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Agenda for meeting

Meeting Members and Agenda

School Setting

Members in attendance:

Caitlin Davies – Deputy Headteacher and ALNCo

Anna Griffiths - Year 2 Teacher and School's Designated Safeguarding Officer (DSO)

Louise Baker – Nursery Teacher and School's Health and Safety Officer (HSO)

Samantha Wilson – Family engagement officer (FEO)

Lauren Maddick – Occupational therapist

Agenda for Team Meeting 1

1. Discussing ALN procedures- Caitlin Davies (ALNCo)
2. Reviewing Safeguarding Policy and Procedures – Anna Griffiths (DSO)
3. Review of all Risk Assessments following incident – Louise Baker (HSO)
4. Discussing partnership with parents and parent engagement event – Samantha Wilson – (FEO)
5. Discussing a student progression check in and reporting feedback from a school walk through – Lauren Maddick (OT)

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Thanks Caitlin. I'll just take a few minutes to give our safeguarding update for this month and highlight a few areas we need to keep in focus as a team. Safeguarding underpins everything we do, and every adult in the building plays an essential role in keeping our pupils safe.

I want to start by reflecting on a recent incident, because it showed that our procedures work, but also reminded us of where we still need to tighten practice. A few weeks ago, a Year 2 pupil came into school with a visible bruise on their arm and a small cut on their cheek. When gently asked what had happened, the child said, "Mum's boyfriend pushed me because I was naughty." The first staff member they told was a TA, who comforted the child but didn't report it straight away, planning to come to me later. Another member of staff overheard the child repeating it and passed it on immediately. As soon as I was aware, I followed procedure by recording the child's exact words on MyConcern and making a same day referral to MASH. This went straight to a Section 47 enquiry under the Children Act 1989, and a joint investigation took place. Thankfully, the child is now on a Child Protection Plan and is safe.

This situation demonstrated something important: even experienced staff can hesitate if they're unsure whether something counts as a disclosure. But the guidance is very clear concerns must be passed on immediately, not at the end of a lesson or the end of the day (Welsh Government, 2019; Welsh Government, 2023). When I followed up with the TA, she said honestly that she didn't want to "jump the gun." We used this as a learning conversation, not a blame conversation, because reflective practice is key to maintaining a safe safeguarding culture (Laming, 2003).

This brings me onto staff confidence and training. We've arranged a Level 3 safeguarding refresher session next week for support staff, with a focus on responding to disclosures what to say, what not to say, and exactly how to record it. We're incorporating short realistic scenarios because practical rehearsal is what builds confidence. We're also including updates around online safety and neglect, which Estyn (2023) have identified as increasing areas of vulnerability across Wales.

This idea of noticing small clues links to what Munro (2011) calls professional curiosity being prepared to question explanations, notice patterns, and avoid taking things at face value. We are not investigators, but we are observers. If something feels “not quite right,” we need to pass that concern forward. Often, the little things we notice are the missing pieces needed by Social Services to build the bigger picture.

Theoretical perspectives also remind us why our role is so significant. Bowlby’s Attachment Theory (1988) highlights that consistent, trusting relationships with adults help children feel secure enough to speak up when something is wrong. Small daily interactions greeting pupils by name, noticing mood changes, being emotionally available all play into that sense of security.

We also need to acknowledge the emotional impact safeguarding work can have on staff. These situations are often heavy, especially when we know the families well or were the person the child chose to confide in. Following the findings of the Victoria Climbié Inquiry, Laming (2003) highlighted the importance of supervision and emotional support for those dealing with safeguarding regularly. With that in mind, I’ll be offering short half-termly safeguarding supervision sessions for anyone who wants space to talk through concerns or reflect. Staff can also access our Employee Assistance Programme for additional support.

Moving on to some wider safeguarding priorities at the moment:

Online safety continues to be a concern. We’ve had a couple of incidents this term involving inappropriate content being viewed at home but discussed in school. I’m updating our Acceptable Use Policy and we’ll be sending out a parent guide on online safety next week. Welsh Government’s Hwb platform continues to be a strong resource for both staff and pupils (Welsh Government/hwb, 2025).

Attendance is another area to keep an eye on. A few families have dropped below 85%, which can be an indicator of neglect or wider wellbeing issues. We’re working with the Education Welfare Officer and Team Around the Family to make early contact before concerns escalate (Welsh Government, 2019).

Pupil voice is something else we're prioritising. The School Council recently asked for clearer information on who they can talk to when they feel worried, which is excellent feedback. We'll be creating trusted adult displays in each classroom next week as part of that work.

Transition is another focus for this term, especially for Year 6 pupils and those with ALN. We're working closely with secondary colleagues to ensure safeguarding information is shared appropriately and consistently, as emphasised in Keeping Learners Safe (Welsh Government, 2023). Good transition planning can make a huge difference in preventing safeguarding concerns from re-emerging later on.

All of this aligns with the Curriculum for Wales (2022) and its emphasis on wellbeing and resilience. Safeguarding is not separate from teaching and learning it's woven through the relationships, routines, and expectations we build every day.

Finally, a reminder that safeguarding works best when it's truly multi-agency. Under the Social Services and Well-being (Wales) Act 2014, schools have a duty to collaborate, share information, and engage in early intervention. Recent work from Cardiff University's Complex Safeguarding Wales project (Cardiff University, 2025) reinforces that when agencies communicate effectively, outcomes for children are significantly improved.

To finish, I want to bring this back to culture. Safeguarding relies on three things: clarity, so everyone understands the procedure; confidence, so staff act immediately; and communication, so information moves quickly to the right people. We'll keep safeguarding as a standing item in all meetings, and we'll also do a short safeguarding quiz during the next INSET to refresh our knowledge.

Safeguarding is everyone's responsibility, and small actions matter. As Bowlby (1988) reminds us, secure relationships are protective, and we build those through everyday consistency. Please continue reporting anything that concerns you, no matter how small. It is always better to over-report than to risk missing something vital.

Thanks everyone, I'm happy to take questions or suggestions.

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