

Castle Park Primary School

Church Rd, Caldicot NP26 4HN

Safeguarding - Child Protection Policy

Reviewed September 2026
Approved by Governing Body October 2026

MONMOUTHSHIRE COUNTY COUNCIL
MODEL SAFEGUARDING POLICY FOR SCHOOLS/EDUCATION SETTINGS

Safeguarding Policy for Castle Park Primary School

Introduction

1.1 **Castle Park Primary School** fully recognises the contribution it makes to safeguarding adults and children at risk.

There are three main elements to our policy:-

a. Prevention through the culture, teaching and pastoral support offered to learners;

b. Procedures for identifying and reporting cases, or suspected cases, of abuse – because of our day-to-day contact with children our staff are well placed to observe the outward signs of abuse

c. Support to learners who may have experienced abuse or harm.

1.2 This policy applies to all staff and volunteers working in **Castle Park Primary School** and Governors. Teaching assistants, mid-day supervisors, caretakers, secretaries, volunteers as well as teachers can be the first point of disclosure for a child. This first point of contact is an important part of the safeguarding process and it is essential that all staff, volunteers and Governors are aware of and implement the procedures as noted in this policy.

Prevention

2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to safeguard learners at **Castle Park Primary School.**

Trauma Informed Schools (TIS) approaches continue to be embedded across MCC. TIS reflects the relational model of understanding children/ young people presenting with behaviours of concern and focuses on raising the awareness and capacity of adults supporting vulnerable pupils.

We will therefore:-

a. Establish and maintain an ethos where learners feel secure, are encouraged to talk, share their concerns and are listened to;

b. Create a school environment where all learners feel seen, heard, and are able to develop a sense of their Cynefin, regardless of their background;

c. Ensure that learners know that all staff and volunteers in this setting can be approached if they are worried or in difficulty;

d. Include in the curriculum, activities and opportunities for relationships and sexuality education to increase learners' understanding of and participation in healthy, safe, and fulfilling relationships, to be able to recognise abusive or unhealthy relationships and seek help and support;

e. Include in the curriculum material that will help learners develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;

f. Develop an anti-racist curriculum, through the lens of diversity and Cynefin that enables learners to develop a strong sense of their own identity and wellbeing, as well as that of others in the local community, Wales and the wider world.

g. Build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate;

h. Include in the ethos of the setting that people have the right to be safe from abuse and to know who they can turn to for help;

i. Take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families. Framework on embedding a whole-school approach to emotional and mental wellbeing | GOV.WALES

Procedures

3.1 At **Castle Park Primary School** we will follow the Wales Safeguarding Procedures, and other guidance and protocols that have been endorsed and agreed by the Gwent Safeguarding Board (GSB).

3.2 The school/setting will: -

a. Ensure it has a named DSP for safeguarding who has undertaken the appropriate training in line with agreed national and local requirements. This school/college/education setting will also nominate a named deputy who will be the central contact at times when the DSP is absent/not on site.

b. Recognise the role of the DSP and arrange for support to be available to them

c. Ensure that the DSP can access an appropriate level of safeguarding training

d. Ensure that all members of staff, including permanent, part time and adult volunteers (and school governors/management boards) know:-

- the name of the DSP (and those who deputise) and their role, the local authority point 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 or Deputy DSP is unavailable
- That the DSP and deputy will seek advice from the Lead Officer for Safeguarding in Education and/or Social Services Duty Team if necessary when a referral/safeguarding report is being considered; if in doubt a referral/safeguarding report must be sent.

e. Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a learner who may disclose abuse or neglect or racist incidents.

f. 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 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

g. Ensure that parents/carers have an understanding of the responsibility placed on the school/college/education setting and staff for safeguarding and child protection by setting out its obligations in the school handbook.

h. Provide training for all staff so that they:-

i) Understand their personal responsibility;
ii) Are cognisant of agreed local procedures
and their duty to respond

iii) Understand the need to be vigilant in identifying suspected cases of abuse and neglect;
iv) Know how to support a child who discloses abuse, neglect or racism;
v) Understand the role online behaviours may have in each of the above

i. Notify the local authority's Children's 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)

j. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding children and adults at risk including attendance at child protection conferences, core groups and subsequent meetings and support these with the submission of written reports.

k. Keep written records of concerns about children (individual learner files - noting date, event and action taken), even where there is no need to immediately refer the matter to agencies responsible for formal investigation.

l. Ensure that all records and files are kept secure and in locked locations. The DSP is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the DSP to ensure that any transfer of records is conducted sensitively and securely.

m. Adhere to the procedures set out in the Welsh Government's Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies

n. Ensure that recruitment and selection procedures are made in accordance with Welsh Government's Keeping learners safe guidance, national and local guidance. The school/setting will seek advice and guidance from the appropriate Human Resources on recruitment and selection.

o. Designate a governor for safeguarding who will oversee the school's safeguarding policy and practice.
This governor will feed back to the Governing body on safeguarding matters as and when required but will be required to write an annual report to the governing body on the school's safeguarding activities.

P. Ensure that Red Robins staff who are regularly accessing the school site have a DBS and that all visitors without DBS are escorted when inside the school premises.

Supporting children at risk

4.1 At **Castle Park Primary School** we recognise that those who are at risk, suffer abuse or witness violence are often affected in adverse ways, some may be deeply affected by this. We consider that racism in education should be treated as a safeguarding issue.

This school/college/education setting may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school/college/education setting their behaviour may be challenging/ concerning and the learner could internalise (i.e. be withdrawn) or externalise (i.e. be defiant for example) as a means of communicating their distress, experiences, emotions. The school will endeavour to support the learner through:

- the content of the curriculum to encourage self-esteem and self-motivation
- the school/college ethos which: – promotes a positive, supportive and secure environment – gives learners a sense of being valued (see section on Prevention)
    - Ensuring that there is an emotionally available adult (EAA) for the learner.
    - the school's/college's/education setting's behaviour / relationships policy, which is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach that focuses on understanding and supporting the learner and their experiences, to help them to develop more appropriate ways of communicating their distress/ behaviour. These approaches should focus on maintaining the individual's sense of self-worth. The school/college/education setting 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 (EPS), Education Support Team (EST) 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.

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

4.2 At **Castle Park Primary School** we will endeavour to be patient and supportive to those at risk of harm or abuse.

Prevent Duties

In March 2015, the Counter Terrorism and Security Act received Royal Assent. The Act includes how we need to work together to prevent people from being drawn into terrorism.

Where we become aware of information involving identification of potential instances of extremism and radicalisation, we will refer to Adult/Children's Services in the same way as for all safeguarding concerns, as well as considering a Prevent referral.

Preventing and challenging bullying

Our policy on the prevention of and challenging bullying is set out in our Anti Bullying Policy and Behaviour and Relationships Policy and is reviewed by the governing body.

There are a range of Welsh Government guidance documents which underpin our approach.

Rights, respect, equality: guidance for parents and carers
Guidance to help parents and carers deal with bullying.

Rights, respect, equality: guidance for schools
Guidance to help schools deal with bullying.

Rights, respect, equality: guidance for local authorities
Guidance to help local authorities deal with bullying.

Rights, respect, equality: guide for young people
Guidance to help young people deal with bullying.

Rights, respect, equality: guide for children
Guidance to help children deal with bullying.

Bullying: posters for children and young people
An update on the revised statutory anti-bullying guidance.

Bullying at school: guidance for parents and carers
What to do if your child is being bullied.

Physical intervention and support

Our policy on physical intervention is set out in [a separate document] and is reviewed by the governing body, and is consistent with the Welsh Government's guidance Safe and effective intervention – use of reasonable force and searching for weapons.

Children with additional learning needs

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

Operation Encompass

Operation Encompass was launched across Monmouthshire schools on 4th March 2019 as part of a Gwent wide initiative to address limitations in the early sharing of information between Police and schools. Its aim is to safeguard children and young people who are affected by domestic abuse, by ensuring that appropriate services are made aware of an incident at the earliest possible opportunity.

This school fully supports Operation Encompass the purpose of which is to safeguard and support those children and young people who have witnessed and/or been present at the time of a domestic abuse incident.

Following such an incident taking place, children will often arrive at school distressed and unprepared. Operation Encompass aims to ensure that appropriate school staff are made aware at the earliest possible stage in order to provide relevant and tailored support to children and young people in a way that means that they feel safe and included.

All information will be managed sensitively, and only staff who need to be made aware will know about the concern.

Physical punishment of children

Since 21 March 2022 all physical punishment of children is illegal in Wales. Children now have the same protection from assault as adults.
Any concerns for children around physical punishment will be managed as per our legal duty to report safeguarding concerns.

Information, advice and support is available for anyone who needs it, to help them find positive ways to manage children's behaviour and to help avoid such a situation ever happening. **Information for parents** **Parenting. Give it time** offers positive parenting practical hints, tips and expert advice to encourage good behaviour from children and alternatives to physical punishment.

Their **parenting support page** offers links to further support and helplines.
Universal parenting support and advice is provided by midwives, health visitors, GPs and your local authority.

Early help programmes such as **Flying Start** (if you live in a Flying Start area) and **Families First** can also offer advice and support.

Anti-Racism

We recognise and acknowledge that eradicating racism and discrimination in our learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of our school community. We have moral and legal duty under the Public Sector Equality Duty of the Equality Act 2010 to:

- eliminate unlawful discrimination, harassment and victimisation;
- advancing equal opportunities between people who have a protected characteristic and those who do not; and
- fostering good relations between people who have a protected characteristic and those who do not.

Information for all staff/volunteers

5.1 What to do if a learner tells you they have been abused or harmed or experienced racism.

A learner may confide in any member of staff/volunteer. Staff to whom an allegation is made should remember:-

- Yours is a listening role, do not interrupt the learner when they are freely recalling events. Limit any questions to clarifying your understanding of what they are saying. Any questions should be framed in an open manner so not to lead them;
- You must report orally to the **Designated Safeguarding Person (DSP) or their Deputy** in their absence immediately to inform them of what has been disclosed. In the unlikelihood of both being absent seek out the most senior person in the setting/service;
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the DSP. The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record the learner's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed and as it records the initial disclosure from the person it is an important one in the safeguarding process.

  Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;

- Do not give undertakings of absolute confidentiality. (See note following this section for more details) You will need to express this in age/understanding related ways to the learner as soon as appropriately possible during the disclosure. This may result in the learner 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have a shared a concern with you to the DSP. Often what is initially shared can the tip of an iceberg;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting the person, contributing to an assessment or supporting safeguarding plans. You can ask the designated person for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know basis, but whatever is shared is strictly confidential and not for general discussion with others.

If an allegation of abuse is made against a member of staff/volunteer this must be reported to the DSP.
Where an allegation is against a member of staff it will be reported to Children's/Adult Services in the same way as for all allegations of abuse.
If an allegation is made against the Headteacher, you must report this to the Chair of Governors, and advice must be sought from the Lead Officer for Safeguarding in Education or Children's Services if they cannot be reached.
The Head teacher and DSP if not the Headteacher will have read and fully understood the Safeguarding children in education: handling allegations of abuse against teachers and other staff

Confidentiality

6.1 A learner may only feel confident to confide in a member of staff/volunteer if they feel that the information will not be divulged to anyone else. However we all have a responsibility to share relevant information about safeguarding children and adults with the designated statutory agencies when a person is experiencing harm or abuse.

It is important that each member of staff/volunteer deals with this sensitively and explains to the learner that they must inform the appropriate people who can help them, but they will only tell those who need to know in order to be able to help. Staff should reassure the learner and tell them that their situation will not be common knowledge within the school (i.e. not discussed with other staff) Staff/volunteers need to be aware that it may well have taken significant courage on the part of the learner to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Training

The school/setting will be cognisant of national and local training requirements and guidance, which will include GSB guidance, advice and training opportunities.

7.1 The school/setting will ensure that the Designated Safeguarding Person (DSP) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development. The designated deputy will be initially supported by the designated person and consideration for joint opportunities for training with the DSP will be given.

7.2 All staff/ volunteers will be regularly updated during the year as appropriate from the designated lead but will complete the relevant safeguarding training in accordance with the National safeguarding training, learning and… | Social Care Wales.

The Designated Safeguarding Lead at this setting is:-
Mrs Harriet Wadsworth (Headteacher)

The Deputy Designated Safeguarding Lead/s at this setting is/are:-
Mrs Heather Quittelier (Deputy Headteacher)

There is an additional Deputy Designated Safeguarding Lead for Apple Tree Class (SRB) is:
Mrs Jayne Whittington (Lead Teacher for SRB)

The Lead Officer for Safeguarding in Education for Monmouthshire County Council is:-
Philippa Swithinbank
(01291) 426499
philippaswithinbank@monmouthshire.gov.uk

Monmouthshire Children's Services can be contacted as follows:-

Phone: 01291 635669

Out of hours telephone number: 0800 328 4432

Monmouthshire Adult Services can be contacted as follows:-

Phone: 01873 735492

Out of hours telephone number: 0800 328 4432

In an emergency, please call 999 to report a vulnerable adult at risk

- Monday – Friday 9am to 5pm we operate a duty service in each locality.
- If you are reporting an adult at risk who lives in South Monmouthshire, you can speak to someone on telephone number 01291 635666.
- If you are reporting an adult at risk who lives in Abergavenny area, you can speak to someone on telephone number 01873 735885.
- If you are reporting an adult at risk who lives in Monmouth area, you can speak to someone on telephone number 01600 775100.
- Outside of office hours you can contact the Adult Services Emergency Duty Team on 0800 3284432.

This policy was updated on 1st September 2026 **and is reviewed annually**.