV) unless the context suggests otherwise.

## **Response**

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

School staff are trained to recognise the signs of Violence against Women, Domestic Abuse and Sexual Violence (VAWDASV) and to ‘ask and act’ where they suspect a child, parent/carer or member of staff may be affected by this, through a sensitive and open approach.

Schools can signpost those affected to specialised support through either the Live Fear free helpline (0808 80 10 800) or directly to Cardiff Specialist support services.

In any situation where staff have cause to believe that a pupil is at risk from, is the subject of, or is living in a household with violence or abuse, the DSP must be informed immediately and action taken in accordance with child protection procedures.

Further information can be sought from Violence against women, domestic abuse, and sexual violence (Wales) Act 2015. Welsh Government Whole Education Approach Good Practice Guide.

The following are Domestic Abuse support services available within the Cardiff Region:

### Rise

R.I.S.E provides support to women and their children who have experienced all forms of VAWDASV, in particular Domestic and Sexual Violence. Please call for more information.

### Safe As

The Safe As Team provide a number of different services to anyone under the age of 25 within the Cardiff area who have experienced Domestic Abuse, such as preventative group workshops, 1-to-1 advice sessions, emotional and well-being support.

### Ar Trac

Ar Trac supports children and young people (5-16) who have experienced or witnessed domestic abuse and who are exhibiting difficulties with their family and peer relationships.

Referrals for these services can be found [here](#).

Further information can be sought from Violence against women, domestic abuse and sexual violence (Wales) Act 2015. Welsh Government Whole Education Approach Good Practice Guide.

### **Operation Encompass**

As a school we registered alongside all Cardiff schools as partner for Operation Encompass. Under Operation Encompass, schools will be contacted by colleagues from the Local Authority Education Department advising of incidents of Domestic Abuse/Domestic Violence within 24 hours. This will enable school staff to consider safety and well-being supported provided for the children involved in these occurrences.

Please see the below hyperlink for further information

<https://www.operationencompass.org/assets/documents/OE-Statement-for-Safeguarding-Policy-1.pdf>

## **Radicalisation/Extremism**

### **What is Prevent?**

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

### **Statutory duties for schools**

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

The school does this by:

- Providing a safe environment for pupils to talk and debate controversial issues that may concern them, including sensitive topics such as terrorism and extremist ideology. This should be supported further by the development of critical thinking skills to aid resilience to extremist narratives.
- Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism. This includes having a clear picture of the threat & risk picture in the school locality and Cardiff.
- Ensuring children are safe from terrorist and extremist material when accessing the Internet at school, including having in place appropriate levels of filtering, which are controlled by Cardiff LA.
- Ensuring all staff receive appropriate training (Workshop to Raise Awareness of Prevent (WRAP)) and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideas.
- Knowing how to complete a Channel referral and how to work in partnership with statutory and non-statutory agencies to seek support for the child/young person.

### **Definitions used within Prevent**

- 'Extremism' is defined in the 2011 *Prevent* strategy as vocal or active opposition to fundamental shared values, including democracy, the rule of law, individual liberty and

mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas

- **'Non-violent extremism'** is extremism, as defined above, which is not accompanied by violence.
- **'Radicalisation'** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **'Terrorism'** the threat or use of serious violence against a person, serious damage to a property, endangering a person's life, creating a serious risk to the health and safety of the public, or serious disruption to the electronic network.

### **Referral to Prevent**

A referral to Prevent is submitted via the All Wales Prevent Referral Form

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

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

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

### **Channel Panel**

The Channel Panel is a multi-agency panel consisting of Prevent staff from both Cardiff Council and statutory partners including Education, Health, Social Services & a host of other partners.

Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist activity.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

*Two members of staff have completed the 'Train the Trainer' PREVENT course and are qualified to deliver sessions to staff in the school.*

## Contextual Safeguarding

Schools recognise that abuse can take place outside of a child's family and is known as 'extra familial' harm. It is also recognised that it requires a safeguarding response. These types of harm include;

- Peer on peer
- Sexually harmful behaviour
- Sexual and criminal exploitation
- Bullying

Where extra familial harm is identified or suspected, schools should liaise with their safeguarding partners.

Schools are places of safety and have key roles in safeguarding and in promoting healthy relationships.

## Child Exploitation

As a school we recognise our responsibilities to safeguard and promote the wellbeing of our pupils when there are concerns that they are at risk of abuse through any forms of exploitation (Criminal, County Lines, and Sexual).

Child exploitation is the coercion or manipulation of children and young people into taking part in activities (criminal, sexual etc.). It is a form of abuse involving an exchange of some form of payment which can include money, mobile phones and other items, drugs, alcohol, a place to stay, 'protection' or affection. The vulnerability of the young person and grooming process employed by perpetrators renders them powerless to recognise the exploitative nature of relationships and unable to give informed consent.

Exploitation includes:

- abuse through exchange of sexual activity for some form of payment or gift
- abuse through the production of indecent images and/or any other indecent material involving children whether photographs, films or other technologies
- abuse through grooming whether via direct contact or the use of technologies such as mobile phones and the internet
- abuse through trafficking for sexual or criminal purposes
- abuse through taking ownership of individuals property (cuckooing).

**Children do not volunteer to be sexually exploited and they cannot consent to their own abuse; they are forced and/or coerced.**

**Child Sexual Exploitation might be when someone gives you things like love, affection, food, money or gifts, but then makes you do sexual things to pay them back. They might make you feel special, or make you think that you're in a relationship, but that's not true. Sometimes they can be violent or say nasty things.'**  
**(Child Sexual Exploitation Steering Group, 2019)**

If the school is concerned that a pupil is at risk of CSE a Safeguarding Adolescents from Exploitation (SAFE) child exploitation screening tool should be completed. If the screening tool

identifies a risk of significant harm, and the young person is NOT open to Children Services you MUST make a referral. Do this by completing a Multi-Agency Referral Form (MARF) and submitting it along with this form into Children's Services through the Multi Agency Safeguarding Hub (MASH) in line with the duty to report under the Wales Safeguarding Procedures 2019.

If child is open to Children Services, please send the completed screening tool to the following email address [SAFE@Cardiff.gov.uk](mailto:SAFE@Cardiff.gov.uk)

See **appendix 6**, for the form, screening tool and guidance document

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

## **Peer-on-peer abuse and harmful sexual behaviour**

Keeping Learners Safe advises all staff working in education settings should understand and recognise the risks of peer-on-peer abuse and harmful sexual behaviour. The Welsh Government has funded the NSPCC and Barnardo's to produce guidance on harmful sexual behaviour, sexual exploitation and peer-on-peer abuse for schools, which will be available on Hwb.

The DSP should have a good understanding of harmful sexual behaviour and this should form part of their safeguarding training. Information about safeguarding children where there may be concerns about harmful sexual behaviour is available in an All Wales Practice Guide, published with the Wales Safeguarding Procedures. It includes information about peer abuse.

For more information on recognising sexual harmful behaviour please refer to [https://www.proceduresonline.com/manchester/cs/user\\_controlled\\_lcms\\_area/uploaded\\_files/Brook%20Traffic%20Light.pdf](https://www.proceduresonline.com/manchester/cs/user_controlled_lcms_area/uploaded_files/Brook%20Traffic%20Light.pdf)

## **Extended Schools and Out of School Hours**

If the Governing Body/school provides extended school facilities or activities directly under the supervision of management of school staff, the school's arrangements for child protection as written in this policy shall apply.

"Where services or activities are provided separately by another organisation, the governing body will ensure that there is a clear written agreement confirming the provider concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection, and there are arrangements to liaise with the school on these matters where appropriate" *Keeping Learners Safe – Hiring's and lettings, Corporate Safeguarding Policy, Safe Services section (b), paragraph 2.63*

Whilst the above sets out responsibilities in specific circumstances there are additional and important considerations in relation to other specific child protection and safeguarding issues. School must give consideration to their own safeguarding/child protection policies when letting their premises to outside organisations. Staff should refer to Chapter 4 Keeping Learners Safe where more sections might apply to an individual pupil's circumstances.

Agreed by Headteacher .....

Agreed by Chair of Governors .....

Date of Issue: .....

Date for Review: .....



## Contractors Visitors Log

**Site name** .....



All contractors must ensure the asbestos management plan for this site has been checked.

- Both the asbestos permit to work and general permit to work must be fully signed by contractor and site representative.
- The site general permit to work must be signed by contractor and site representative on completion of any work.

Date	Permit Number <small>(4.SC.COMP.403)</small>	Print Name	Company Name	Vehicle Registratio n	Time in	Time out



# Vulnerabilities and Risks to Sexual Exploitation

## Vulnerabilities

Learning or functioning difficulty  
Parental substance misuse  
Parental mental health difficulties  
Domestic violence within families  
Physical abuse in childhood  
Sexual abuse in childhood  
Emotional abuse in childhood  
Neglect in childhood  
Family member involved in sex work  
Breakdown of family relationships  
Bereavement  
Low self-esteem  
Isolated from peers/ social networks  
Lack of positive relationship with a protective, nurturing adult  
Experience of local authority care (Looked after child)  
Parents/ carers who do not recognise risk/ act protectively  
Living in unsuitable accommodation  
(Aged 16-17 years living independently)

## Risks

Victim of sexual assault (not sexual abuse in childhood)  
Exclusion/ absence/ disengagement from school/ education/ training  
Staying out beyond the permitted time  
Concerning use of a mobile phone (e.g. having more than one phone)  
Concerning use of the internet (e.g. multiple social network accounts in different names)  
Sharing/ receiving/ possessing indecent images  
Alcohol/ drug misuse  
Multiple callers  
Expressions of despair (for example self-harm, aggressive outbursts)  
Sexually active/ STIs/ pregnancy/ termination  
Not keeping in touch with a protective adult (children aged 16-17 years living independently)

## Significant Risks

Missing overnight or longer  
Significantly older 'boyfriend' or a relationship with a controlling adult  
Getting in/ out of vehicles driven by unknown/ concerning adults  
Meeting in person people they have first 'met' on line  
Spending time in areas known for sex work/ CSE hotspots  
Peers involved in CSE  
Disclosure of a sexual/ physical assault followed by withdrawal  
Exchanging sexual acts for drugs, alcohol, money, etc.  
Coerced into sexual acts  
Having unexplained money/ mobile phone/ clothes/ drugs/ alcohol/ other items

## **Children Missing Education**

### **Procedures for schools to follow when a pupil leaves without a known destination**

The local authority has a statutory responsibility to ensure that children missing from education are identified quickly and that effective monitoring systems are put in place to ensure that the young person gains access to the most appropriate provision as quickly as possible.

#### **Responsibilities**

It is the duty of all who work in the education service to secure the safety of children in their charge.

Schools have a vital role to play when children go missing from the education system. Schools and School Attendance Officers must undertake immediate actions to try and identify the whereabouts of child/children by utilising existing contact information for the family, siblings or extended family. **Appendix 1** contains a checklist for schools which outlines actions that they need to undertake.

To ensure that schools put in place effective systems for monitoring children and young people missing from education they should have a designated Child Protection Co-ordinator who is made aware of any child missing from school (and in any case when absence is erratic as this may indicate risk or concerns). They should be responsible for ensuring that the procedures for making the authority aware of any child missing from education have been followed.

Schools should have clear child protection guidelines about the action to take should they become concerned about the whereabouts of any child or young person.

If the child is on the Child Protection Register or should the school have particular child protection concerns about the child the school should immediately notify MASH on 029 2053 6490 Monday to Friday, 8.30am-5pm. If it is outside of these hours please call the emergency duty team on 029 2078 8570.

#### **Procedures for Schools**

When a child or sibling group appear to have gone missing or are withdrawn from a maintained school in Cardiff without the parent/carer giving notice or without the school being advised of a new school, the school must undertake the following actions:

- Where a pupil has **10 consecutive days** of unexplained absence, School Attendance Officers must undertake immediate actions to try to identify the whereabouts of child/children by utilising existing contact information for the family, siblings or extended family, talking to the child's friends, home visiting, approaching neighbours and contacting other agencies to try to establish the whereabouts of the child/children.
- The School and/or the School Attendance Officer must then complete the CME checklist for schools which is included. (Appendix 1 page 40)
- If initial enquiries fail to establish the whereabouts of the child/children, the completed CME checklist should be forwarded to the Education Welfare Service (EWS) to undertake further tracking. This should be sent to [ewsreferrals@cardiff.gov.uk](mailto:ewsreferrals@cardiff.gov.uk). Tel: 029 2087 3619

- The referral should include a copy of the registration document, and details of any letters sent/enquiries made.
- The EWS will continue to try to trace the child, using contacts with council tax department, police, health, housing, etc.
- Although the Education (Pupil Registration) Regulations 2010 state that a child may be deleted from roll after 20 school days of continuous absence without good reason (10 school days if returning from holiday late) there is a clear responsibility to ensure that the correct procedures of investigating this absence has been followed as any child missing from education may raise potential child protection issues.
- The pupil should remain on the school register until all reasonable enquiries are completed even if this means that the pupil will amass more than 20 days absence.
- The outcome of the school and local authority's attempts to trace the pupil will dictate the next steps and whether it is appropriate for the child to be removed from the roll of the school. If they are unable to find the pupil they must refer the case to the appropriate agencies. It is important that all of the steps outlined above are clearly documented to ensure that there is a clear audit trail of the steps that have been taken to locate the child.
- Only once the Education Welfare Service has completed their enquiries and advised the school of the outcome can the school then remove the pupil from the roll. With the agreement of the EWS ***the removal can be backdated to the point where the child last attended.*** (Until then, the 'N' code should be used – no reason provided – unauthorised absence).
- Schools **should not** record pupil movements as 'moved house' or 'gone out of area' as the reason for leaving on SIMS. Information such as moved to Manchester, London or Swansea is also too vague and unacceptable without following the step below.
- If you have only been told that the child has for e.g. 'moved to Manchester' but do not have the details of a new school, you must refer to your School Attendance Officer for follow up with the LA where the child is assumed to be. They will need to make contact with Admissions or Education Welfare in the new LA to track this. A 'Movement of Children Template' is included in **Appendix 2**.
- The EWS appreciates that not all moves are well planned in advance and that schools may not immediately have been provided with the details of the new school. If the school has therefore recorded a destination of - ST - School Transfer .... 'Manchester' (and the SAO has been informed) and the new school subsequently makes contact to request a CTF or pupil file, the earlier destination will need to be manually edited with the relevant leaving information.
- If the destination is unknown it should be recorded as 'unknown' and confirmation recorded that the 'Education Welfare Service has been notified' or that a CME referral has been made. **Under no circumstances should this field ever be left blank.** This will help to ensure more efficient central tracking of pupil movement.
- The school should then create a "lost pupil" common transfer file (CTF) with XXXXXXXX as the destination code. This CTF should be immediately uploaded onto the s2s secure site where it will be held in the Lost Pupils Database.

- It is important to note that any CTF sent to the 'Lost Pupil' area of the s2s site can contain details of only one pupil.
- If the pupil has a statement, the school should inform the Casework Team at Mynachdy.
- For most families, moves and changes of school are planned events and information could be gathered regarding the proposed move or school transfer. It may be helpful in tracking children and young people and save time later, if the parent can be asked to complete a form to provide this information. **Appendix 3** contains an example 'Leaving School Notification form' that many schools have now adopted.
- Schools may find it helpful to include this form in their attendance policy and their admission pack for parents, make it available via their website, refer to it in the home-school agreement as well as reminding parents in school newsletters etc.

## Elective Home Education

When parents withdraw their child from school to educate at home and the child is of compulsory school age, the name of the child can only be deleted from the admissions register of the school where the parents inform the school in writing as provided by the *Education (Pupil Registration) Regulations 1995 under Regulation 9(1)(c)*: "that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school".

- It is then the duty of school to inform the Local Authority within the ten school days immediately following the date on which the pupil's name was so deleted.
- The Elective Home Education Notification form (**Appendix 4**) should be completed, signed by the Headteacher and sent together with a copy of the parents' letter to: Admissions, Education Service, Cardiff Council, County Hall, Atlantic Wharf, Cardiff CF10 4UW
- If the parent informs the Local Authority in writing, they will then notify the school.
- The child's name should then be removed from the school roll. The leaving reason needs to be recorded in SIMS as EH – Educated at home (please do not use EO). It would be helpful if schools can add that 'Notification sent to Admissions'
- A CTF should be created with MMMMMMMM as the destination code and uploaded onto the s2s website. This enables the CTF to be stored securely and to be available if the child or young person returns to a maintained school. This will ensure more efficient central tracking of pupil movement.

## Clubs on School Premises

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

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

<b>Documents</b>	<b>General information</b>	<b>Have you had sight of this</b>
Lead person if you have concerns	A named and contactable welfare officer responsible for the implementation of their safeguarding policy and issues regarding the protection of children or young people	
Safeguarding Policy	Clubs and organisations should have a safeguarding policy, with a clear procedure for dealing with poor practice concerns or risk of abuse	
Safeguarding training	All staff and volunteers should have up-to-date recognised safeguarding training. Sports organisations often require and are able to provide sport-specific training programmes for staff and volunteers	
Code of Conduct	A clear code of conduct is developed and maintained outlining the standard of conduct that is acceptable to children, staff, volunteers and parents.	
Parental consent	<p>As part of registration the club should ask for emergency contacts, key medical information (allergies, asthma etc), special needs and any other issues that the club needs to know about</p> <p>Written consent is obtained from parents if physical contact is required for demonstration purposes eg positioning</p> <p>Written parental consent is obtained from parents if images of their child is taken along with details of the purpose/usage and retention periods of the images.</p>	
DBS	Have all staff and volunteers been selected through a proper recruitment process. safe recruitment procedures for those working with young people that include: a clear job description, appropriate references, criminal records check (eg DBS) for relevant posts and technical qualifications	
Ratio of supervising adults to children		

	What are the recommended ratios? You may need to refer to the organisation responsible for the sport/activity.	
First Aid Certificate Instructor Public indemnity insurance	Procedure for reporting and responding to injuries or accidents that occur within club time	
Coach qualifications	The coach should have a recognised qualification to clarify they are qualified and have the technical competence in the sport/activity at the right level. Coaches need to be competent to deliver and oversee the sport or activity safely	

<b>Children and Young People Missing from Education Checklist</b> Actions to be taken by <b>School Attendance Officer</b> to locate the child/young person	
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***If the school has any Child Protection concerns, the matter must be immediately referred to Social Services and the police.***

***You must still proceed with the referral to the Education Welfare Officer, even if a child protection referral has been made.***

Name:	M/F	Date of Birth	NCY
<b>Name of Parents/primary carer:</b>			
<b>Address:</b>		<b>Telephone:</b>	

**SCHOOL ACTIONS – Has the school done the following?**

Actions	Date	Outcome
Carry out first day calling/contact		
Attempt telephone contact with all emergency numbers		
Write to last known address and address of emergency contacts if known		
Speak to appropriate agencies i.e. Careers Wales, youth workers, school nurse		
Check with wider school community e.g. staff, other pupils, carers, friends & any known relatives		
If siblings attend different schools make contact to share information		
Carry out home visit		
Any other contact/relevant information		
<b>Referral Details</b>		
Date referred to Education Welfare Service		
Name of School		
Name of Attendance Officer		
Contact Number		

**NB Do not remove child/young person from roll until EWS have concluded investigations and confirmation received**

**Movement of Children Form**

**ENQUIRY**

The children listed below are either known to the Cardiff Education Welfare Service in a casework capacity or have left the authority without providing full details of their new address/school. I would be grateful if you could make enquiries to establish whether they are now resident in your area and notify me as soon as possible even if your enquiries were unsuccessful.

CHILD'S NAME (Please also complete in bottom Section)	SCHOOL ATTENDED	DATE OF BIRTH

NAME OF PARENT/GUARDIAN	
ADDRESS WHILE RESIDENT IN CARDIFF	
NEW ADDRESS	
REMARKS	

**REPLY**

CHILD'S NAME	SCHOOL TO WHICH ADMITTED
CHILD(REN)'S ADDRESS	

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

The Education Welfare Service, Cardiff Council, Room 422, County Hall, Atlantic Wharf Cardiff CF10 4UW  
 Gwasanaeth Lles Addysg, Cyngor Sir Caerdydd, Ystafell 422 Neuadd y Sir, Glanfa'r leryd, Caerdydd CF10 4UW

Tel/Ffon: 029 20873619 Fax/Ffacs: 029 20877035 Email/Ebost: [ewsreferrals@cardiff.gov.uk](mailto:ewsreferrals@cardiff.gov.uk)



<p><b>LEAVING SCHOOL FORM FOR PARENTS</b></p> <p>If your child is leaving, please can you fill in this form as fully as you can even if you do not know all the details yet</p>
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<b>Name:</b>	<b>Date of Birth:</b>	<b>Class:</b>
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My child will be leaving school on: (date)

Because we are: (please tick)	a.	Moving House	
	b.	Returning to country of origin/emigrating	
	c.	Other – please give details	

New address if known:

New school if known:

If not yet known, the town or at least the country you are moving to:

Will you keep the same mobile telephone numbers? Yes  No

Please confirm your numbers or list new numbers:

*Mother's mobile* ..... *Father's mobile*.....

If possible please give the name, address and telephone number of a friend or relative in the UK who is not moving and who you will be staying in touch with. *We will only contact them if we need information about your child's new school and we cannot contact you. In most cases this will not be necessary because the new school will contact us to transfer your child's information.*

*Name:*

*Address:*

*Phone Number:*

Full Name(s) of Parent(s)/Carer(s). Please print names and sign.

Mother.....

Father.....

Other (state relationship).....

**Attached to this form is a school compliments slip.**

Please can you give it to your new school and ask them to contact us.

For school use only. Date returned:	Date returned to EWS:
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The school is expected to transfer information as quickly as possible to your child's new school. Both the school and the Local Authority have a legal duty to try to locate your child if he or she stops attending and we do not know the details of the new school or other educational provision. This may include contacting Social Services or the Police if you have not given us the information and we are unable to contact you. By filling in this form and enabling us to keep in contact with you, you are ensuring we do not need to refer to other agencies and that their time is not wasted, nor are you contacted unnecessarily.



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

2 ELECTIVE HOME EDUCATION

Part A

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

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

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

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

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

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

**Please give details of the involvement of the Education Welfare Service**

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

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

Signed:		Headteacher
Date:		



**Movement of Children Form  
ENQUIRY**

The children listed below are either known to the Cardiff Education Welfare Service in a casework capacity or have left the authority without providing full details of their new address/school. I would be grateful if you could make enquiries to establish whether they are now resident in your area and notify me as soon as possible even if your enquiries were unsuccessful.

CHILD'S NAME (Please also complete in bottom Section)	SCHOOL ATTENDED	DATE OF BIRTH

NAME OF PARENT/GUARDIAN	
ADDRESS WHILE RESIDENT IN CARDIFF	
NEW ADDRESS	
REMARKS	

**REPLY**

CHILD'S NAME	SCHOOL TO WHICH ADMITTED
CHILD(REN)'S ADDRESS:	

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Safeguarding Adolescents from Exploitation (SAFE)

### Child Exploitation Screening Tool

This screening tool should be used by all professionals working with children aged 10+. Professionals may also decide it is appropriate to use the tool to screen younger children where all types of Child Exploitation is suspected (**Emerging - Low/significant - Medium/experiencing - High**).

This screening tool will help you focus on the specific indicators of all types of Child Exploitation and determine whether further investigations are needed. The tool could be used at any point Child Exploitation is considered a risk. An example of this is in discussion with the child, in supervision, discussions with parents and carers, and with other professionals.

#### Young Person's details

Child's Name:		DoB:	
Address:		Home/mobile Phone:	
GP Surgery:		School/College:	
Ethnicity		Sexual Orientation (if known)	
Religion		Language spoken (Indicate first language)	

#### Referrers Details

Name and job title of person completing:		Date completed:	
Organisation:		Contact e-mail: Telephone:	

#### Lead Agency Involvement

No Lead Agency	Early Help	Child in Need of Care and Support	Child Protection	Child Looked After – in or out of county placement?

Indicator	Suggested risk level	Yes/No	Possible
<b>Health Domain Physical Signs</b>			
Bruising / Unexplained Injuries – think about injuries caused through violence, A&E attendances Threat to life			<input type="checkbox"/>
Change in Physical Appearance Example: dishevelled appearance or a sudden change in the way Child dresses, losing or gaining weight			<input type="checkbox"/>
Sexually Transmitted Infections (STI's)			<input type="checkbox"/>
Injuries – evidence of physical or sexual assault			<input type="checkbox"/>
Pregnancy, termination or repeat testing for sexually transmitted infections			<input type="checkbox"/>
Disclosure of sexual violence/assault even if followed by withdrawal of allegation. Examples: Sexual assault, rape, internally inserting drugs in rectum or vagina (Plugging), indecent images shared as part of initiation, revenge or punishment			<input type="checkbox"/>
<b>Notes</b>			
<b>Health Domain Emotional Signs</b>			
Expressions of low emotional health and wellbeing			<input type="checkbox"/>
Anger / Agression			<input type="checkbox"/>
Withdrawn			<input type="checkbox"/>
Extreme Mood Changes – <b>if other risks of CE are identified then the risk would increase</b>			<input type="checkbox"/>
Low self-esteem / self confidence			<input type="checkbox"/>
Self-harm indicators and/or suicidal thoughts/attempts			<input type="checkbox"/>
Disengaged from known adults and interests, an invincibility attitude or not caring about what happens to them			<input type="checkbox"/>
Young person's sexuality increases their vulnerability as they feel unaccepted due to sexual orientation Is the young person transitioning/historical sexual abuse?			<input type="checkbox"/>
Evidence of a Learning or physical disability			<input type="checkbox"/>
<b>Notes</b>			

<b>Material Signs</b>			
Use of a mobile phone that causes concern/ Multiple mobile phones, including that of burner phones			<input type="checkbox"/>
E- Safety – Secretive about mobile phone/more than one mobile phone Making/ receiving explicit videos/ sexting Late night excessive phone/ internet activity			<input type="checkbox"/>
Has extra money/new items ( Gifted electric scooter, bikes) /'gifts' that cannot legitimately be accounted for/received from unknown sources			<input type="checkbox"/>
New clothing / Footwear which can not be accounted for by parents/carers			
Young Person being found to have large amounts of drugs on them			<input type="checkbox"/>
Have they been to hotels, Air B&B, have they got hotel cards or keys to unknown places, with unknown adults			<input type="checkbox"/>
<b>Notes</b>			
<b>Behavioural Signs</b>			
Change in behaviour, such as secretive, anger, lifestyle, disruptive behaviour, violent behaviour			<input type="checkbox"/>
Missing episode			<input type="checkbox"/>
Persistently going missing from home or school and/or being found out of area. Think about their presentation on return, dishevelled? Hungry?			<input type="checkbox"/>
Starting or increase drug use - cannabis, Class A, Class B,			<input type="checkbox"/>
Starting or increased Alcohol use			<input type="checkbox"/>
Staying out late without reasonable explanation			<input type="checkbox"/>
Frequenting areas known for exploitation (including private dwellings) on more than one occasion			<input type="checkbox"/>
Using sexual, gang, drug related or violent language you wouldn't expect them to know			<input type="checkbox"/>
Increased use of internet– use of several media sites			<input type="checkbox"/>
Young person has been coerced to take/share indecent images			<input type="checkbox"/>
Arrested/Evidence of criminality			<input type="checkbox"/>
Young person carrying / concealing weapons			<input type="checkbox"/>



Change in education attendance/Change in education provider/Missing from education			<input type="checkbox"/>
Absent from school / Non-school attendance			<input type="checkbox"/>
Exclusion from school			<input type="checkbox"/>
Glamorised view of criminality			<input type="checkbox"/>
Entering / leaving vehicles driven by unknown adults / adults of concern			<input type="checkbox"/>
described as out of control or as having risky behaviour by their family, carers or by practitioners			<input type="checkbox"/>
Notes			
<b>Family /Associate signs - vulnerability and risks</b>			
Parents / Carers not reporting young person missing			<input type="checkbox"/>
Multiple or concerning contact (unknown adults / older young people)			<input type="checkbox"/>
Young person feels indebted to an individual or group – drug debt			<input type="checkbox"/>
Family or young person having to move or leave their home because of threats			<input type="checkbox"/>
Associates known to be involved in criminality or Organised Crime Groups (OCG's)			<input type="checkbox"/>
Living in a chaotic / dysfunctional household			<input type="checkbox"/>
Relationship breakdown with family and or peers, sudden change of friendships			<input type="checkbox"/>
Association with others who have been exploited			<input type="checkbox"/>
Tartgeted threats to family / threats at home			<input type="checkbox"/>
Absence of safe trusted adult			<input type="checkbox"/>
Young Carer			<input type="checkbox"/>
Young person has limited age appropriate friendships / struggles to maintain friendships			<input type="checkbox"/>
Older 'relationship' with controlling adult.			<input type="checkbox"/>
Association with older and/or risky peers			<input type="checkbox"/>
<b>Notes</b>			
<b>Other</b>			
Services have not been able to engage with child			<input type="checkbox"/>
Homeless / innapropriate accomodation (prompt)			<input type="checkbox"/>
<b>Notes</b>			

Are Parents / Carers aware of these concerns?		<input type="checkbox"/>	<input type="checkbox"/>
Does the child have awareness of these concerns?		<input type="checkbox"/>	<input type="checkbox"/>
Does the young person consent to you sharing this information?		<input type="checkbox"/>	<input type="checkbox"/>
Does the parent consent to you sharing this information?		<input type="checkbox"/>	<input type="checkbox"/>

Please summarise the evidence using the VOLT model indicated from the tick boxes and detail why you ARE or ARE NOT proceeding with a referral.

Based on your risk and vulnerability identification please capture key information using the **Victim, offender, location, themes (VOLT)** mnemonic. Please bullet point information.

Victim (s)– Young person	
Offender (s)	
Locations (s)	
Theme (s) These are places that children gravitate towards, e.g. hotels, eateries, shopping venues, particular transport hubs, addresses, children's care homes and youth clubs. What times are they attending these locations, how are they travelling to these venues, is the venue a 'go-to' place for when the child has experienced a missing episode?	
Risk Category identified	What next?

If the screening tool identifies a risk of significant harm, and the young person is NOT open to Children Services you MUST make a referral. Do this by completing a Multi-Agency Referral Form (MARF) and submitting it along with this form into Children's Services through the Multi Agency Safeguarding Hub (MASH) in line with the duty to report under the Wales Safeguarding Procedures 2019.

If child is open to Children Services, please send the completed screening tool to the following email address [SAFE@Cardiff.gov.uk](mailto:SAFE@Cardiff.gov.uk)

### **Consent**

Please be aware that appropriate consent is required before information is shared unless doing so may cause the child to suffer significant harm. If you are unsure seek advice from your safeguarding lead, MASH social workers or the Early Help Gateway.

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

## Supporting Documents

Please find a list of supporting documents which will assist you in completing Child Protection and Safeguarding policies:-

### Welsh Government Documents:-

- Keeping learners safe  
<http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf>
- Cadw dysgwyr yn ddiogel  
<http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe-cy.pdf>
- Safeguarding Children: Working Together Under the Children's Act 2004  
<http://gov.wales/pubs/circulars/2007/nafwc1207en.pdf?lang=en>
- Diogleu Plant: Gweithio gyda'n Gilydd dan Ddeddf Plant 2004  
<http://gov.wales/pubs/circulars/2007/nafwc1207cy.pdf?lang=cy>
- Safeguarding Children and Young People from Sexual Exploitation  
<http://gov.wales/docs/dhss/publications/policy/110107guidanceen.pdf>
- Amddiffyn Plant a Phobl Ifanc rhag Camfanteisio Rhywiol  
<http://gov.wales/docs/dhss/publications/policy/130122guidancecy.pdf>
- Respecting Others: Anti-bullying overview  
<http://gov.wales/docs/dcells/publications/160728-anti-bullying-overview-en.pdf>
- Parchu erail: Trosolwg gwrth-fwlio  
<http://gov.wales/docs/dcells/publications/160728-anti-bullying-overview-cy.pdf>
- Respect and resilience – developing community cohesion  
Self assessment tool 2016  
<http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf>
- Gwrthsafiad a pharch – datblygu cydlyniant cymunedol  
Pecyn haunanasesu 2016  
<http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-cy.pdf>
- National Strategy on Violence against Women, Domestic Abuse and Sexual Violence 2016-2021  
<http://gov.wales/docs/dsjlg/publications/commsafety/161104-national-strategy-en.pdf>
- Strategaeth Genedlaethol ar Drais yn Erbyn Menywod, Cam-drin Domestig a Thrais Rhwyiol 2016-2021  
<http://gov.wales/docs/dsjlg/publications/commsafety/161104-national-strategy-en.pdf>
- All Wales Protocol: Female Genital Mutilation (FGM) 2011 (English only)  
[http://www.sewsc.org.uk/fileadmin/user\\_upload/FGM\\_All\\_Wales\\_Review\\_June\\_2011\\_-\\_pdf.pdf](http://www.sewsc.org.uk/fileadmin/user_upload/FGM_All_Wales_Review_June_2011_-_pdf.pdf)
- Opening schools in extreme bad weather. Guidance for schools.  
<http://gov.wales/docs/dcells/publications/101213schoolopeningen.pdf>
- Agor ysgolion mewn tywydd gwael eithafol. Canllawiau l ysgolion

<http://gov.wales/docs/dcells/publications/101213schoolopeningcy.pdf>

- Accident/disease recording and reporting guidance for contracted provision. (English only)  
<http://gov.wales/docs/dcells/publications/150610-recording-and-reporting-guidance-en.pdf>
- Health and safety code of practice for contracted provision. Department for Education and Skills (English only)  
<http://gov.wales/docs/dcells/publications/121106codeofpracticeen.pdf>
- Inclusion and pupil support  
<http://gov.wales/docs/dcells/publications/160318-inclusion-and-pupil-support-en.pdf>
- Cynnwys a chynorthwyo disgyblion  
<http://gov.wales/docs/dcells/publications/160318-inclusion-and-pupil-support-cy.pdf>
- Additional Learning Needs and Education Tribunal (Wales) Bill, Factsheet 2  
<http://gov.wales/docs/dcells/publications/161212-aln-factsheet-2-en.pdf>
- Bil Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru), Taflen ffeithiau 2  
<http://gov.wales/docs/dcells/publications/161212-aln-factsheet-2-cy.pdf>
- Guidance for penalty notices for regular non-attendance at school  
<http://gov.wales/docs/dcells/publications/130925-guidance-regular-non-attendance-en.pdf>
- Callawiau ar gyfer hysbysiadau cosb am golli'r ysgol yn rheolaidd  
<http://gov.wales/docs/dcells/publications/130925-guidance-regular-non-attendance-cy.pdf>
- Safe and effective intervention – use of reasonable force and searching for weapons.  
<http://gov.wales/docs/dcells/publications/130315safe-effective-en.pdf>
- Ymyriad diogel ac effeithiol – defnyddio grym rhesymol a chwilio am arfau  
<http://gov.wales/docs/dcells/publications/130315safe-effective-cy.pdf>
- Effective managed moves. A fresh start for children and young people.  
<http://gov.wales/docs/dcells/publications/110301effectiveen.pdf>
- Defnydd effeithiol o symudiadau wedi'u rheoli. Cychwyn newydd I blant a phobl ifanc yn yr ysgol.  
<http://gov.wales/docs/dcells/publications/110301effectivecy.pdf>
- Exclusion from schools and pupil referral units  
<http://gov.wales/docs/dcells/publications/010415-exclusion-from-schools-and-pupil-referral-units-en.pdf>
- Gwahardd o ysgolion ac unedau cyfeirio disgyblion  
<http://gov.wales/docs/dcells/publications/010415-exclusion-from-schools-and-pupil-referral-units-cy.pdf>
- All Wales attendance framework  
<http://gov.wales/docs/dcells/publications/121121frameworken.pdf>
- Fframwaith Presenoldeb ar gyfer Cymru Gyfan  
<http://gov.wales/docs/dcells/publications/121121frameworkcy.pdf>
- Educational Psychologists in Wales  
<http://gov.wales/docs/dcells/publications/161221-educational-psychologists-wales-guidance-en.pdf>

- Seicolegwyr addysg yng Nghymru  
<http://gov.wales/docs/dcells/publications/161221-educational-psychologists-wales-guidance-cy.pdf>
- Elective home education. Non-statutory guidance for local authorities  
<http://gov.wales/docs/dcells/publications/160106-ehe-guidance-en.pdf>
- Addysg ddewsiol yn yr cartref. Canwalliau anstatudol ar gyfer awdurdodau lleol  
<http://gov.wales/docs/dcells/publications/160106-ehe-guidance-cy.pdf>
- Special Educational Needs Code of Practice for Wales  
<http://gov.wales/docs/dcells/publications/131016-sen-code-of-practice-for-wales-en.pdf>
- Cod Ymarfer Anghenion Addysgol Arbennig Cymru  
<http://gov.wales/docs/dcells/publications/131016-sen-code-of-practice-for-wales-cy.pdf>
- Strategy – Raising the ambitions and educational attainment of children who are looked after in Wales (easy read version)  
<http://gov.wales/docs/dcells/publications/151218-easy-read-lac-strategy-en.pdf>
- Strategaeth – Codi uchelgais a chyrhaeddiad addysgol plany sy'n derbyn gofal yng Nghymru (fersiwn darllen syml)  
<http://gov.wales/docs/dcells/publications/151218-easy-read-lac-strategy-cy.pdf>
- Young Carers Speak Out! Final report (Cascade report)  
<http://www.valeofglamorgan.gov.uk/Documents/Living/Social%20Care/Looking%20after%20Someone/Final-Young-Carers-Survey-Report-by-CASCADE.pdf>
- Complaints procedure for school governing bodies in Wales  
<http://gov.wales/docs/dcells/publications/121002complaintsschoolsen.pdf>
- Gweithdrefnau cwyno ar gyfer cyrff llywodraethu ysgolion yng Nghymru  
<http://gov.wales/docs/dcells/publications/121002complaintsschoolscy.pdf>
- Disciplinary and dismissal procedures for school staff. Revised guidance for governing bodies.  
<http://gov.wales/docs/dcells/publications/130227disciplinaryanddismissalen.pdf>
- Gweithdrefnau disgyblu a diswyddo staff ysgol. Canllawiau diwygiedig I gyrff llywodraethu  
<http://gov.wales/docs/dcells/publications/130227disciplinaryanddismissalcy.pdf>
- Safeguarding children in education: handling allegations of abuse against teachers and other staff  
<http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>
- Diogelu plant mewn addysg: ymdrin a honiadau o gam-drin yn erbyn athrawon a staff eraill  
<http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-cy.pdf>

- Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations (English only)  
<http://gov.wales/docs/equality-impact-assessments/141114-EIA-Draft-Healthy-Eating-in-Schools.pdf>
- Free Breakfast in Primary Schools  
<http://gov.wales/docs/dcells/publications/150512-free-breakfast-leaflet-en.pdf>
- Brechwast am Ddim mewn Ysgolion Cynradd  
<http://gov.wales/docs/dcells/publications/150512-free-breakfast-leaflet-cy.pdf>
- Welsh Government School Council Activity Pack for Pupils and Staff  
<http://gov.wales/docs/dcells/publications/100209activitypacken.pdf>
- Pecyn Gweithgareddau Cynghorau Ysgol Llywodraeth Cynulliad Cymru i Ddisgyblion a Staff  
<http://gov.wales/docs/dcells/publications/100209activitypackcy.pdf>
- Guidance for substance misuse education  
<http://gov.wales/docs/dcells/publications/130703-substance-misuse-en.pdf>
- Canllawiau ar gyfer addysg camddefnyddio sylweddau  
<http://gov.wales/docs/dcells/publications/130703-substance-misuse-guide-cy.pdf>
- Common Transfer System (CTS) and s2s. User notes for schools. (English only)  
<http://gov.wales/docs/dcells/publications/101220usernotesen.pdf>
- School admissions code  
<http://gov.wales/docs/dcells/publications/130715-admin-codes-en.pdf>
- Y cod derbyn I ysgolion  
<http://gov.wales/docs/dcells/publications/130715-admin-codes-cy.pdf>
- School admissions appeal code  
<http://gov.wales/docs/dcells/publications/131219-school-admission-appeals-code-en.pdf>
- Y cod apelau derbyn I ysgolion  
<http://gov.wales/docs/dcells/publications/131219-school-admission-appeals-code-cy.pdf>

UK Government documents:-

- HM Government: *Prevent* for England and Wales.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)
- Mandatory Reporting of Female Genital Information – procedural information
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/573782/FGM\\_Mandatory\\_Reporting - procedural information nov16 FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf)
- Multi-agency statutory guidance on female genital mutilation April 2016  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM - FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

## Cardiff Council Documents:-

- Children Missing Education Summary
- Visitors and External Speakers Policy
- Use of Reasonable Force
- Safe Use of Pupils Images – Best Practice Guidance for School
- Guidance for Safer Working Practice with Children, Young People and Vulnerable Adults  
**(CIS document 5.HR.026)**
- School Staff Disciplinary Procedure  
**(CIS document 1.CM.035-Sch)**
- Gweithdrefn Disgyblu Staff Ysgol  
**(CIS document 1.CM.035-Sch-W)**
- ICT Protocol for Schools  
**(CIS document 9.SC.SLL.010)**
- ICT Protocol For Schools Cymraeg  
**(CIS document 9.SC.SLL.010.WEL)**
- Disclosures and Barring Service (DBS) Policy  
**(CIS document 1.CM.202)**
- Polisi Cyflogaeth Y Gwasanaeth Datgelu A Gwahardd (GDG)  
**(CIS document 1.CM.202-W)**

## Cardiff and Vale Regional Children Board Documents:-

- Cardiff Child Sexual Exploitation Prevention Strategy (English only)

## Information and Records Society Documents:-

- Information Management Toolkit for Schools  
[http://www.irms.org.uk/images/resources/2016\\_IRMS\\_Toolkit%20for%20Schools\\_v5\\_Master.pdf](http://www.irms.org.uk/images/resources/2016_IRMS_Toolkit%20for%20Schools_v5_Master.pdf)

## Team Teach Training

- <https://www.teamteach.co.uk/>

## Other Guidance

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

N.B Guidance and case law updates and changes regularly. It is the responsibility of Schools and Governing Bodies to keep themselves fully updated with guidance changes.