Safeguarding & Child Protection Policy November 2026

Annotation Key for this Document
ASG – Mr A Gardner, Assistant Headteacher

Review date: November 2027

INTRODUCTION

Our school fully recognises the contribution it makes to safeguarding and child protection.

There are three main elements to our policy:

1. Prevention through the teaching and pastoral support offered to pupils
2. Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our day-to-day contact with children school staff are well placed to observe the outward signs of abuse
3. Support to those pupils who may have been abused.

This policy applies to all staff and volunteers working in the school and its governors. It is recognised by this school that all staff that come in to contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process and it is essential that all staff are aware of and implement the school's procedures as noted in this policy.

PREVENTION

This school recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children at our school.

The school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, share their concerns and will be listened to
- Ensure that children know that all adults in the school can be approached if they are worried or concerned about matters that concern them or their siblings or friends.
- Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and
- Include in the curriculum, material which 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 enusre 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

At Caerleon Comprehensive School we will follow the Wales Safeguarding Procedures for Children and Adults at risk of abuse and neglect (2019). We are also compliant with the Local Authority's overarching corporate "Safeguarding People" suite of safeguarding documents and other guidance and protocols that have been endorsed and agreed by the Safeguarding Board.

The school will:

1. Ensure it has a designated senior person (DSP) and deputy for child protection, who have undertaken the appropriate training.
2. Recognise the role of the designated senior person (DSP) and arrange support and training. The school will look to the Safeguarding Board and the council's Education Safeguarding Officer for guidance and support in assisting the school's designated senior person
3. Ensure that all members of staff, including permanent, part time, adult volunteers and governors know
   - The name of the DSP and their role, the deputy DSP; the local authority point of contact and the designated governor for safeguarding
   - That they have an individual responsibility for reporting children at risk and child protection concerns to social services or the police, within timescales agreed with the Regional Safeguarding Board (by following the school's agreed procedures)
   - How to take forward those concerns when the DSP in unavailable
4. 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
5. Ensure that safer recruitment practices are in place, following NCC guidance
6. Ensure that members of staff who are EWC registrants are aware of the *Code of Professional Conduct and Practice for registrants with the Education Workforce Council* (see www.ewc.wales/site/index.php/en/fitness-to-practise/code-ofprofessional-conduct-and-practice-pdf.html) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content.
7. 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 on the school website.
8. Provide training for all staff so that they:
   - Understand their personal responsibility
   - Know the agreed local procedures and their duty to respond. **All staff have been trained in the use of Edukey Safeguarding module and will record all concerns here. This will trigger an email to the safeguarding team**
   - 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
9. 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 protection register of more than two days' duration from school (or one day following a weekend)
10. 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 conference
11. Keep written records of concerns about children (noting the date, event and action taken) even when there is no need to refer the matter to the local authority immediately

12. Ensure all records are kept secure and in locked locations
13. Adhere to the procedures set out in the Welsh Government's *Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies* (see gov.wales/disciplinary-and-dismissal-procedures-school-staff) ensure that recruitment and selction procedures are made in accordance with Welsh Government's *Keeping learners safe guidance*
14. Designate a governor for safeguarding who will oversee the school's child protection policy and practice.

SUPPORTING THOSE AT RISK

At Caerleon Comprehensive School we recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this.

School may be the only stable, secure, and predictable element in the lives of children at risk. Nevertheless, when at school, their behaviour may be challenging, or they may be withdrawn. At this school we will 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 and
  Gives pupils a sense of being valued
- The school's Conduct Policy which is aimed at supporting vulnerable pupils in the school. All staff will agree a consistent approach which focuses on the behavioural outcome of the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that each individual is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and Advocacy Services; and
- Keeping records and notifying the local authority if there is a recurrence of a concern.

When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately (using the procedure outlined in appendix D, Safeguarding File – Transfer of Records). The DSP will be central to this process and if not already done, will inform Children's Services of the move.

CONDUCT POLICY

Our policy on Conduct has been set out in a separate policy-Conduct Policy.
This policy is reviewed triennially by Governors and can be located on our school website.

ANTI-BULLYING

Our policy on Anti-Bullying has been set out in a separate policy-Anti-Bullying Policy.
This policy is reviewed triennially by Governors and can be located on our school website.

PHYSICAL INTERVENTION

Our policy on physical intervention has been set out in a separate policy; Use of Reasonable Force Policy.
It is reviewed triennially by the governing body and is consistent with the Welsh Government guidance on Safe and Effective intervention – use of reasonable force and searching weapons for 097/2013. This policy can be located on the school's T drive.

ON-LINE SAFETY

The school's policy on On-Line Safety has been set out in a separate policy-On-line Safety Policy.
This policy is reviewed annually by Governors and can be located on our school website.

CHILDREN WITH ADDITIONAL LEARNING NEEDS (ALN)

This school recognises that statistically children and young people with behavioural difficulties and disabilites are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilites, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on Additional Learning Needs has been set out in a separate policy-Additional Educational Needs Policy.

This policy is reviewed annually by Governors and can be located on our school website.

CHILDREN WHO ENTER THE LOOKED AFTER SYSTEM

This school recognises that children who enter the Looked after System are often the most vulnerable and needy. The school's policy for Looked After Children can be located in school. Advice and guidance can be sought from the Local Authority's Looked After Children's Education Coordinators.

OPERATION ENCOMPASS

Operation Encompass is a police and education early information sharing partnership, enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with the school's safeguarding lead prior to the start of the next school day after officers have attended a domestic abuse incident. This enables appropriate support to be put in place, dependent upon the needs and wishes of the child.

Children experiencing domestic abuse are negatively impacted by this exposure; domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling immediate support for the child.

TRANSFER OF RECORDS

Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of child protection records through the use of the Safeguarding File – Transfer of records proforma (See Appendix C).

TRAINING

The school will ensure that the designated senior person and deputy 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.

All staff will receive annual safeguarding reminders at the start of each academic year, and appropriate training, as per the Local Authority Safeguarding Training Matrix, is recommended that the governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more specific training.

COMMUNITY COHESION-PREVENTING EXTREMISM

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

- Providing a safe environment for pupils to talk 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
- Knowing how to complete a Channel referral and how to seek support for the child/young person
- Ensuring all staff receive appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideas, as well as an understanding of local risks and vulnerabilities

- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering
- Following the school's safeguarding procedures when any concerns about a child or young person who is at risk of radicalisation are reported.
- When any concerns about a child or young person who is at risk of radicalisation are reported or identified, a Prevent referral will be completed and sent to the Connected Communities Manager. Advice can be sought from the Education Safeguarding team or the Safeguarding Hub regarding the most appropriate referral route. Where immediate risk of harm is identified, then either the police or Children's Services should be contacted.

CHILDREN MISSING FROM EDUCATION

The school will follow the local authority guidance where there are concerns that a child is missing from education and cannot be located. The school's EWO will be contacted when there are concerns that a child is missing from education.

MANDATORY REPORTING OF FGM

The school is aware of its duty to report known cases of FGM to the police (section 74 of the Serious Crime Act 2015). Where staff suspect FGM may have been carried out or think a girl may be at risk then the school will follow existing safeguarding procedures in these cases.

KEY GUIDANCE FOR STAFF

A. ***What to do if a child tells you they have been abused by staff or any adult working with children?***
If an allegation of abuse is made against a member of staff or any adult working with children, this must be reported to the Head Teacher without delay. If the concern is about the HeadTeacher this must be reported to the Chair of Governors. If in doubt you can contact the Council's Education Safeguarding Officer for guidance and advice or the Children's Services Duty and Assessment Team (see contact details below)

B. ***What to do if a child tells you they have been abused by someone other than a member of staff?***
A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:
   - Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child
   - **You have a duty to report safeguarding concerns to the school's Designated Safeguarding Person (DSP) straight away (or in their absence, a member of the Safeguarding Team), to inform them of what has been disclosed. In the unlikelihood of both being absent seek out the most senior person in school**
   - Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's 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 child'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 is the initial contact, an important one in the child protection 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 related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have a shared concern with you to the DSP. Often what is initially shared is the tip of an iceberg;
   - That a child may be waiting for a case to go to criminal court, may have to give evidence or may be awaiting care proceedings.

- The decision as to whether to report the concern to Children's Services rests with the DSP. You may have a future role in terms of supporting or monitoring the child, contributing to an assessment, or implementing a care and support plan. You can ask the DSP for an update on any referrals, 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, but whatever is shared is strictly confidential and not for sharing with others.

C. ***If you have safeguarding concerns about a child but there is no direct disclosure of abuse***
All safeguarding concerns must be passed on to the DSP who can advise on any action/support needed. Actions may include:
- talking to the child about your concerns (all questions should be open questions) and offering support
- talking to parents/carers about your concerns
- offering school-based support/independent counselling
- seeking consent for a referral to early intervention services (Families First)
- making a multi-agency referral to Children's Services.

CONFIDENTIALITY

Our school and staff are fully aware of confidentiality issues if a child divulges that they are being or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, all education staff have a professional duty to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.
It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school. Be aware that it may well have taken significant courage on the part of the child 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.

Remember the pastoral responsibility of the Education Service. Ensure that only those with a professional involvement, i.e. the DSP and Headteacher, have access to child protection records. At all other times, they should be kept securely locked and separate from the child's main file.

The Designation Safeguarding Person at this school is:
Mr A Gardner
The Deputy Designated Safeguarding Person at this school is:
Mr M Evans, Mrs E Wilson, Mrs C Moses, Mr R Hunter, Mr J Dyer, Mrs G Kearney, Miss N Gibbs, Mrs R Tiupancal, Mrs T Morgan
The Designated Governor for Safeguarding at this school is:
Mr S Benevente
The Council's Education Safeguarding Officer is:
Nicola Davies
Children's Services can be contacted as follows:
Safeguarding Hub 01633 656656
The Council's Prevent Lead is
Heather Powell - Email:
Heather.Powell@newport.gov.uk

ASSOCIATED POLICIES, GUIDANCE AND ADVICE

Wellbeing & Inclusion Subcommittee
meeting November 2026

- **Wales Safeguarding Procedures for Children and Adults at risk of abuse and harm (2019)**

- Keeping Learners Safe 2020: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002

  https://gov.wales/keeping-learners-safe
- Safeguarding in Education: handling allegations of abuse against teachers and other staff
  https://gov.wales/handling-allegations-abuse-against-teachers-and-staff
- Safeguarding Allegations/Concerns About Practitioners and Those in a Position of Trust Protocol (March 2020).

  https://www.gwentsafeguarding.org.uk/Documents-en/Adults/Protocols-and-Procedures/Regional-Documents/Safeguarding-AllegationsConcerns-about-Practitioners-and- those-in-a-Position-of-Trust-Protocol.pdf
- Disciplinary and dismissal procedures for school staff

  https://gov.wales/disciplinary-and-dismissal-procedures-school-staff

- Procedures for Whistle blowing in Schools and Model policy- Welsh Assembly Government circular 036/2007

  http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf

- Peer sexual abuse, exploitation and harmful sexual behaviour: How to prevent and respond to peer sexual abuse, exploitation and harmful sexual behaviour, including digital abuse and exploitation.

  https://gov.wales/peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour

- Female genital mutilation: Letter to schools about helping to stop female genital mutilation and how to help girls at risk.
  https://gov.wales/female-genital-mutilation

- Safe and effective intervention: Use of reasonable force and searching for weapons

  https://gov.wales/safe-and-effective-intervention-guidance-schools-and-local-authorities

- Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales

  http://gov.wales/docs/dsjlg/publications/commsafety/151020-whole-education-approach-good- practice-guide-en.pdf

- Children Missing from Education WG circular 002/2017 (replaces circular 006/2010)

  http://learning.gov.wales/docs/learningwales/publications/170323-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf

- Guidance for schools on the causes of violent extremism and preventative measures

  https://gov.wales/respect-and-resilience-developing-community-cohesion

- Respect and resilience: self-assessment tool for schools'. Use this form to check you are following best practice in providing a safe learning community.

  https://gov.wales/respect-and-resilience-self- assessment-tool-schools

- Channel Guidance

  https://www.gov.uk/government/publications/channel-guidance

- Prevent Duty Guidance:

  https://www.gov.uk/government/publications/prevent-duty-guidance

OTHER RELEVANT LEGISLATION

- The Children Act 2004
- The Education Act 2002
- The Education Act 2011
- The Human Rights Act 1998
- The Data Protection Act 1998
- The Children Act 1989
- Social Services and Well-being (Wales) Act 2014

HYPERLINKS TO WEBSITES THAT HAVE IMPORTANT LINKS TO SAFEGUARDING AND IN PARTICULAR CHILD PROTECTION

- www.wales.gov.uk
- www.ewc.wales
- www.governorswales.org.uk
- www.thinkuknow.co.uk
- www.wales.gov.uk/domesticabuse
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance England_Wales_V2-Interactive.pdf

SEWSCB documents can be found on their website: www.sewsc.org.uk

APPENDIX B

Definitions of Child Abuse and Neglect

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

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child who they are looking after.

Emotional/Psychological abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by

witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual abuse
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
Financial Abuse (Children)
For children financial abuse will be less prevalent but indicators could be :

- Not meeting their needs for care and upport which are provided through direct payments or
- Complaints that personal property is missing

(Wales Safeguarding Procedures 2019)

Neglect
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.
Risk from other actual or potential harm to a child or young person may also result from:

- Criminal exploitation such as county lines (CCE)
- Child sexual exploitation
- Radicalisation
- Female genital mutilation
- Modern slavery

APPENDIX C

Transfer of pupil safeguarding records

PART 1: To be completed by sending school

- When you know that a child on the CP register (or where there are safeguarding concerns) is moving schools contact the DSP at the receiving school within 2 days of the child leaving your school to share information.
- Please ensure that the safeguarding file is passed to the Designated Senior Person at the receiving school **using a secure method of delivery** with Part 1 of this form completed. It should be marked as 'confidential for the attention of the DSP only'.
- The file should be transferred within 10 working days
- You are advised to keep a copy of this form for your own records.

Name of Child	

DOB	
Name of School sending Safeguarding file	
Address of sending school	
Date file sent	
Name of Designated Senior (DSP) for Safeguarding	
Method of delivery	
Signature	

PART 2: To be completed by receiving school

- Please complete and return this form to the DSP listed in Part 1 above.
- If you choose to return this form electronically, please ensure this is completed securely.
- You are advised to keep a copy of this form for your own reference.
- The safeguarding file should be stored securely, and away from the main pupil file.

Name of school receiving file	
Address	
Date received	
Name of Designated Senior Person (DSP) receiving file	
Is the file intact on receipt?	
Signature	

APPENDIX D

Professional Allegations/Concerns

Wellbeing & Inclusion Subcommittee
meeting November 2026

This Flowchart should be used as a brief checklist of procedure for allegations/concerns against a professional in school.

Detailed procedures are outlined in All Wales Child Protection Procedures 2008, Section 4.

Allegation/Concerns against staff

Child Protection Process

Allegations/Concerns identified in school & reported to HT (or CoG where allegation relates to Head teacher)

Detailed note made immediately of concerns & circumstances

Inform Education Safeguarding Officer/LADO without delay

Advice given by LADO regarding any further actions, including a referral to Children's Services – Duty & Assessment Team.

Inform member of staff that concerns have been reported.

(Do not give any detail at this stage.)

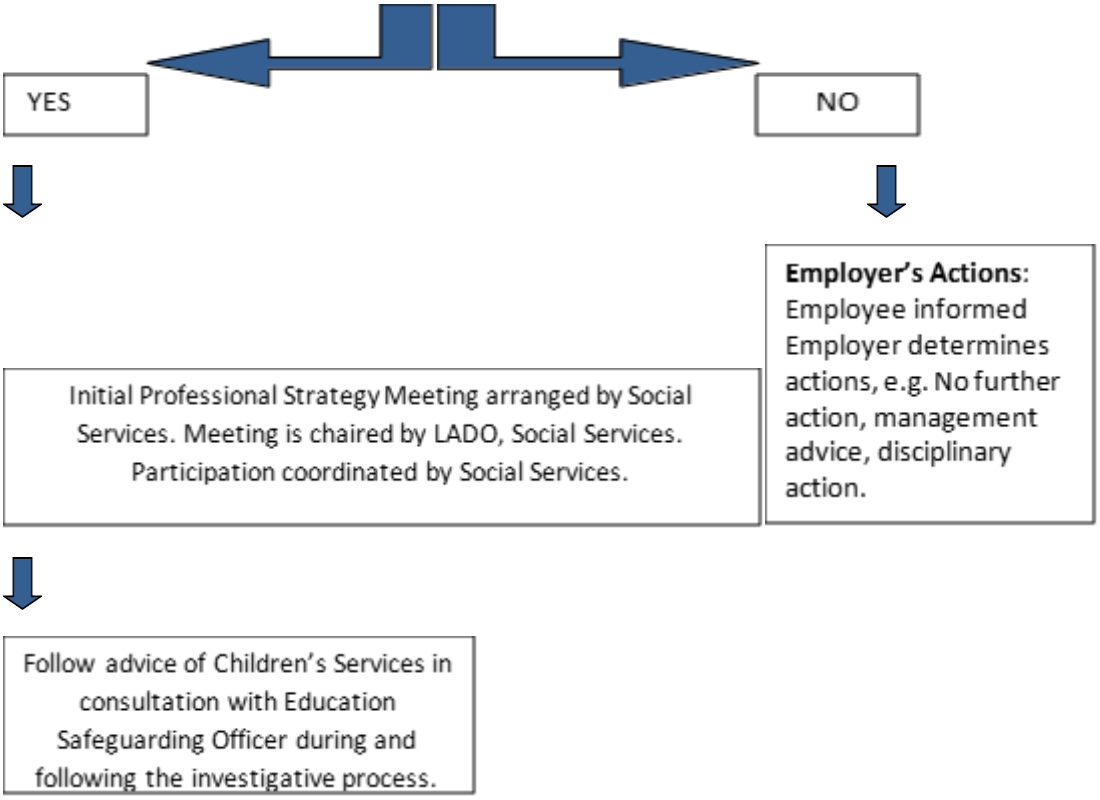
Team manager will coordinate Child protection procedures, progressing to a strategy discussion where appropriate. Decision made whether a professional strategy meeting will be convened.

Risk assessment to be completed and interim safeguarding measures implemented during investigative process.



Professional Strategy Meeting?





APPENDIX E

Policy Statement

Community Cohesion – Preventing Extremism

Our school is committed to providing a safe environment for all of our students, staff and any visitors. There is no place for extremist views of any kind in our school.

Community cohesion is the term used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. A cohesive community is where a person has a strong sense of belonging. It is safe, vibrant and able to be resilient and strong when tensions occur.

Those involved in supporting terrorism look to exploit and radicalise vulnerable people, including children and young people. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on us 'to have due regard to the need to prevent people from being drawn into terrorism'

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which spring from a variety of sources including the internet. At times students, visitors or parents may themselves reflect or display views that may be considered as discriminatory, prejudiced or extremist, including using derogatory language; this will always be challenged and where appropriate dealt with.

Education is a powerful deterrent against this and we will strive to equip young people with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way. This way our students are enriched, understand and become tolerant of difference and diversity where they can thrive, feel valued and not marginalised.

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our school.

Where such cases are identified a Multi-Agency Referral Form is to be completed and submitted to Children's Services. The Local Authority Lead Officer for PREVENT should also be contacted.

Safeguarding Channel Panel

Safeguarding and promoting the welfare of children, young people and adults is everyone's responsibility. We are committed to working with our partners to protect and support our students, and

where a Multi-Agency Referral Form leads to one of our pupils needing safeguarding, we will support the Channel programme.
Channel is a multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.
Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

REFERENCE MATERIAL

- *Respect and resilience - Developing Community Cohesion - A Common Understanding for Schools and their Communities*
  http://gov.wales/docs/dcells/publications/110209respecten.pdf

- Respect and Resilience – Developing Community Cohesion (updated January 2016, 196/2016)
  http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf

- Respect and Resilience – Developing Community Cohesion: Assessment tool
  http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf

- E-learning training on PREVENT
  https://elearning.prevent.homeoffice.gov.uk/

- Free online resource
  http://course.ncalt.com/Channel_General_Awareness

- Channel Guidance
  https://www.gov.uk/government/publications/channel-guidance

- Prevent Duty Guidance
  https://www.gov.uk/government/publications/prevent-duty-guidance

- Website
  http://educateagainsthate.com Resources for parents and teachers

- *Tackling Hate Crimes and Incidents: A Framework for Action*
  http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework-en.pdf

Maximising Potential
Sicrhewch Ragoriaeth

Caerleon Comprehensive School
Ysgol Gyfun Caerllion

OUR SAFEGUARDING TEAM



Anthony Gardner - E11

Designated safeguarding lead



Emma Wilson - A17

Deputy designated safeguarding lead



Matthew Evans - E10

Deputy designated safeguarding lead



Catherine Moses

Deputy designated safeguarding lead



Ross Hunter

Deputy designated safeguarding lead



Jake Dyer

Deputy designated safeguarding lead



Gemma Kearney

Deputy designated safeguarding lead



Natalie Gibbs

Deputy designated safeguarding lead



Rachel Tiupancal

Deputy designated safeguarding lead



Tracy Morgan

Deputy designated safeguarding lead

NSPCC 0808 800 5000 - **Childline** 0800 1111

Policies Equality Statement

At Caerleon Comprehensive School, we serve a diverse community and take account of a wide range of needs. In accordance with the Equality Act (2010), our policies and learning and teaching strategies fulfill our duty to serve people according to their needs and promote equality. In order to embed fairness in all aspects of school life, we take account of equality as we formulate, develop and update school policies and plans.

Our vision and values promote inclusivity and equality and tackle discrimination. We have high expectations for all our pupils and staff. Our equality statement is guided by core principles:

- All learners are of equal value;
- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;
- We aim to reduce and challenge barriers to equality at every opportunity.