

Ffederasiwn Ysgolion Beca a Bro Brynach

Beca and Bro Brynach Federation of Schools



Polisi Diogelu ac Amddiffyn Plant Safeguarding and Child Protection Policy

SAFEGUARDING AND CHILD PROTECTION POLICY

INTRODUCTION

Beca and Bro Brynach Federation of Schools fully recognises the contribution it makes to child protection.

There are three main elements to our policy:

- prevention through the teaching and pastoral support offered to pupils, and the use of preventative services, such as Team Around the Family (TAF) in schools
- procedures for identifying and reporting cases, or suspected cases, of abuse or harm. Because of our day-to-day contact with children school staff are well placed to observe the outward signs of abuse,
- support to pupils who are in need or who may have been abused.

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

Our school will annually review the policy and is committed to following any new guidance received from Carmarthenshire County Council or Welsh Government.

The Designated Senior Person(s) for child protection in this school is: **Mr. Mark Bowen (Federation Headteacher) and Mrs. Abigail Duggins (Governor).**

Miss Sian Bryan at Ysgol Bro Brynach and Mr. Ben Batcup at Ysgol Beca have delegated responsibilities in the absence of Mr. Mark Bowen.

AREA CONTEXT



It is ranked number 1112 out of 1,909 local areas in Wales. It is in the 50% least deprived areas in Wales.

This information comes from the Welsh Index of Multiple Deprivation (WIMD) 2019.

Llanboidy LSOA Rankings (WIMD 2019)

1. Overall Deprivation Rank:

- Llanboidy's LSOA ranks around **mid-range** in Wales for overall deprivation, suggesting moderate challenges compared to urban areas with higher deprivation.

2. Domain Rankings:

- Income Deprivation:** Llanboidy ranks relatively low, reflecting a stable economic base compared to more deprived regions.
- Access to Services:** This is a **notable area of concern**, with Llanboidy ranking among the more deprived areas due to the rural nature of the community. Access to public services such as healthcare and education often requires long travel times.
- Community Safety:** Crime levels in rural Carmarthenshire, including Llanboidy, are low, with limited reports of violent or anti-social behaviour. However, there may be underreported cases of domestic abuse or online safety issues.

- **Health:** While physical health outcomes are average, access to specialised care is limited by rurality.
- **Education:** Deprivation related to education and skills development is moderate.

Key Challenges Highlighted by WIMD

1. **Isolation in Rural Areas:** Families may struggle to access social services, healthcare, or child protection resources promptly.
2. **Digital Exclusion:** Some areas lack reliable broadband, affecting access to online safeguarding resources or educational tools.
3. **Hidden Poverty:** Rural deprivation can be less visible but affects access to opportunities and basic services.

AIMS AND VALUES

At Ysgol Beca and Ysgol Bro Brynach, a formal Federation of Schools, we provide a safe, welcoming, and supportive environment where every child's well-being is prioritised. We are guided by our core values and a commitment to ensuring that all our pupils, regardless of their background or circumstances, feel safe, respected, and nurtured.

Federation Values in Safeguarding

1. Respect and Dignity

We aim to create a culture where every child is treated with respect and dignity. In line with the Children and Young People's Rights framework in Wales, we encourage children to express their views and concerns. For instance, we promote the School Council as a platform for pupils to share their ideas on safety and well-being, ensuring they feel heard and valued.

2. Excellence and Achievement

Every child should have the opportunity to succeed in a safe and supportive environment. By adhering to the principles of Welsh Government's Framework for Safeguarding in Education, we ensure our pupils are free from fear and able to focus on learning. This includes ensuring that all pupils, including those with additional needs, are supported by trained staff in recognizing potential risks to their well-being and acting on them.

3. Integrity and Accountability

We uphold the highest standards of safeguarding and hold ourselves accountable for the safety of every pupil. For example, as part of the Child Protection Procedures in Wales, staff are trained to report any concerns, and there is a clear escalation process. We also ensure transparency by conducting regular reviews of safeguarding practice and involving parents in discussions where appropriate.

4. Inclusion and Equity

Every child has the right to feel safe, regardless of their circumstances. We ensure that our safeguarding policies are inclusive by adopting strategies to support vulnerable groups, such as Looked After Children (LAC) or pupils at risk of child sexual exploitation (CSE). For example, our school has established close links with the local authority's social services and third-sector organisations, which provide tailored support for children who may be at greater risk.

5. Collaboration and Community

We value collaboration and strong community links to protect our pupils. In accordance with the Welsh Government's Safeguarding Children: Working Together Under the Children Act (2004), we work closely with local agencies, such as the Police, NHS, and Children's Services, to ensure a joined-up approach to safeguarding.

Federation Aims in Safeguarding

1. Provide a Safe Environment

To ensure that our school environment is safe for all pupils, we follow the Welsh Safeguarding Procedures and ensure robust risk assessments for activities both inside and outside the school. For example, during school trips or outdoor activities, safeguarding risks are assessed, and qualified staff are assigned to always ensure pupil safety.

2. Early Identification and Intervention

Early identification is crucial in safeguarding. Using the Welsh Government's "National Model for Safeguarding", we train staff to spot the early signs of neglect, abuse, or emotional distress. We collaborate with early intervention services, such as Family Support Workers or Community Police Officers, to ensure that children at risk receive prompt and appropriate support.

3. Empowerment and Education

We empower pupils by providing them with age-appropriate education on staying safe, building resilience, and understanding their rights. As part of the Health and Wellbeing Area of Learning and Experience in Curriculum for Wales and the Relationships and Sexuality Education (RSE) Code, which is a statutory requirement in the Curriculum for Wales framework and is mandatory for all learners from ages 3 to 16, we teach children about healthy relationships, online safety, and the importance of speaking out. Additionally, we celebrate anti-bullying week annually to raise awareness among pupils about the risks of bullying and how to report it.

4. Continuous Vigilance

Safeguarding is an ongoing priority. To ensure we are always improving, we regularly review our safeguarding policies and practices in line with the latest guidance from the Welsh Safeguarding Board. For instance, after attending Governor Safeguarding Training, our school governors play an active role in monitoring safeguarding practices and ensuring policies are kept up to date.

5. Strong Partnerships

We work closely with families, external agencies, and the wider community to safeguard our pupils. For example, we have established strong links with Children and Family Support Services and CAMHS (Child and Adolescent Mental Health Services) to provide targeted support for children with additional mental health needs, ensuring they feel protected and cared for.

6. Staff Excellence in Safeguarding

All our staff undergo regular safeguarding training, in accordance with the Welsh Government's Safeguarding Training Requirements. For example, all teachers and support staff are trained in Recognising and Responding to Abuse and Neglect, and any new staff members undergo a comprehensive induction to ensure they are clear on their responsibilities.

7. Cultural Awareness and Sensitivity

We recognise the importance of respecting cultural diversity in safeguarding. Our approach is informed by the Welsh Government's ethos of well-being which places value on every child's background. For example, we ensure that our safeguarding policies reflect the needs of EAL (English as an Additional Language) children, Gypsy/Traveller pupils, and those from different cultural or religious backgrounds, ensuring our practices are sensitive to their needs.

8. Zero Tolerance for Abuse and Neglect

We adopt a zero-tolerance policy towards any form of abuse or neglect. Our safeguarding policy is aligned with the Safeguarding Children in Wales: Working Together Under the Children Act 2004 guidelines, ensuring that all staff are clear about the procedures for reporting any suspicion or concern regarding abuse.

These values and aims will guide our safeguarding work and ensure that every child at our school is supported, protected, and able to thrive in a safe and nurturing environment. Our commitment to safeguarding reflects our core mission as a Federation, ensuring that all pupils' safety, well-being, and future success are at the forefront of everything we do.

KEY SAFEGUARDING LEGISLATION

Here's a brief explanation of the key safeguarding legislation relevant in Wales and the UK:

1. Children Act 1989 & 2004

What it does: These Acts set out the legal framework for the care and protection of children. The 1989 Act focuses on the welfare of children and

defines the duty of local authorities to safeguard children at risk. The 2004 amendment emphasises inter-agency cooperation to promote child welfare.

- Key Provisions: Section 47 (child protection investigations) and the duty to safeguard under Section 17.

- [Children Act 1989] (<https://www.legislation.gov.uk/ukpga/1989/41>)

- [Children Act 2004] (<https://www.legislation.gov.uk/ukpga/2004/31>)

2. Social Services and Well-being (Wales) Act 2014

- What it does: A Wales-specific law that prioritises well-being and safeguarding of children and adults. It includes a duty to report concerns (Section 130) and promotes a person-centred approach to care.

- Key Provisions: Duty for local authorities to assess and meet care and support needs.

- [Social Services and Well-being (Wales) Act 2014]

- (<https://www.legislation.gov.uk/anaw/2014/4>)

3. Education Act 2002

- What it does: Places a legal duty on schools to safeguard and promote the welfare of children. It requires schools to have safeguarding policies and ensure staff training.

- Key Provisions: Section 175 requires governing bodies to ensure proper safeguarding arrangements.

- [Education Act 2002] (<https://www.legislation.gov.uk/ukpga/2002/32>)

4. Children and Families (Wales) Measure 2010

- What it does: Focuses on improving outcomes for children in Wales, with an emphasis on reducing child poverty and improving access to support services.

- [Children and Families (Wales) Measure 2010]

- (<https://www.legislation.gov.uk/mwa/2010/1>)

5. Data Protection Act 2018 (incorporating GDPR)

- What it does: Governs how personal data is handled, ensuring data protection laws do not hinder safeguarding. Enables appropriate information sharing for child protection purposes.

- [Data Protection Act 2018] (<https://www.legislation.gov.uk/ukpga/2018/12>)

6. All Wales Safeguarding Procedures (2019)

- What it does: Provides detailed, standardised procedures for safeguarding children and adults across Wales. Emphasises collaboration between agencies.

- [All Wales Safeguarding Procedures] (<https://safeguarding.wales>)

7. Working Together to Safeguard People Guidance (Wales)

- What it does: Offers practical guidance for professionals on implementing safeguarding duties under the Social Services and Well-being Act.
- [Working Together Guidance] (<https://www.gov.wales/working-together-safeguard-people>)

8. Disclosure and Barring Service (DBS)

- What it does: Ensures individuals barred from working with children and vulnerable adults are identified and prevented from taking such roles. Schools and employers must check staff as part of safeguarding.
- [Disclosure and Barring Service] (<https://www.gov.uk/disclosure-barring-service-check>)

These pieces of legislation collectively provide the framework for safeguarding and protecting the well-being of children and vulnerable people across Wales and the UK.

SAFEGUARDING DEFINITIONS

Safeguarding: Safeguarding in Wales refers to the preventative and protective actions taken to ensure children and vulnerable adults are safe from abuse, neglect, and exploitation. This includes creating supportive environments where well-being is prioritised, and individuals are empowered to achieve their potential.

Child Protection: A specific component of safeguarding that involves actions taken to protect a child identified as suffering or likely to suffer significant harm. This includes making referrals, conducting risk assessments, and implementing interventions to secure their safety.

Abuse: Defined under the All-Wales Safeguarding Procedures (2019) as actions that cause harm to an individual. Types of abuse include:

- Physical: Causing bodily harm.
- Emotional: Undermining emotional well-being or self-esteem.
- Sexual: Forcing or enticing participation in sexual activities.
- Neglect: Failing to meet basic care needs, such as food, shelter, or medical care.

Adult at Risk: Defined in the Social Services and Well-being (Wales) Act 2014, an adult at risk is someone aged 18 or over who:

- Needs care and support;
- Is experiencing or at risk of abuse or neglect;
- Cannot protect themselves because of their care and support needs.

Significant Harm: A threshold used to determine when statutory intervention is required. It refers to serious maltreatment impairing a child or adult's health or development. Under the Children Act 1989, harm includes physical, emotional, or sexual abuse, and neglect.

Duty to Report: The Social Services and Well-being (Wales) Act 2014 imposes a legal obligation on all individuals and professionals to report concerns about children or adults at risk to the local authority.

Early Intervention and Prevention: Proactive measures aimed at addressing risks before they escalate into harm. Services work collaboratively with families and communities to ensure children and vulnerable adults receive the support they need.

These definitions illustrate Wales' focus on a rights-based, collaborative approach to safeguarding, as emphasised in its statutory frameworks. The All-Wales Safeguarding Procedures ensure consistency across local authorities and agencies in implementing these principles.

PREVENTION

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

The school will therefore:

- 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 education setting whom they can approach if they are worried or in difficulty
- Include in the curriculum, activities and opportunities for relationships and sexuality education which equips children with the skills they need to stay safe from abuse and to know to whom to turn for help
- Include in the curriculum material that will help children develop realistic attitude to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Build relationships with other agencies and ensure early and appropriate referral for support and intervention are made before risks escalate
- Take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families

PROCEDURES

These should be followed in the event of a child protection disclosure/concern.

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

- Ensure it has a Designated Senior Person for child protection who has undertaken the appropriate training. **This person is Mr. Mark Bowen (Beca and Bro Brynach Federation Headteacher)**
- Ensure it has a Deputy Designated Senior Person at each school for child protection who has undertaken the appropriate training. **The persons are Miss Sian Bryan at Ysgol Bro Brynach and Mr. Ben Batcup at Ysgol Beca.**
- Recognise the role of the DSP and arrange support and training for DSPs.

Ensure every member of staff and every governor knows:

- The name of the DSP and their role, the local authority point of contact and the designated governor for safeguarding **(Mrs. Abigail Duggins: abigail.duggins@brobrynach.ysgolccc.cymru)**
- That they have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board how to take forward those concerns when the DSP is unavailable
- Ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose abuse or neglect
- Ensure that members of staff who are EWC registrants are aware of the *Code of Professional Conduct and Practice for registrants with the Education Workforce Council* (see www.ewc.wales/site/index.php/en/fitness-to-practise/code-ofprofessional-conduct-and-practice-pdf.html) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content
- Ensure that parents/carers understand the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school prospectus

Provide training for all staff so that they:

- understand their personal responsibility
- know the agreed local procedures and their duty to respond
- are aware of the need to be vigilant in identifying cases of abuse and neglect
- know how to support a child who discloses abuse or neglect
- understand the role online behaviours may have in each of the above

Notify the local authority's social services team if:

- a learner on the child protection register is excluded, either for a fixed term or permanently
- there is an unexplained absence of a learner on the child protection register of more than two days' duration from school (or one day following a weekend)
- work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at initial review as well as child protection conferences and core groups and the submission of written reports to the conferences
- keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately
- ensure all records are kept secure and in locked locations (**DIGITAL RECORDS WILL BE STORED ON MY CONCERN**)
- adhere to the procedures set out in the Welsh Government's *Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies* (see gov.wales/disciplinary-and-dismissal-procedures-school-staff)
- ensure that recruitment and selection procedures are made in accordance with Welsh Government's *Keeping Learners Safe* Guidance [Keeping learners safe. A summary version](#)
- designate a governor for safeguarding who will oversee the school's child protection policy and practice.

SUPPORTING THOSE AT RISK

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

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

The school will endeavour to support the learner through:

- the content of the curriculum to encourage self-esteem and self-motivation
- the school ethos which:
 - promotes a positive, supportive and secure environment
 - gives learners a sense of being valued (see section 2 on Prevention)

- the school's behaviour policy, which is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The school will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred
- liaison with other agencies who support the learner such as local authority
- officers – for example the educational psychology service, behaviour support services or the Education Welfare Service – child and adolescent mental health services, and advocacy services
- keeping records and notifying the local authority as soon as there is a recurrence of a concern.
- Local authorities, governing bodies and proprietors also need to be able to show they have considered whether children, including individual children, in their area have any specific safeguarding needs in addition to those covered by guidance. If so, they must have policies and procedures in place to meet those needs.

When a learner on the child protection register(s) leaves, we will transfer information to the new provider immediately and inform social services.

All child protection referrals go to:

Central Referral Team-

☎ 01554 742322

✉ CRTChildren@carmarthenshire.gov.uk

Out of Hours ☎ 0300 333 2222.

ANTI-BULLYING

Our policy on anti-bullying can be viewed on the school website, mySchoolapp or requested from the school and is reviewed annually by the governing body.

PHYSICAL INTERVENTION

Our policy on physical intervention can be viewed on the school website, mySchoolapp or requested from the school and is reviewed annually by the governing body and is consistent with the Welsh Government's guidance *Safe and effective intervention – use of reasonable force and searching for weapons*.

CHILDREN WITH ADDITIONAL LEARNING NEEDS

We recognise that statistically children with additional learning needs are most at risk of abuse. Staff who work with children with an additional learning need, such as a profound and multiple disability, sensory impairment or emotional and behavioural problem, need to be particularly sensitive to signs of abuse.

Guidance to compliment the Child Protection Policy

DEALING WITH A DISCLOSURE MADE BY A CHILD

Listen

- Listen carefully to what is being said, without displaying shock or disbelief.
- Accept what is said. The child making the disclosure may be known to you as someone who does not always tell the truth. However, do not let your past knowledge of this person allow you to pre-judge or invalidate their allegation.
- Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

Reassure

- Provide the child with plenty of re-assurance. Always be honest and do not make promises you cannot keep, for example: "I'll stay with you", or, "Everything will be all right now".
- Alleviate guilt, if the pupil refers to it. For example, you could say: "You're not to blame. This is not your fault".
- Do not promise confidentiality. You will be under a duty to pass the information on and the child needs to know this.

React

- You can ask questions and may need to in certain instances. However, this is not an opportunity to interrogate the child and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the child is making. Any questions must be open and not leading eg TED
- T- Tell me, E-explain, D-describe.
- Do not criticise the alleged perpetrator as the pupil may still have a positive emotional attachment to this person.

- Do not ask the pupil to repeat their allegation to another member of staff. If they are asked to repeat it, they may feel that they are not being believed and / or their recollection of what happened may change.

Record

- Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate them into the way that adults speak or try to make sense of the structure of what was said). Do not be offended by any offensive language or words used to describe the abuse).
- Time and date your notes and do not destroy them in case they are required by a court.
- Where possible, indicate the position of any bruising or injury but do not ask the child to remove any clothing for this purpose.
- Record statements and observable things, rather than your interpretations or assumptions.

Final Steps

- Once you have followed the above guidelines, pass the information on **immediately** to the Designated Senior Person or the person with responsibility for Child Protection. They will then have several options open to them, including contacting Children's Services to seek their advice as to what should happen next.

CONFIDENTIALITY

With regards to child protection, the duty of confidentiality is not absolute and may be breached where this is in the best interests of the child and in the wider public interest. If professionals judge that disclosure is necessary to protect the child or other children from a risk of serious harm, confidentiality may be breached. Staff should refer to the Local Authority guidance "Guidance for Schools: Consent for referrals to Children's Services / Team Around the Family".

Where those in education settings judge that there is a need to share confidential information with children's social services or the police:

- they should attempt to support the child
- they may initially discuss the case anonymously with other relevant colleagues, such as the DSP or another colleague with suitable competence in safeguarding or with children's social services.

- the child should be informed of the professional's need to share confidential information, unless to do so might put them at further risk
- any decision to share information or not should be properly documented.

Decisions in this area need to be made by, or with the advice of, people with suitable safeguarding competence, such as the named designated professionals.

MANAGING ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN

In the event of a child protection allegation being made against a member of staff, the person in receipt of that allegation must **immediately** pass details of the concern to the Headteacher or in their absence a member of staff with Headteacher responsibilities. The Headteacher will then contact the Chair of Governors and Central Referral Team to discuss the next steps in accordance with local arrangements. Staff should not confront the person the allegation is against or share information with anyone else.

If a potential child protection allegation is made against the Headteacher, the member of staff in receipt of that allegation must contact the Chair of Governors. The Chair of Governors will then contact The Central Referral Team to discuss the next steps in accordance with local arrangements. If the Chair of Governors is unavailable, the member of staff can seek advice from The Central referral Team.

ABUSE OF POSITION OF TRUST

Welsh Government guidance ("Keeping Learners Safe" 2020) indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. Under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

SUPPORTING THE PUPIL AT RISK

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this. This school may be the only stable, secure, predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum to encourage self-esteem and self-motivation
- the school ethos which:
 - promotes a positive, supportive and secure environment
 - gives learners a sense of being valued (see section 2 on Prevention)
- The school's behaviour policy, which is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The school will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
- Liaising with other agencies who support the learner such as local authority officers – for example the educational psychology service, behaviour support services or the School Safeguarding and Attendance Team – child and adolescent mental health services, and advocacy services keeping records and notifying the local authority as soon as there is a recurrence of a concern.
- Taking all suspicions and disclosures seriously
- Nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support cooperating fully with relevant statutory agencies, including working with Police and children's services in line with the Operation Encompass and Operation Endeavour protocol (see below).

When a learner on the child protection register(s) leaves, we will transfer information to the new provider immediately and inform social services.

OPERATION ENCOMPASS

The school participates in **Operation Encompass and Operation Endeavour.**

Operation Encompass was created to support children experience domestic abuse through timely information-sharing between police and schools. The purpose of Operation Encompass is to enable support to be given to child victims of domestic abuse. Through Operation Encompass schools can help children understand what is happening at home and how to best protect themselves both physically and emotionally. The information a school receives also enables them to prepare for the child at school and ensure they have the support they need.

The purpose of **Operation Endeavour** is to safeguard and support those children and young people who have been reported missing from home. It is thought that approximately 25% of children and young people that go missing are at risk of serious harm. There are particular concerns about the links between children running away and the risks of sexual exploitation. Operation Endeavour aims to ensure that a Designated Safeguarding Person (DSP) has been identified within the schools and are appropriately trained. They are to be made aware of the incidents at the earliest opportunity to provide timely and tailored support to children and young people at the start of, and during the school day.

ANTI-BULLYING

Our policy on anti-bullying can be viewed on the school website, mySchoolapp or requested from the school and is reviewed annually by the governing body.

PHYSICAL INTERVENTION / POSITIVE HANDLING

Our policy on physical intervention can be viewed on the school website, mySchoolapp or requested from the school and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force and searching for weapons - <https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>

CHILDREN WITH ADDITIONAL LEARNING NEEDS

We recognise that statistically children with additional learning needs are most at risk of abuse. Staff who work with children with an additional learning need, such as a profound and multiple disability, sensory impairment or emotional and behavioural problem need to be particularly sensitive to signs of abuse.

LOOKED AFTER CHILDREN

Children, who are in the care of the local authority, are often more vulnerable due to their past experiences. In each school there is a Designated Teacher for Looked After Children to monitor their progress, ensure the implementation

of their Personal Education Plan (PEP), and liaise with social services and other professionals. Safeguarding measures should be tailored to their needs, providing a safe space for disclosure and ensuring the child's emotional and educational well-being. The school must also ensure staff are trained to understand the specific vulnerabilities of LAC, promoting inclusion and supporting their overall development. These practices align with Wales Safeguarding Procedures and the Children's Commissioner for Wales guidelines.

REVIEW

This policy will be reviewed and ratified annually at a full governing body meeting at least once a year and recorded in the minutes. In preparation for this review, the Designated Senior Person for Child Protection may wish to provide the Governing Body with information on the following: -

- changes to Child Protection procedures
- training undertaken by all staff and governors in the preceding 12 months
- the number of incidents of a Child Protection nature which arose in the school within the preceding 12 months (without details or names)
- where and how Child Protection and Safeguarding appear in the curriculum
- lessons learned from cases.

Polisiau Ffederasiwn Ysgolion Beca a Bro Brynach
Beca and Bro Brynach Federation of Schools Policies

Mae'r **Polisi Diogelu ac Amddiffyn Plant** yn weithredol yn Ffederasiwn Beca a Bro Brynach.

Arwyddwyd: Pennaeth

Trafodwyd a derbyniwyd y polisi hwn gan y Corff Llywodraethu.

Arwyddwyd: Cadeirydd / Llywodraethwr

Dyddiad:

Dyddiad adolygu:

This **Safeguarding and Child Protection Policy** is active in the Beca and Bro Brynach Federation.

Signed: Headteacher

This policy was discussed and accepted by the Governing Body.

Signed: Chairperson / Governor

Date:

Date of review: