



# Greenfields School

## Whole School Child Protection and Safeguarding

### 2026-2027

| Implemented | By Whom | Last Review    | By Who       | Next Review Due |
|-------------|---------|----------------|--------------|-----------------|
| June 2025   | S Hale  | September 2026 | Craig Thomas | September 2027  |

| Document History (last 3 versions) |             |                                  |                      |
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| Date of Issue                      | Version No. | Person(s) responsible for change | Nature of Change     |
| 12/03/26                           | 3           | Creslyn Singh                    | Reviewed             |
| 18/03/26                           | 4           | Rob McConomy                     | Reviewed             |
| 01/09/2026                         | 5           | Craig Thomas                     | Reviewed and updated |

*This policy aligns with the ALN Code (Wales) 2021, the Equality Act 2010, the UNCRC, the Independent School Standards (Wales) Regulations 2024*



## Policy statement, principles and aims

At Greenfields we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We are alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure children receive effective support, protection, and justice. We strive to build positive relationships which make a difference and foster the sense of belonging for our children, community, and outside agencies. By doing this we work towards creating an ethos that values and supports emotional and mental well-being with safeguarding at its centre.

## Monitoring, evaluation and impact

Termly safeguarding QA (Quality Assurance): DSP reports to Proprietor and governance includes concern volumes, categories, timeliness, outcomes, attendance of vulnerable cohorts, exclusions and training compliance.

Annual safeguarding self-assessment using Welsh Government Annex 3 Audit Tool; actions feed the School Improvement Plan, with termly progress checks.

At least fortnightly and as needed meetings with the DDSP to review actions and current safeguarding issues

*Records audit:* the DSP samples casefiles each half-term for accuracy, chronology, decision-making and thresholds, with learning fed back to staff.

*Culture review:* pupil/parent voice, staff confidence surveys and incident/near-miss reviews inform improvements and training themes.

*Linked policy review triggers:* serious incidents, legislative changes and regional alerts prompt interim policy updates.

Child protection forms part of the school's safeguarding responsibilities. The Child Protection and Safeguarding policy underpins and guides Greenfields's procedures and protocols to ensure our children and Team Members are safe. In line with Wales Safeguarding procedures, we know that 'Safeguarding is everyone's responsibility' and therefore reflect this in our practice.

Article 19 of the UN Convention on the Rights of the Child states 'that Children have the right to be protected from violence, abuse and neglect.'

## Compliance and scope

This policy aligns to the Social Services and Well-being (Wales) Act 2014 (Part 7: Safeguarding), the Wales Safeguarding Procedures (2019) and Welsh Government statutory guidance "Keeping Learners Safe" (2022). It sets out how Greenfields meets its legal duties and inspection expectations, including leadership, reporting and

multi-agency working. This policy applies to all staff, volunteers, contractors and visitors, and should be read with our Code of Conduct, Whistleblowing, Low-Level Concerns, Online Safety, Filtering & Monitoring, Anti-Bullying, Safer Recruitment and Visits policies. See Appendix A for live statutory links.

## 1. Scope

### 1.1 Safeguarding Team

| Role                                                                  | Name                            | Email                                                                                    | Telephone    |
|-----------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------------------------------|--------------|
| Designated Safeguarding Person (DSP)                                  | Craig Thomas                    | <a href="mailto:craig.thomas@caretech-uk.com">craig.thomas@caretech-uk.com</a>           | 07471 036920 |
| Deputy DSP                                                            | Sarah Hale                      | <a href="mailto:sarah.hale@caretech-uk.com">sarah.hale@caretech-uk.com</a>               | 01633259019  |
| Designated Safeguarding Officer and Responsible Individual/Proprietor | Rob McConomy                    | <a href="mailto:Rob.McConomy@cambiagroup.com">Rob.McConomy@cambiagroup.com</a>           | 07827302334  |
| Local Authority Child Protection Team                                 | Child Protection Team Emergency | <a href="mailto:children.duty@newport.gov.uk">children.duty@newport.gov.uk</a>           | 0800 3284432 |
| The Authority's Child Protection Officer (CPO)                        | Nicola Davies                   | <a href="mailto:Nic.Davies@newport.gov.uk">Nic.Davies@newport.gov.uk</a>                 | 01633 235664 |
| Newport LA Safeguarding Team (LADO)                                   | Mike Portlock                   | <a href="mailto:mike.portlock@newport.gov.uk">mike.portlock@newport.gov.uk</a>           | 01633 656656 |
| Education Director                                                    | Andrew Sutherland               | <a href="mailto:Andrew.Sutherland@caretech-uk.com">Andrew.Sutherland@caretech-uk.com</a> | 07701314378  |

### 1.2 Policy Aims and Approach

1.2.1 Greenfields fully recognises the contribution it makes to safeguarding and have adopted a three-part structure to our policy and approach.

1.2.2 These three main elements to our policy are:

- Prevention through the culture, teaching and pastoral support offered to children.
- procedures for identifying and reporting cases, or suspected cases, of abuse – because of our day-to-day contact with children our Team Members are well placed to observe the outward signs of abuse.
- support to children who may have been subjected to abuse, neglect, or exploitation.

1.2.3 Our policy applies to all Pupils, Team Members and Volunteers working in our setting. We recognise that any member of our team including our teaching assistants, caretaker, administrator as well as teachers can be the first point of disclosure for a child and therefore ensure we take a whole school approach.

### 1.3 Prevention

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

### 1.3.2 Greenfields 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, at an appropriate level, activities and opportunities for relationships and sexuality education which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help and advice.
- 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.
- build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate.
- take a whole-school approach to well-being which will incorporate safeguarding and preventative measures to support children and families.
- ensure all Team Members are trained in safeguarding, attachment, and trauma informed practice to support our children and the early identification process.
- make sure our children are provided with helplines and external support available to them.
- ensure all Team Members, children and Parents/Carers are aware of school guidance, safeguarding, and associated risks around their use of mobile technologies.
- address low level well-being problems and support building resilience to prevent issues escalating.
- have clear referral and response pathways for additional support surrounding our children.
- create a whole school newsletter in which safeguarding will feature, with up-to-date information sharing for our families.

### 1.3.3 Safeguarding for learners with ALN/SEND and EAL

We recognise that learners with additional learning needs, disabilities or language barriers may face heightened risk and/or difficulties communicating concerns.

We will:

- provide accessible communication (visuals, symbols, interpreters) and check understanding;
- plan additional vigilance and bespoke support in key transitions and unstructured times;
- adapt RSE/online safety curricula for accessibility;

- ensure multi-agency planning is in place and regularly reviewed.

#### 1.4 Online Safety, Filtering & Monitoring

We treat online safety as safeguarding. We maintain appropriate filtering and monitoring to reduce exposure to illegal and harmful content, while avoiding over-blocking that impacts learning. We review effectiveness at least annually and after incidents, considering needs of vulnerable groups and all device types in use (including BYOD if enabled). The DSP is responsible for Online Safety and with IT lead jointly oversee alerts, reports and responses; governance receives termly assurance. Staff receive induction and annual refreshers on their responsibilities.

*Online incident response:* concerns are recorded immediately, triaged by the DSP, and referred in line with the Wales Safeguarding Procedures and local thresholds, including criminal and extremist content pathways where relevant.

#### 1.5 Prevent Duty

We have due regard to preventing people from being drawn into terrorism. We maintain a contextual risk assessment, integrate Prevent themes into curriculum and staff training, and operate clear referral pathways (including Channel where applicable). The DSP leads Prevent, supported by SLT and IT. Annual review ensures alignment to current Home Office Prevent Duty guidance.

#### 1.6 Pupil Voice in Safeguarding

1.6.1 Greenfields actively seeks pupil views on safety through:

- School council meetings with safeguarding as a standing item.
- Annual pupil surveys on feeling safe.
- Feedback informing safeguarding practice and curriculum planning.

## 2. Roles and Responsibilities

### 2.1 The Headteacher

2.1.1 The Headteacher will ensure that:

- the Child Protection and Safeguarding policy and procedures are implemented, reviewed, and followed by all Team Members.
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSP and deputy(ies) to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings.
- where there is a safeguarding concern, that the child's wishes, and feelings

are taken into account when determining what action to take and what services to provide.

- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.
- supporting and promoting an open and positive safeguarding culture and ethos in school so that child/ren's wishes and feelings are considered when determining what action to take and what services to provide.
- all Team Members feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- they liaise with the Responsible Individual, before taking any action and on an ongoing basis, where an allegation is made against a Team Member, agency worker, or volunteer.

At Greenfields, the Designated Safeguarding Person (DSP) is Rhys Redman and the Deputy DSP is Sarah Hale. The DSP holds lead responsibility for safeguarding and child protection, including online safety.

## **2.2 The Designated Safeguarding Person(s)**

### **2.2.1 The Designated Safeguarding Person(s) will ensure that:**

- they hold ultimate responsibility for safeguarding and child protection (including online safety) in the school and is a member of the Senior Leadership Team.
- acts as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- encourages a culture of listening to children and taking account of their wishes and feelings.
- is appropriately trained and attends annual updates to keep informed about safeguarding policies and procedures.
- will refer a child to the Local Authority Safeguarding Team
- if there are concerns about possible abuse and act as a focal point for Team Members to discuss concerns.
- will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral.
- will ensure that all such records are kept confidential, stored securely and are separate from child records, until the child's 25th birthday.
- will attend case conferences, core group meetings and other multi-agency meetings, contribute to assessments and provide a report where required which has been shared with all professionals supporting the child.
- will ensure that any child currently with a child protection plan who is absent in the educational setting without explanation is referred to their

social worker.

- will ensure that all Team Members sign to say that they have read, understood, and agree to work within the school's child protection and safeguarding policy, therapeutic approach policy, Colleague code of conduct and ensure that policies are appropriately implemented.
- will ensure that the name of the designated members of the team for child protection, the DSP, and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- will communicate monthly safeguarding themes (memo) to all Team Members, reflecting on hot topics or information obtained through monthly reviews.
- conduct a monthly Team Member meeting to review themes and provide scenarios that test knowledge and procedures.

### 2.3 All Team Members

All Team Members will ensure that:

- will be alert to indicators of abuse, neglect and exploitation. (Appendix 1)
- must be familiar with the name and role of the DSP, the local authority contact number, and the Designated Safeguarding Officer.
- have access to and comply with the Wales Safeguarding Procedures understand that 'Safeguarding is everyone's responsibility' and therefore it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information, and taking prompt action.
- know how to respond to a child who makes a disclosure (Appendix 2)
- will refer any safeguarding or child protection concerns to the DSP or if necessary, where the child is at immediate risk directly to the Local Authority Safeguarding Team or Police.
- know that a child, Parent/Carer, relative or member of the public who expresses concerns about a child's welfare to a professional/or agency employee/volunteer must never be asked to make a self-referral to social services or the police. The professional and/or agency employee must make the referral.
- receive information about the school's safeguarding arrangements, the school's safeguarding statement, Colleague code of conduct policy, child protection and safeguarding policy, therapeutic approach policy, the role and names of the Designated Safeguarding Person and their deputy(ies), and sign to say they have read, understood, and will abide by it.
- receive safeguarding and child protection information and training, including online safety, at induction and at least annually.
- receive ongoing safeguarding and child protection training, including

online safety, in line with advice from Gwent Safeguarding (Wales Safeguarding Procedures).

- ensure that community users organising activities for children are aware of the school's Child Protection and Safeguarding policy, guidelines, and procedures.
- If a staff member disagrees with a DSP decision, they have a duty to escalate concerns to the Responsible Individual or Education Director. Professional challenge is encouraged to ensure the best outcomes for children.

## 2.4 Training

2.4.1 All Team Members receive induction training and annual refresher training from within the company for Safeguarding. We will provide training for all Team Members 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

2.4.2 In addition to this, all Team Members complete the following Safeguarding training:

- All Hwb online training Keeping Learners safe modules.
- Physical intervention
- Child Sexual Exploitation
- Female Genital Mutilation
- Prevent
- Self-harm and ligature
- Anti-bullying

A yearly whole school Safeguarding week takes place in line with Wales's Safeguarding week. During this week, the DSP liaises with local authorities to sign up to relevant, current, and topical training sessions for all Team Members to ensure that knowledge is kept up to date.

Weekly safeguarding scenarios are used during Team Member briefings to keep safeguarding practice and policy current.

2.4.3 The DSP(S) and Governance and Oversight Team and Responsible Individual complete the additional Safeguarding training:

- Gwent Safeguarding DSP training Level 1 and 2
- Safer Recruitment

2.4.4 Safeguarding is kept at the top of our school agenda through daily briefing updates, scenarios regularly discussed during Team Member meetings, policy reviews, sections on our school newsletters and by the DSP(S) delivering up to date information relevant to our Pupils.

2.4.5 All training records are kept up to date by the DSP/Head teacher in Team Member files. Records are also kept on our training record system for oversight purposes.

## **2.5 Safer Recruitment**

2.5 Greenfields School follows Welsh Government guidance on Safer Recruitment to ensure all staff and volunteers are suitable to work with children.

This includes:

- Enhanced DBS checks for all staff and volunteers prior to appointment.
  - Verification of identity, qualifications, and employment history.
  - At least two references, including the most recent employer.
  - Safer recruitment training for all staff involved in hiring.
  - Maintaining a Single Central Record of all checks.
- Recruitment procedures are detailed in the Recruitment and Selection Policy.

## **3. Procedure**

### **3.1 Reporting Concerns**

3.1.1 We will follow the Wales Safeguarding Procedures that have been endorsed by Safeguarding Children Boards.

3.1.2 If a Team Member notices any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should pass these concerns to the DSP immediately. They may also discuss their concerns in person with the DSP, but the details of the concern should be additionally recorded in writing.

3.1.3 In these circumstances Team Members will try to give the child the opportunity to talk. It is fine for a Team Member to ask the child if they are okay or if they can help in any way. Following an initial conversation with the child, if the member of the team remains concerned, they should discuss their concerns with the DSP and put them in writing.

3.1.4 If the child does begin to reveal that they are being harmed, the Team Member should follow the advice below regarding a child making a disclosure.

3.1.5 If the concern raised is about the Headteacher or Designated Safeguarding Person, this must be reported to the Responsible Individual. If the concern involves the Responsible Individual, report to the Director of education.

3.1.6 If you have concerns that the issue has not been resolved internally, you can contact the local authority child protection team for guidance and advice.

3.1.7 If there is an allegation against a Director of Education, then this must be communicated to the Local Authority's Designated Officer.

## 3.2 Child disclosures

3.2.1 We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty, or scared, their abuser may have threatened that something will happen if they tell (speak out), they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

3.2.2 A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

3.2.3 When a child is making a disclosure aim to follow these three points:

- Demonstrate that you are listening to a child who is disclosing.
- Reassure and show empathy to them.
- Put the child in charge of the conversation.

3.2.4 Additionally, TED is a useful acronym to remember.

T- Tell me

E – Explain

D – Describe

3.2.5 If a child talks to any Team Member about any risks to their safety or wellbeing, the Team Member will let the child know that they will have to pass the information on – Team Members are not allowed to keep secrets.

3.2.6 The Team Member should write up their conversation as soon as possible, using the Cause for concern form if the system is not available to them or on BehaviourWatch, in the child's own words. Team members should make this a matter of priority. The record should be signed and dated of on a form, the Team Member's name should be printed, and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSP of done on a Cause for concern form. If so then the DSP will complete the second part of the Cause for Concern form and act accordingly. The DSP will add the form to the individual Pupil records which are stored securely in a locked cupboard.

3.2.7 If a person has knowledge, concerns, or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to social services or the police, who have statutory duties and powers to make enquiries and intervene when necessary.

### **3.3 Staff concerns, whistleblowing and professional challenge**

Staff can report concerns (concern, doubt, or worry that a member of staff or volunteer may have acted in a way that conflicts with the standards and values of your organisation) to the DSP/Headteacher without delay. Anonymous reporting is available via the Whistleblowing route. We protect whistleblowers and expect professional challenge where safeguarding decisions are disputed; where unresolved, staff must escalate to the Responsible Individual, Education Director or LADO.

### **3.4 Notifying Parents/Carers**

3.4.1 The school will normally seek to discuss any concerns about a child with their Parents/Carers. This must be handled sensitively and normally the DSP will make contact with the parent in the event of a concern, suspicion, or disclosure.

3.4.2 However, if the school believes that notifying Parents/Carers could increase the risk to the child or exacerbate the problem, advice will first be sought from the Responsible Individual, Education Director or LADO.

### **3.5 Support**

3.5.1 We recognise that children who are at risk, suffer abuse or experience violence may be deeply affected by this. Greenfields may be the only stable, secure, and predictable element in the lives of children at risk. Nevertheless, when they are with us their behaviours may challenge or they may be withdrawn.

3.5.2 We will endeavour to support the learner through:

- the content of the curriculum to encourage self-esteem and self-motivation.
- promote a positive, supportive, safe, and secure environment.
- through our therapeutic approach policy all Team Members adopt a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth.
- to ensure that the child knows that some behaviours are not acceptable but that they are valued and not to be blamed for any abuse which has occurred.
- liaison with other therapies and external agencies who support the child such as local authority officers – for example the educational psychology service, behaviour support services, music therapist etc.
- keeping records and notifying the local authority as soon as there is a recurrence of a concern. When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform social services.

### **3.6 Confidentiality**

3.6.1 All Team Members understand that child protection issues warrant a

high level of confidentiality, not only out of respect for the child and Team Members involved but also to ensure that information being released into the public domain does not compromise evidence.

3.5.2 School Team Members should be proactive in sharing as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority.

3.6.3 Team members should only discuss concerns with the DSP (Headteacher), Deputy DSP or The Responsible Individual (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. Child protection information will be stored and handled in line with the Data Protection Act 2018.

#### 3.6.4 Record-Keeping and Information Sharing

- All safeguarding records include a clear chronology of concerns.
- Records are stored securely and transferred using encrypted methods when sharing with other agencies.
- Information is shared on a 'need-to-know' basis in compliance with GDPR and the Data Protection Act 2018.
- Retention: Records are kept until the child's 25th birthday.

### 3.7 Whistleblowing

3.7.1 If anyone has a concern regarding the head teacher or the DSP's these are to be reported 'up and out' to the Proprietor, in the first instance and then onto Local Authority Safeguarding Team if it is felt necessary to do so. (Contact details are in Appendix 2)

3.7.2 Greenfields School encourages reporting of a Low-Level Concerns on in line with Welsh Government guidance. All staff must report any concern about a colleague's conduct, even if it does not meet the threshold for an allegation. These concerns are recorded and reviewed by the Headteacher/DSP and escalated if necessary.

### 3.8 Antibullying

3.8.1 Our approach and procedures around anti-bullying is set out in our Anti-bullying policy. This is reviewed annually alongside Team Members and children.

### 3.9 Physical Intervention

3.9.1 We have a separate policy for our approach to Physical Intervention (Restrictive Practices) which is reviewed annually.

### 3.10 Children with Additional Learning Needs

3.10.1 We recognise that statistically children with additional learning needs are most at risk of abuse. Team members 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.

3.10.2 We understand the barriers they may face (around communication) and where appropriate we provide any additional safeguards needed to protect them. This includes getting to know our children and building secure relationships as well as ensuring they have the resources available to them to communicate using their preferred method.

### **3.11 Radicalisation and Extremism**

3.11.1 The Prevent Duty for England and Wales (2023) under section 26 of the Counterterrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

3.11.2 The school does this by:

- providing a safe environment for children to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology.
- identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism.
- ensuring all Team Members receive appropriate training and have the knowledge and confidence to identify children at risk of being drawn into terrorism and extremism and challenge extremist ideas.
- ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering.

### **3.12 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

3.12.1 Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Any concerns that a child is being or is at risk of being sexually or criminally exploited should be passed without delay to the DSP. Greenfields are aware there is a clear link between regular school absence/truanting, CSE and CCE. Team member should consider a child to be at potential CSE/CCE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

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

3.13.1 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers (or other Team

Members) to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

3.13.2 If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher (or other Team Members) observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher (or other Team Members) should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

3.13.3 School Team Members are trained to be aware of risk indicators of FGM and where there is a risk to life or likelihood of serious immediate harm the teacher (or other Team Member) should report the case immediately to the police, including dialling 999 if appropriate. There are no circumstances in which a teacher or other Team Members should examine a girl.

### **3.14 Online Safety**

3.14.1 Greenfields recognise that in a modern learning environment, use of the internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child's safety will remain the priority of the school. We promote the safe and positive use of technology among our children and support this through our curriculum.

3.14.2 All Team Members are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children under appropriate supervision.

3.14.3 If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Head teacher (DSP) or DDSP should be informed immediately.

3.13.4 We recognise the potential Safeguarding concerns that the online world presents to Pupils and have an additional Online Safety policy which references and addresses Welsh Government Guidance regarding specific issues such as 'Sharing nudes and semi-nudes.'

3.14.5 Our approach and procedures around online safety is also set out in our Company Online Safety and Acceptable use policies. Further information regarding our procedures for keeping learners safe online can be found within the policy. A range of resources are drawn upon to self-assess our online safety and to ensure we are up to date with changes. The Wales Safeguarding Procedures on Safeguarding children from online abuse contains further information to support good practice.

### **3.15 Allegations against Team Members**

3.15.1 All school Team Members should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Guidance about conduct and safe practice, including safe use of mobile phones by Team Members and volunteers is given at induction. This is also set out for all visitors.

3.15.2 We understand that a child may make an allegation against a Team Member, or a Team Member may have concerns about another Team Member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the Team Member receiving the allegation or aware of the information, will immediately inform the DSP.

3.15.3 The DSP on all such occasions will discuss the content of the allegation with the Responsible Individual, Education Director or LADO.

3.15.4 If the allegation made to a Team Member concerns the DSP the person receiving the allegation will immediately inform the Responsible Individual, who will consult the LADO as above, without notifying the DSP first.

3.15.5 The Responsible Individual will, as a minimum, be trained via the Keeping learners' safe online modules (Hwb), in addition to mandatory training.

3.15.6 Suspension of the Team Member, excluding the DSP, against whom an allegation has been made, needs careful consideration, and the DSP will seek the advice of the Responsible Individual and LADO in making this decision. In the event of an allegation against the DSP, the decision to suspend will be made by the Director of Education with advice as above.

3.15.7 Allegations regarding the proprietor of our school will be referred to the Education Director or LADO.

3.15.8 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

3.15.9 Team members, parents and the Governance and Oversight Team are reminded that publication of material that may lead to the identification of a teacher (or other Team Member) who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

### **3.16 Monitoring and Review**

3.16.1 Our safeguarding policy will be reviewed annually and audited using the Welsh Government Audit Tool (Appendix 3). This tool has been developed with input from Estyn and when used effectively meets the requirements expected by Estyn during inspection. Outcomes from the Safeguarding Audit Tool and Estyn self-evaluation feed directly into the School Improvement Plan. Actions identified are monitored termly and reported to governance.

### **3.17 Legislative Framework**

3.17.1 The following safeguarding legislation and guidance has been considered when drafting this policy:

- Wales Safeguarding Procedures 2019
- Well-being of future generations Wales Act 2015
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child (UNCRC)
- Keeping Learners Safe, Welsh Government 2022
- Social Services and Wellbeing Act Wales 2014
- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)

### 3.18 Linked Policies

3.18.1 This policy should be read in conjunction with the following policies:

- Attendance
- Anti-bullying
- Online Safety
- Acceptable Use of Technology and Social Media
- Therapeutic Approach
- Personal Care
- Anti-radicalisation
- Recruitment and selection
- Confidentiality
- Colleague code of conduct
- Whistleblowing and Making Protected Disclosures
- CLA (LAC)
- Additional Learning Needs (ALN)
- Child Sexual Exploitation
- Education visit coordination
- Low Level concerns

### 3.19 Safeguarding Arrangements for Children Unable to Attend School in Person

Greenfields School recognises that some children may be unable to attend school in person due to illness, medical needs, or other exceptional circumstances. In such cases, the school remains committed to safeguarding these learners and ensuring their continued wellbeing.

Arrangements include:

- Regular welfare check-ins via phone, video call, or email.

- Liaison with parents/carers and external professionals.
- Monitoring of attendance and engagement with remote learning.
- Ensuring pupils know how to access support and report concerns remotely.

Any concerns arising during these interactions are recorded and referred to the Designated Safeguarding Person (DSP) in line with the school's safeguarding procedures. Where appropriate, the school will work with health services, social care, and other agencies to ensure a coordinated approach to supporting the child.

### 3.20 Response to Serious Violence and Criminal Exploitation

Greenfields School is committed to recognising and responding to serious violence, youth crime, and criminal exploitation, including county lines activity. This is in line with guidance from the Home Office's *Preventing youth violence and gang involvement* and *Criminal exploitation of children and vulnerable adults: county lines guidance*.

Staff are trained to identify signs of serious violence and exploitation, including:

- Sudden changes in behaviour or peer groups.
- Unexplained absences or possessions.
- Associations with older individuals or unfamiliar adults.

The school works closely with safeguarding partners, including police, social care, and youth services, to share information and coordinate responses. Early intervention and prevention are prioritised through:

- Curriculum content promoting safe choices and resilience.
- Therapeutic approaches to support emotional regulation.
- Targeted interventions for at-risk pupils.

Concerns are referred immediately to the DSP and managed in accordance with Wales Safeguarding Procedures.

### 3.21 Governance and Oversight

The Responsible Individual and Proprietor receive termly safeguarding reports from the DSP. These include:

- Number and nature of safeguarding concerns.
- Training compliance data.
- Outcomes from the Safeguarding Audit Tool.

Safeguarding is a standing item on governance meeting agendas.

Governors/proprietors challenge and monitor safeguarding arrangements to ensure compliance with Estyn expectations.

## 4. Appendix 1 – Recognising signs of abuse

### 4.1 Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

### 4.2 Signs of Abuse in Children:

#### 4.2.1 The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-needing behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression and/or anxiousness
- Age-inappropriate sexual behaviour
- Child Sexual Exploitation
- Criminality
- Substance abuse
- Mental health problems
- Poor attendance

### 4.3 Risk Indicators

#### 4.3.1 The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)

#### 4.3.2 In an abusive relationship the child may:

- Appear frightened of the parent/s.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

#### 4.3.3 The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.

4.3.4 Team members should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### 4.4 Recognising Physical Abuse

#### 4.4.1 The following are often regarded as indicators of concern:

##### 1.1.1 An explanation which is inconsistent with an injury

- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The Parents/Carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries.

### 4.5 Bruising

4.5.1 Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.

- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g., belt marks, handprints, or a hairbrush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

#### **4.6 Bite Marks**

4.6.1 Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

4.6.2 A medical opinion should be sought where there is any doubt over the origin of the bite.

#### **4.7 Burns and Scalds**

4.7.1 It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

#### **4.8 Fractures**

4.8.1 Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

4.8.2 There are grounds for concern if:

- The history provided is vague, non-existent, or inconsistent with the fracture type.
- There are associated old fractures.

- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.
- Scars
- A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

#### **4.9 Recognising Emotional Abuse**

4.9.1 Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

4.9.2 The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and Parent/Carer e.g., anxious, indiscriminate
- Aggressive behaviour towards others
- Scapegoated within the family.
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others.

#### **4.10 Recognising Signs of Sexual Abuse**

4.10.1 Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

4.10.2 Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Continual and inappropriate or excessive masturbation

- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g., for sports events (but this may be related to cultural norms or physical difficulties)

4.10.3 Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia, or clothing.

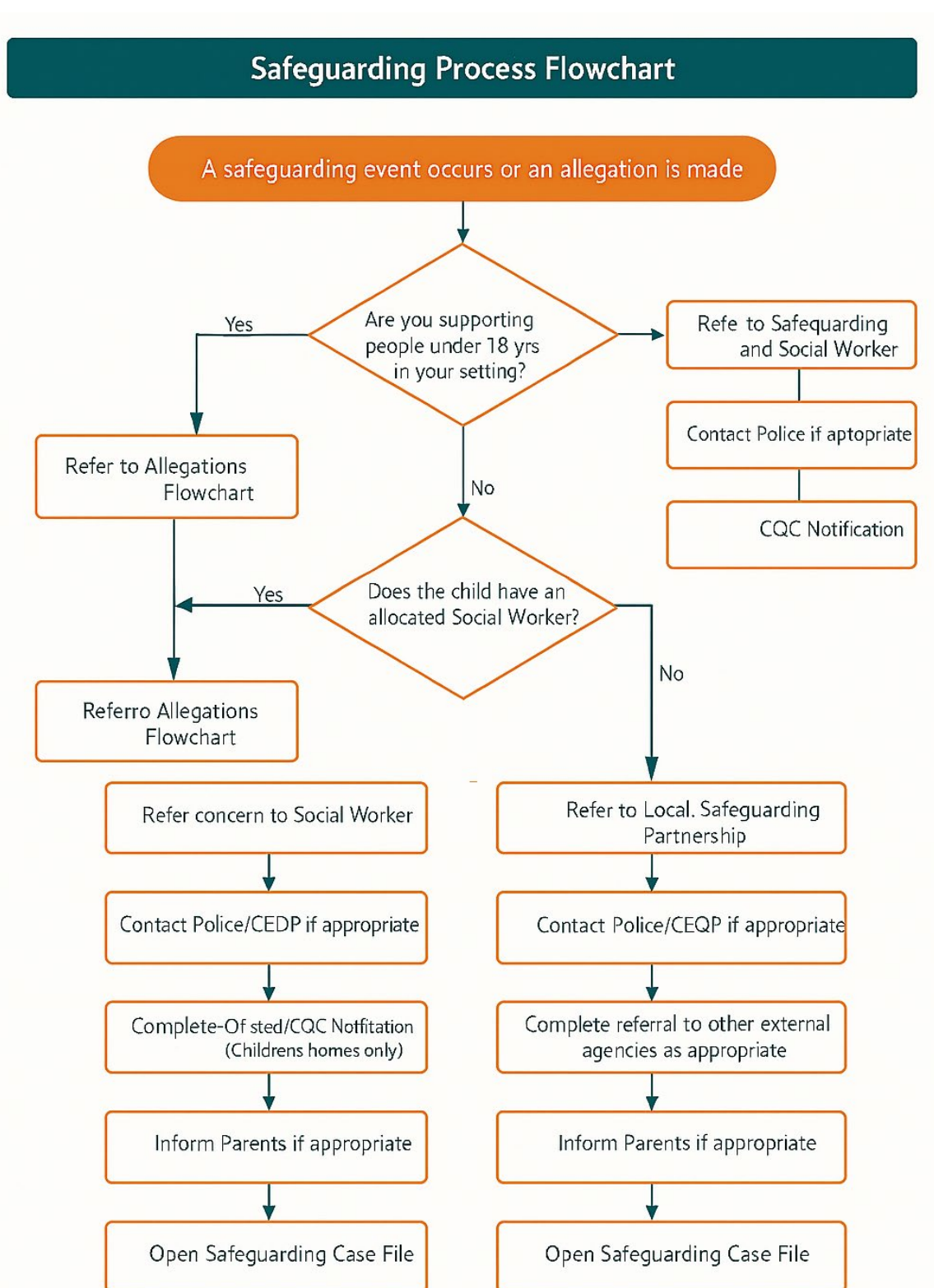
#### 4.11 Recognising Neglect

4.11.1 Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g., adequate food, clothes, warmth, hygiene, and medical care.
- A child seen to be listless, apathetic, and irresponsible with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive period

|                     |              |              |                                |
|---------------------|--------------|--------------|--------------------------------|
| <b>Headteacher:</b> | Craig Thomas | <b>Date:</b> | 1 <sup>st</sup> September 2026 |
| <b>Proprietor:</b>  | Rob McConomy | <b>Date:</b> | 1 <sup>st</sup> September 2026 |

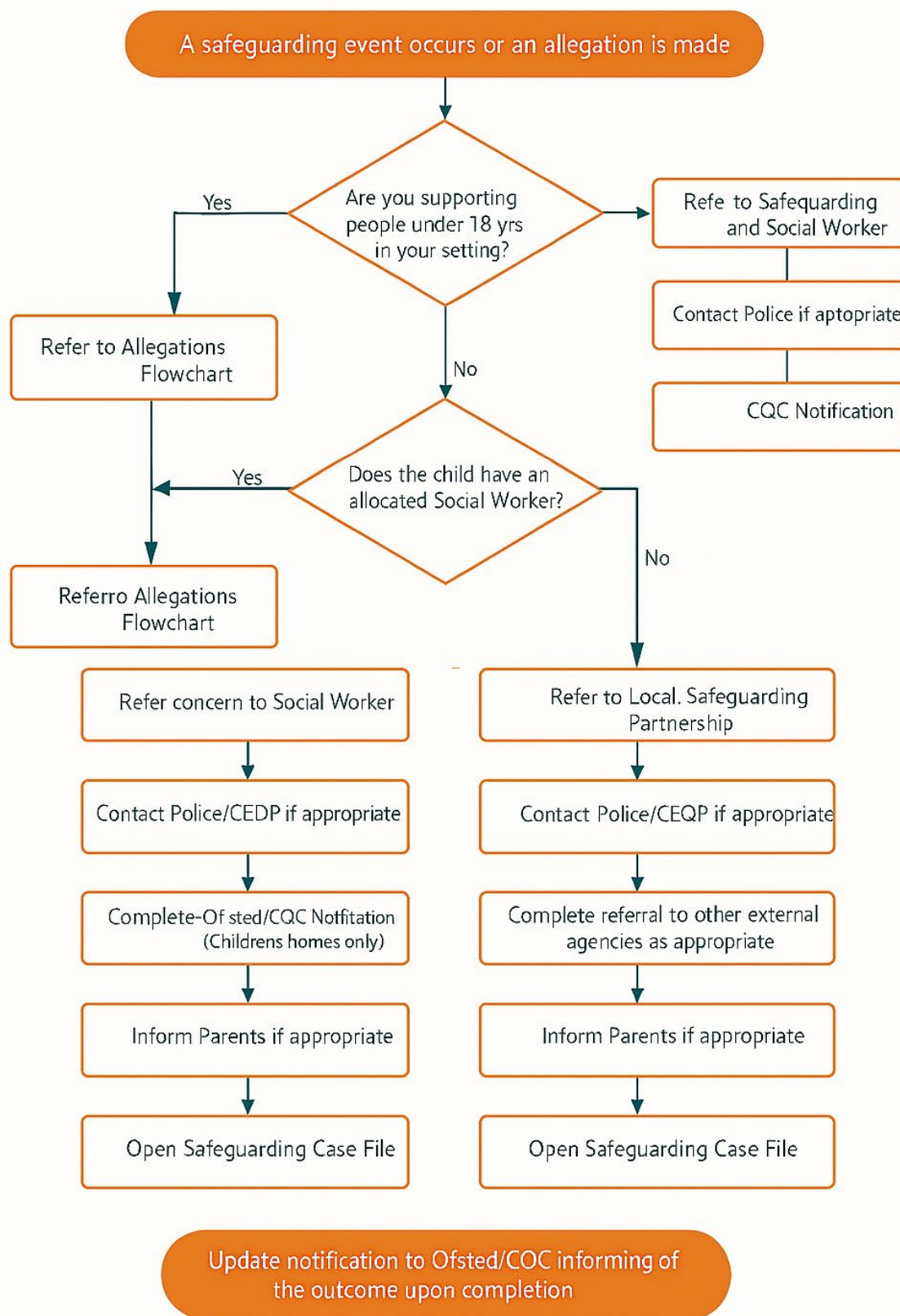
## 5. Appendix 2 – Safeguarding Flowchart



**In all cases:**

- o Contact Police/CEOP if appropriate
- o Inform Parents/Carers if appropriate
- o Open a Safeguarding Case File
- o Notify CIW if applicable
- o Update records with outcomes and actions taken

## Safeguarding Process Flowchart



## 6. Appendix 3 – Safeguarding Audit tool

|                                                                             |                            |                                   |                                 |
|-----------------------------------------------------------------------------|----------------------------|-----------------------------------|---------------------------------|
| <b>Section 1</b>                                                            | <b>Red (action needed)</b> | <b>Amber (some action needed)</b> | <b>Green (no action needed)</b> |
| How safe does the education setting feel?                                   |                            |                                   |                                 |
| <b>Section 2</b>                                                            | <b>Red (action needed)</b> | <b>Amber (some action needed)</b> | <b>Green (no action needed)</b> |
| How effectively do you communicate safeguarding issues and policies?        |                            |                                   |                                 |
| <b>Section 3</b>                                                            | <b>Red (action needed)</b> | <b>Amber (some action needed)</b> | <b>Green (no action needed)</b> |
| How effective is your approach to safeguarding?                             |                            |                                   |                                 |
| <b>Section 4</b>                                                            | <b>Red (action needed)</b> | <b>Amber (some action needed)</b> | <b>Green (no action needed)</b> |
| How robust are your safeguarding practices?                                 |                            |                                   |                                 |
| <b>Section 5</b>                                                            | <b>Red (action needed)</b> | <b>Amber (some action needed)</b> | <b>Green (no action needed)</b> |
| How effectively are you working with others to safeguard children/learners? |                            |                                   |                                 |
| <b>Actions summary</b>                                                      | <b>Priority 1</b>          | <b>Priority 2</b>                 | <b>Priority 3</b>               |
| Section 1: Making the education setting safe                                |                            |                                   |                                 |
| Section 2: Improving how we communicate in relation to safeguarding         |                            |                                   |                                 |
| Section 3: Developing our approach to safeguarding                          |                            |                                   |                                 |
| Section 4: Working better to safeguard learners                             |                            |                                   |                                 |
| Section 5: Working better with others                                       |                            |                                   |                                 |

|                                     |                            |                                   |                                 |
|-------------------------------------|----------------------------|-----------------------------------|---------------------------------|
| <b>Section 1</b>                    | <b>Red (action needed)</b> | <b>Amber (some action needed)</b> | <b>Green (no action needed)</b> |
| How safe does the education setting |                            |                                   |                                 |

| <b>feel?</b>                                                                                                                   |                                          |                                                 |                                           |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------|-------------------------------------------|
|                                                                                                                                | <b>No – action required in this area</b> | <b>We need more evidence to answer question</b> | <b>Yes – as shown by evidence we have</b> |
| <b>Do learners feel safe in the education setting?</b>                                                                         |                                          |                                                 |                                           |
| <b>Are you effective in listening to and acting upon learners' safety concerns?</b>                                            |                                          |                                                 |                                           |
| <b>Do parents/carers have confidence about safety in this education setting?</b>                                               |                                          |                                                 |                                           |
| <b>Are there site security measures, including secure entry and exit points that help you feel safe?</b>                       |                                          |                                                 |                                           |
| <b>Are there good measures in place to ensure effective safeguarding for extracurricular activities or off-site provision?</b> |                                          |                                                 |                                           |
| <b>Are the identities of all visitors checked, and do they sign in and out?</b>                                                |                                          |                                                 |                                           |
| <b>Are visitors made aware of your commitment to safeguarding?</b>                                                             |                                          |                                                 |                                           |
| <b>Actions: what needs to change?</b>                                                                                          |                                          |                                                 |                                           |

| <b>Section 2</b>                                                                     | <b>Red (action needed)</b>               | <b>Amber (some action needed)</b>            | <b>Green (no action needed)</b>           |
|--------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------|-------------------------------------------|
| <b>How effectively do you communicate safeguarding issues and policies?</b>          |                                          |                                              |                                           |
|                                                                                      | <b>No – action required in this area</b> | <b>Need more evidence to answer question</b> | <b>Yes – as shown by evidence we have</b> |
| <b>Is your safeguarding policy updated annually?</b>                                 |                                          |                                              |                                           |
| <b>Do you review annually how well your safeguarding policy and procedures work?</b> |                                          |                                              |                                           |

|                                                                                                                                                      |                                   |                                       |                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------------|------------------------------------|
| Has everyone (learners, parents/carers, agency staff, support staff, governors) been given information on what is in the policy?                     |                                   |                                       |                                    |
| Do the policies set out how, through teaching and pastoral support, staff can help to strengthen safeguarding and prevent abuse and neglect?         |                                   |                                       |                                    |
| Is safeguarding treated as a priority issue in the senior management team?                                                                           |                                   |                                       |                                    |
| Is safeguarding a regular item in staff meetings?                                                                                                    |                                   |                                       |                                    |
| Is safeguarding a regular item in learner council meetings?                                                                                          |                                   |                                       |                                    |
| Is safeguarding covered regularly in your newsletter?                                                                                                |                                   |                                       |                                    |
| Are you confident that everyone recognises the child protection and safeguarding responsibilities placed upon them by <i>Keeping learners safe</i> ? |                                   |                                       |                                    |
| Are safeguarding policies and practices easily accessible and explained on your website in a user-friendly way?                                      |                                   |                                       |                                    |
| Actions: what needs to change?                                                                                                                       |                                   |                                       |                                    |
| <b>Section 3</b>                                                                                                                                     | <b>Red (action needed)</b>        | <b>Amber (some action needed)</b>     | <b>Green (no action needed)</b>    |
| How effective is your approach to safeguarding?                                                                                                      |                                   |                                       |                                    |
|                                                                                                                                                      | No – action required in this area | Need more evidence to answer question | Yes – as shown by evidence we have |
| Are you confident that you are effectively identifying, recording and acting on safeguarding concerns?                                               |                                   |                                       |                                    |
| Are you satisfied with the level of pastoral and additional support available to learners, including any who are at particular risk or               |                                   |                                       |                                    |

|                                                                                                                                                                                                                 |                            |                                   |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------|---------------------------------|
| <b>vulnerable?</b>                                                                                                                                                                                              |                            |                                   |                                 |
| <b>Are you confident that enough support is provided to learners who have experienced abuse, neglect or other kinds of harm?</b>                                                                                |                            |                                   |                                 |
| <b>Do all staff know about the procedures for reporting absences or exclusions of learners who are looked after, on the child register or who could be at risk?</b>                                             |                            |                                   |                                 |
| <b>Are you satisfied that the curriculum provides learners with sufficient information about safeguarding?</b>                                                                                                  |                            |                                   |                                 |
| <b>Do you have an anti-bullying policy that is in line with the statutory Rights, Respect, Equality guidance (see <a href="http://gov.wales/school-bullying">gov.wales/school-bullying</a>)?</b>                |                            |                                   |                                 |
| <b>Do you have policies that address how to deal with the range of issues learners may be faced with?</b>                                                                                                       |                            |                                   |                                 |
| <b>Do you have a policy on the use of photography and video recording? Are permissions collected from parents/carers and adhered to, and are images used and stored in accordance with safeguarding advice?</b> |                            |                                   |                                 |
| <b>Are safeguarding issues embedded into policies and practices that support attendance and behaviour?</b>                                                                                                      |                            |                                   |                                 |
| <b>Are you confident about your processes for addressing abuse, prejudice, discrimination and harassment?</b>                                                                                                   |                            |                                   |                                 |
| <b>Are you confident that your approach to physical intervention and restraint is appropriate? Is this reflected in your behaviour policy or a separate school policy?</b>                                      |                            |                                   |                                 |
| <b>Actions: what needs to change?</b>                                                                                                                                                                           |                            |                                   |                                 |
| <b>Section 4</b>                                                                                                                                                                                                | <b>Red (action needed)</b> | <b>Amber (some action needed)</b> | <b>Green (no action needed)</b> |
| <b>How robust are your safeguarding</b>                                                                                                                                                                         |                            |                                   |                                 |

| <b>practices?</b>                                                                                                                                                                                                                                                                                                                           |                                          |                                              |                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------|-------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                             | <b>No – action required in this area</b> | <b>Need more evidence to answer question</b> | <b>Yes – as shown by evidence we have</b> |
| <b>Is there a DSP and a deputy responsible for safeguarding?</b>                                                                                                                                                                                                                                                                            |                                          |                                              |                                           |
| <b>Do staff/learners/parents/carers and outside agencies know who these people are (e.g. are they named on your website?)</b>                                                                                                                                                                                                               |                                          |                                              |                                           |
| <b>Are you confident that all learner's voices are heard?</b>                                                                                                                                                                                                                                                                               |                                          |                                              |                                           |
| <b>Are all staff clear about what to do if a child protection disclosure is made and how it must be reported, recorded and monitored?</b>                                                                                                                                                                                                   |                                          |                                              |                                           |
| <b>Would all staff know what to do if a concern was raised about a colleague, including about the headteacher/principal?</b>                                                                                                                                                                                                                |                                          |                                              |                                           |
| <b>Have all staff and volunteers had child protection and safeguarding training to help them identify signs of abuse? Do they know how to report concerns about abuse, whether it is in the learning setting, in the home or in other education settings? Is this regularly refreshed with suitable training, in line with your policy?</b> |                                          |                                              |                                           |
| <b>Have the DSP and relevant governor(s) had recent safeguarding training that is relevant to their role?</b>                                                                                                                                                                                                                               |                                          |                                              |                                           |
| <b>Are sufficient arrangements made for staff and volunteers absent during training?</b>                                                                                                                                                                                                                                                    |                                          |                                              |                                           |
| <b>Are temporary, peripatetic and agency staff made aware of the education setting's safeguarding/child protection procedures?</b>                                                                                                                                                                                                          |                                          |                                              |                                           |
| <b>Is there a central register that records the safeguarding training that all staff have undertaken, including an assessment of effectiveness and impact with appropriate updates?</b>                                                                                                                                                     |                                          |                                              |                                           |

|                                                                                                                                             |                                   |                                       |                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------------|------------------------------------|
| Are safeguarding concerns shared securely with the DSP?                                                                                     |                                   |                                       |                                    |
| Are records stored securely with controlled access that protects confidentiality?                                                           |                                   |                                       |                                    |
| How well do staff understand their roles and responsibilities in keeping referrals confidential?                                            |                                   |                                       |                                    |
| Are all staff clear about how to discuss a safeguarding concern or issue with a learner?                                                    |                                   |                                       |                                    |
| Do all staff (including temporary staff and unsupervised volunteers) have DBS checks, and are these updated as required by your policy?     |                                   |                                       |                                    |
| Is there a record that all staff appointed after 2002 have a Criminal Records Bureau (CRB)/DBS check and at the appropriate level?          |                                   |                                       |                                    |
| Are you confident that governors have sufficient knowledge to question and challenge safeguarding provision in the school?                  |                                   |                                       |                                    |
| <ul style="list-style-type: none"> <li>Actions: what need to change?</li> </ul>                                                             |                                   |                                       |                                    |
| <b>Section 5</b>                                                                                                                            | <b>Red (action needed)</b>        | <b>Amber (some action needed)</b>     | <b>Green (no action needed)</b>    |
| How effectively are you working with others to safeguard children/learners?                                                                 |                                   |                                       |                                    |
|                                                                                                                                             | No – action required in this area | Need more evidence to answer question | Yes – as shown by evidence we have |
| Do you inform parents/carers and learners of the support available within your education setting and via other services or community links? |                                   |                                       |                                    |
| Have parents/carers and learners been informed of the education setting's need to share information with other agencies if necessary?       |                                   |                                       |                                    |
| Do you work with outside agencies to develop learners' awareness of                                                                         |                                   |                                       |                                    |

|                                                                                                                                    |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| <b>safeguarding issues?</b>                                                                                                        |  |  |  |
| <b>Have relevant staff had training on working with other agencies in line with your policy?</b>                                   |  |  |  |
| <b>Are you confident that your education setting works effectively with other agencies in regard to child protection concerns?</b> |  |  |  |
| <b>Actions: what needs to change?</b>                                                                                              |  |  |  |

## 7. Appendix 4- Additional Resources

- 5.1.1 Keeping Learners Safe  
<https://www.gov.wales/sites/default/files/publications/2022-04/220401-keeping-learners-safe.pdf>
- 5.1.2 .1.2 All Wales Practice Guide on Safeguarding children from online abuse:
- 5.1.3 <https://www.safeguarding.wales/chi/c6/c6.p6.html>
- 5.1.4 NSPCC: <http://www.nspcc.org.uk/>
- 5.1.5 Childline: <http://www.childline.org.uk/pages/home.aspx>
- 5.1.6 Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- 5.1.7 Beat Bullying: <http://www.beatbullying.org/>
- 5.1.8 Childnet International making the internet a great and safe place for children. Includes resources for professionals and parents:  
<http://www.childnet.com/>
- 5.1.9 Thinkuknow (includes resources for professionals and parents):  
<https://www.thinkuknow.co.uk/>
- 5.1.10 Safer Internet Centre: <http://www.saferinternet.org.uk/>
- 5.1.11 SWGfL Online safety toolkit: [https://swgfl.org.uk/products/360-degree-safe/?gclid=CjwKCAjw-sqKBhBjEiwAVaQ9ax\\_Q8Xf487Ny22xeCdZBkGqAXW4MrUAqgmQ\\_jC-qQa-FZhdoY4Zo1BoCcMsQAvD\\_BwE](https://swgfl.org.uk/products/360-degree-safe/?gclid=CjwKCAjw-sqKBhBjEiwAVaQ9ax_Q8Xf487Ny22xeCdZBkGqAXW4MrUAqgmQ_jC-qQa-FZhdoY4Zo1BoCcMsQAvD_BwE)

## 8. Appendix 5 – Display Posters

**Safeguarding is  
EVERYONE'S  
responsibility**



**Greenfields**  
Pathway to a brighter future



*Are you concerned?*  
*If you are worried about something you have seen or heard, let us know...*

**Our Designated Safeguarding Person is  
Craig Thomas**  
*Headteacher*  
[craig.thomas@caretech-uk.com](mailto:craig.thomas@caretech-uk.com)  
01633 259019/07823 402439



**Our Deputy Designated Safeguarding Person is  
Sarah Hale**  
*Expressive Arts Teacher*  
[sarah.hale@caretech-uk.com](mailto:sarah.hale@caretech-uk.com)  
01633 259019



If you have concerns about either of the members of staff above,  
please contact Rob McConomy (Responsible Individual): 07827  
302334 Whistleblowing contact number: 0800 086 9128



You can also report directly through [www.gwentsafeguarding.org.uk](http://www.gwentsafeguarding.org.uk)  
or the LADO at [mike.portlock@Newport.gov.uk](mailto:mike.portlock@Newport.gov.uk) or 0800 328 4432