

# Ysgol Gynradd Llandeilo Primary School

## Safeguarding & Child Protection Policy

**Safeguarding is what we do to prevent harm, while Child protection is the way in which we respond to harm (procedures, involvement of outside agencies)**



We have the Right to be heard – Article 12

We have the Right to be safe - Article 19

We have the Right to meet with friends & join groups - Article 25

We have the Right to an education - Article 28

The Governing Body formally adopted this policy on: 22nd May 2025

Review Date: Summer 2026

Central Referral Team-

01554 742322

[CRTChildren@carmarthenshire.gov.uk](mailto:CRTChildren@carmarthenshire.gov.uk)

Out of Hours- 0300 333 2222.



Success with a Smile

Llwyddiant gyda Gwên

## Ein Gweledigaeth Our Vision



We pride ourselves on putting all pupils and staff at the heart of Inquiry based learning at Llandeilo Primary School. We encourage everyone to become thinkers who:

- Let inspiration and curiosity lead their learning,
- Make connections between their thinking, understanding and skills,
- Take action to make meaningful changes with the local community and wider world,
- Are influential in developing all aspects of school life
- Begin to understand how health & nutrition impact on learner assets

It is a place where Healthy relationships support everyone to regulate emotions and feelings, create an environment of safety, connection and compassion at all times.

Real life experiences develop all learners to become Ambitious Capable Learners, Healthy Confident Individuals, Enterprising Contributors, and Ethical Informed Citizens to become the best that they can be and seek the best in others.

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## Our Values

Trust

Our values  
Empathy and compassion



Our values  
Collaboration



Our values  
Resilience



Our values  
Acceptance and respect



Empathy is understanding how someone feels and what they are going through. Compassion is understanding the feeling and wanting to help.

Collaboration is about working with others to achieve a shared goal.

Resilience is adapting to challenging experiences and recovering quickly from any difficulties.

Acceptance is taking someone or something as they are. Respect is the due regard for the feelings, wishes or rights of others and objects and not expecting them to change.

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## The Designated Senior Person(s) for child protection in this school are: -

In absence of the below safeguarding officers, please contact Mrs. S Miller at [MillerS59@HwbCymru.net](mailto:MillerS59@HwbCymru.net) who has received Designated Safeguarding Persons training.

			
Mrs. K Towns Headteacher <a href="mailto:TownsK5@HwbCymru.net">TownsK5@HwbCymru.net</a>	Mr. M Butcher Assistant Headteacher <a href="mailto:ButcherM20@HwbCymru.net">ButcherM20@HwbCymru.net</a>	Mrs. R James Business Manager <a href="mailto:Admin@llandeilo.ysgolccc.cymru">Admin@llandeilo.ysgolccc.cymru</a>	Dr. Catharine Bleasdale Chair of Governors <a href="mailto:Catharine.work@gmail.com">Catharine.work@gmail.com</a>

**Success with a Smile**  **Llwyddiant gyda Gwêf**

## **Our Key Message:**

### ***“It takes a village to raise a child”***

At Llandeilo Primary, this shared responsibility is reflected not only in who supports children, but in how that support is coordinated, consistent and protective. Safeguarding is strengthened when adults work together with a shared understanding of children’s needs, clear communication routes and agreed ways of acting when concerns arise. This includes strong partnerships between home and school, close collaboration with health and safeguarding professionals, and the active involvement of governors and community services in keeping children safe.

At Llandeilo Primary, this shared responsibility extends beyond the school gates and includes a wide network of professionals who contribute to children’s safety, wellbeing and development. The “village” includes parents and carers, teachers and support staff, health visitors, the school nurse, sports coaches, therapists and other health and wellbeing professionals, as well as community partners and local authority services. Each plays a vital role in supporting children directly or in strengthening families’ capacity to care for them.

Safeguarding is strengthened when this network works together with a shared understanding of children’s needs, clear communication routes and agreed responses when concerns arise. Through effective information sharing, multi-agency working and early intervention, the school helps ensure that children receive the right support at the right time.

The village also includes the everyday adults and environments children experience in school such as office staff who notice changes in behaviour, lunchtime supervisors who observe peer interactions, coaches who model safe physical practice and positive relationships, and leaders who ensure that robust safeguarding systems are in place.

Calm, predictable spaces, trauma-informed responses and consistent routines help children feel safe, regulated and ready to learn. It includes calm, predictable spaces that reduce cognitive overload, trauma-informed responses that prioritise regulation and connection, and routines that help children feel secure.

By working collectively in this way, safeguarding is not reliant on one individual or one service, but is woven through relationships, environments, curriculum and leadership. This shared approach enables children to feel safe and heard and reassures families that they are supported by a connected and responsive community around their child.

# Safeguarding at Llandeilo Primary School

*Safeguarding is not a single policy or system. It is a whole-school responsibility that runs through teaching and learning, wellbeing and care, and leadership and improvement.*

## **Teaching and Learning**

*How safeguarding supports learning, curriculum and pupil voice*

- Curriculum design and provision
- Health and Wellbeing Area of Learning
- Relationships and Sexuality Education (RSE)
- Online safety education and digital citizenship
- Anti-bullying education and restorative approaches
- Assemblies and whole-school safeguarding messages
- Teaching pupils how to stay safe, speak up and seek help
- Pupil voice and listening to learners
- Inclusion, diversity and equality in learning
- Supporting positive peer relationships and friendships
- Extra-curricular activities and enrichment
- Use of external visitors and agencies within learning

## **Wellbeing, Care, Support and Guidance**

*How the school keeps pupils safe, supported and well cared for*

- Child protection procedures
- Identifying, recording and responding to concerns and disclosures
- Supporting vulnerable learners and those at risk
- Nurture provision and trauma-informed practice
- ALN safeguarding and additional vulnerability
- Mental health and emotional wellbeing support
- Behaviour, relationships and peer-on-peer abuse
- Attendance and punctuality, including persistent absence
- Children missing from education
- Health and safety procedures
- First aid, medical needs and administration of medication
- Risk assessments (daily, individual and educational visits)
- Fire safety, evacuations and PEEPs
- Safe classroom and school environment design
- E-safety, cyberbullying and online behaviours
- Supporting pupils during transitions

## **Leading and Improving**

## How leaders and governors ensure safeguarding is robust and effective

- Safer recruitment and selection
- Staff conduct and professional boundaries
- Staff induction, training and safeguarding CPD
- Safeguarding adults and staff wellbeing
- Whistleblowing and low-level concerns
- Managing allegations against staff and volunteers
- Abuse of position of trust
- Governance oversight and safeguarding accountability
- Policies, procedures and review cycles
- Information sharing, confidentiality and GDPR
- Record keeping, chronologies and safeguarding systems
- Transfer of safeguarding information between schools
- Operation Encompass / Operation Endeavour
- Attendance systems and escalation processes
- Site security and supervision arrangements
- Visitors, volunteers and contractors
- School visits, residential and sporting activities
- Complaints and concerns from parents/carers
- Partnerships with parents, carers and external agencies
- Monitoring, evaluation and continuous improvement

## Introduction

At Ysgol Gynradd Llandeilo, we recognise that safeguarding is a collective responsibility and that every adult has a role in creating a safe, calm and supportive environment for children. We are mindful that children may carry unseen experiences and emotions, and we respond with compassion, curiosity and care, ensuring that children are listened to and supported at the earliest opportunity.

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 (Now called Early help hub/Team) 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.

## 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 attitudes to the responsibilities of adult life, particularly regarding 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

## **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.

- Recognise the role of the DSP and arrange support and training:

DSP Training

VAWDA

PREVENT

Trauma and Relationships

Team Teach Level 1 & 2

### **Ensure every member of staff and every governor knows:**

- the name of the DSP and their role, the local authority points of contact and the designated governor for safeguarding
- 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 <https://ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice/the-code> 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/college/education setting and staff for safeguarding and child protection by setting out its obligations in the school brochure

### **Provide training for all staff so that they:**

New staff are required to complete online safeguarding training prior to starting at the school. This includes, volunteers, teachers, TA's

- 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
- adhere to the procedures set out in the Welsh Government Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies

[https://www.gov.wales/sites/default/files/publications/2020-02/discriminatory-and-dismissal-procedures-for-school-staff\\_0.pdf](https://www.gov.wales/sites/default/files/publications/2020-02/discriminatory-and-dismissal-procedures-for-school-staff_0.pdf)

- ensure that recruitment and selection procedures are made in accordance with Welsh Government's *Keeping learners' safe guidance*
- designate a governor for safeguarding who will oversee the school's/college's child protection policy and practice.

## **SUPPORTING THOSE AT RISK**

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

Ysgol Gynradd Llandeilo 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 Relationship policy, which is aimed at supporting all pupils in the school. All staff will agree on a consistent Trauma informed 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 has 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 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.**

**Within the school's Relationship policy is Anti Bullying**

**Physical intervention can also be found in our Relationship policy.** However, we also refer to the Carmarthenshire Local Authority Guidance Policy for Restrictive Practices and Positive Handling in School and Educational Settings, that includes the safe use of 'Time In' Areas as Safe Spaces in Schools. (which is consistent with the Welsh Government's guidance Safe and effective intervention can be found in a separate document)

## **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.

## **DEALING WITH DISCLOSURES 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”(Early Years Hub)

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 Mr Neil Paton and Safeguarding Governor Mrs Cath Bleasdale. The Safeguarding Governor will then contact The Central Referral Team to discuss the next steps in accordance with local arrangements. If the Chair of Governors and Safeguarding Governors is unavailable, the member of staff can seek advice from The Central referral Team with a member of the SLT for support.

### **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 setting'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 leaves, we will transfer information to the new provider immediately and inform social services.

## **OPERATION ENCOMPASS/OPERATION ENDEAVOUR**

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.

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 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

## **Use of physical intervention**

Our policy on physical intervention is set out in (a separate document) 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.

### **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.

### **Safeguarding Adults within the School Community**

While this policy is written primarily with pupils in mind, Llandeilo Primary School recognises that safeguarding also extends to adults working within, visiting or supporting the school. We are committed to creating a safe, respectful and professional environment for all adults, including staff, volunteers, governors, contractors and visitors. Clear systems are in place to support adults to work safely and confidently, including safer recruitment, induction, training, professional conduct guidance and whistleblowing procedures. The school promotes a culture of openness and shared responsibility, where adults feel supported to raise concerns about their own wellbeing or the conduct of others, without fear of detriment. By safeguarding adults effectively, the school strengthens its capacity to safeguard pupils and maintain a calm, safe and trusting school community.

	NAME	SIGNATURE	DATE
HEADTEACHER	Mrs K Towns	KTowns	
DSP's Headteacher Assistant Head Business Manager ALNco	Mrs K TOWNS Mr M Butcher Mrs R James Mrs S Miller	KTowns	22/5/25
CHAIR OF GOVERNOR 2025	Mrs C Bleasdale		
CHAIR OF GOVERNOR 2026	Mr Neil Pattern		12/1/26
Our school will annually review the policy and is committed to following any new guidance received from Carmarthenshire County Council or Welsh Government.			
<b>Review Date:</b> - May 2026			

