



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Estyn policy and procedures

for

safeguarding

2009



BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE



The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities (LAs);
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ LAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ the education, guidance and training elements of the Department for Work and Pensions funded training programmes.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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1 Introduction

This policy and the associated procedures and guidance provide consistent advice on dealing with potential safeguarding issues.

This policy and the associated procedures and guidance apply to:

- all staff and inspectors directly employed by Estyn;
- additional inspectors;
- peer assessors; and
- registered inspectors, team inspectors and lay inspectors.

Reporting inspectors or registered inspectors should ensure that providers of education and training are made aware of this document prior to each inspection.

2 Key principles

The key principles that underpin this safeguarding policy and guidance for children and vulnerable adults are found in the Human Rights Act 1998 and the Children Act 2004. They are explained in the documents 'Safeguarding Children: Working Together under the Children Act 2004', the 'UN Convention on the rights of the child', to which the United Kingdom is a signatory, and 'In Safe Hands: implementing Adult Protection Procedures in Wales'.

The key principles are listed below.

Children:

All children deserve the opportunity to achieve their full potential. They should be enabled to:

- be as physically and mentally healthy as possible;
- gain the maximum benefit possible from good-quality education opportunities;
- live in a safe environment and be protected from harm;
- experience emotional well-being;
- feel loved and valued, and supported by a network of reliable and affectionate relationships;
- become competent in looking after themselves and coping with everyday living;

- have a positive image of themselves and a secure sense of identity, including cultural and racial identity; and
- develop good interpersonal skills and confidence in social situations.

All staff working with children should:

- treat children's welfare with utmost importance;
- be alert to potential indicators of abuse and neglect;
- be alert to the risks which individual abusers, or potential abusers, may pose to children;
- be aware of the effects of abuse and neglect on children; and
- contribute as necessary to all stages of the safeguarding process.

Vulnerable adults

All vulnerable adult client groups are to be protected from abuse and supported in seeking treatment and redress in the event that they have been abused:

- action should be taken against those who deliberately abuse vulnerable adults and to support those who find themselves over stretched in their caring responsibilities;
- social services departments take the lead role in co-ordinating the development of local policy guidance for the protection of vulnerable adults at risk of abuse;
- agencies and organisations will work co-operatively on the identification, investigation, treatment and prevention of abuse of vulnerable adults;
- local policies will draw on other policy frameworks to ensure that a consistent response is given to the vulnerable adult(s) when concerns are raised whether these are reported under complaints procedures, through inspection or registration activity, as a result of whistle-blowing or as a result of disclosure on the part of vulnerable adults or their carers;
- action will be co-ordinated against perpetrators to ensure that parallel processes are dovetailed including prosecution, disciplinary action and removal from, or notification to, professional registers and similar bodies;
- information will be shared on a "need to know" basis so that effective decisions can be made and appropriate preventative action taken; and
- equality of opportunity will be available to all vulnerable adults regardless of their race, gender, sexuality, class, religion, culture or disability.

3 Policy statement

In all aspects of Estyn's work, the needs and interests of children, young people and vulnerable adults must be put above the needs and interests of all others. Hence, this policy and guidance must have priority over all other policies and advice. Estyn shall play its part in the safeguarding of children, young people and vulnerable adults. We shall raise the awareness of our staff, through this guidance and through appropriate training, to potential abuse and neglect both within settings we inspect and within other settings we visit.

To implement this policy we will:

- ensure that, through training and development, all staff are aware of the need for safeguarding children, young people and vulnerable adults and are familiar with the procedures to follow when they have concerns;
- follow locally agreed safeguarding procedures and establish links with Local Safeguarding Children Boards (LSCB) and Area Adult Protection Committees (AAPC);
- ensure that staff take positive actions to respond to allegations, suspicions or incidents of abuse;
- ensure providers of education and training settings carry out their responsibilities in a manner which safeguards children, young people and vulnerable adults;
- ensure education and training providers have safeguarding procedures in place and that these are both linked or built into locally agreed multi agency procedures; and
- actively work with other agencies to respond to national and local initiatives and to develop strategies that are designed to prevent and/or reduce the risk of abuse/inappropriate care from occurring.

4 Procedures

4.1 General guidance on the procedure to be followed in the event of alleged or suspected abuse or neglect:

- all staff and inspectors have a duty to report any concerns;
- staff and inspectors should always refer any concerns to Estyn's safeguarding officer or deputy. Check with them what information should be shared, and with whom, and record details on the Estyn safeguarding log; and
- it is not the role of Estyn's staff or inspectors to investigate or seek out evidence on matters relating to safeguarding concerns and they must not attempt to do so.

4.1.1 Estyn staff or inspectors may be anxious about the legal and ethical restrictions on sharing information, particularly with other agencies. However, sharing of information for the purposes of safeguarding is essential. In many cases it is only when information from a range of sources is put together that a child or vulnerable adult can be seen to be in need or at risk of harm. In general, the law will not prevent you from sharing information with other practitioners if:

- those likely to be affected consent; or
- the public interest in safeguarding the individual overrides the need to keep the information confidential; or
- disclosure is required under a court order or other legal obligation.

4.1.2 If a member of Estyn's staff or an inspector receives a letter that might have implications for safeguarding, it should be referred to Estyn's safeguarding officer or deputy and details recorded on the Estyn safeguarding log.

4.1.3 If a member of Estyn's staff or an inspector receives a telephone call that might have implications for safeguarding, normal procedures should be followed for taking the name and contact details of the caller. The staff member should assure the caller that the call will be followed up, then immediately contact Estyn's safeguarding officer or deputy. Details should be recorded on the Estyn safeguarding log.

4.2 Procedure to be followed in the event of an alleged or suspected abuse or neglect of children in an education or training setting:

- in all cases **except those where there is an allegation made against the lead inspector**, the inspector making the referral should inform the lead inspector;
- the lead inspector is responsible for:
 - making a safeguarding referral; and
 - informing the provider that a referral is being made;

- the lead inspector will inform Estyn's safeguarding officer or deputy of the referral and record details on the Estyn safeguarding log;
- where the lead inspector is the subject of the allegation, the inspector who has the concern is responsible for informing Estyn's safeguarding officer or deputy immediately. Details should be recorded on the Estyn safeguarding log;
- Estyn's safeguarding officer or deputy will be responsible for:
 - making the necessary referral;
 - informing the necessary senior manager within Estyn;
- in the case of one of Estyn's inspectors working as part of a multi-agency team, where Estyn is not the lead inspectorate, Estyn's inspector will follow the safeguarding procedures of the lead inspectorate unless to do so would cause a delay in referral to social services and/or the police and place a child at risk of further harm. The inspector will also inform Estyn's safeguarding officer or deputy and will record details on the Estyn safeguarding log. Estyn's safeguarding officer or deputy will write to the lead inspectorate to ensure the referral has been followed up and to ascertain whether or not Estyn needs to take any further action;
- in the case of a multi-disciplinary inspection taking place where Estyn is the lead inspectorate, the lead inspector will provide all other team members with a copy of Estyn's safeguarding policy and procedures as part of their initial briefing before they join the team. Inspectors from other inspectorates are expected to work within these procedures;
- if the **disclosure** is made by a child, young person or vulnerable adult alleging some form of abuse or inappropriate care to him or herself or any other vulnerable adult, the following steps must be taken:
 - do not promise confidentiality but explain that you are obliged to pass this information on;
 - listen carefully and sympathetically;
 - seek help from medical staff, social services or the police if there is immediate risk;
 - clarify what has happened but try to ask as few questions as possible;
 - immediately inform Estyn's lead inspector, safeguarding officer or deputy ; and
 - record details on the Estyn safeguarding log.

5 Roles and responsibilities in relation to the safeguarding of children and vulnerable adults

5.1 Estyn's role and responsibility in relation to safeguarding.

Estyn will nominate a senior member of staff to act as the designated safeguarding officer who will:

- work with other agencies to provide effective training on safeguarding;
- inform staff and inspectors of Estyn's policy and make them aware of their roles and responsibilities in recognising and acting upon indicators that a child's or vulnerable adult's welfare or safety may be at risk , and in implementing safeguarding procedures;
- monitor the implementation of Estyn's safeguarding procedures;
- monitor the referrals from Estyn staff and inspectors in order to recognise patterns;
- monitor involvement of Estyn staff and inspectors in safeguarding investigations;
- advise and support members of Estyn's staff and inspectors when they encounter a possible safeguarding issue;
- inform the Chief Inspector of any safeguarding cases referred to social services, the LSCB or AAPC ;
- maintain records of the outcome of all referrals by, and involvement of, Estyn staff and inspectors in safeguarding investigations; and
- designate another senior member of staff to act on behalf of the safeguarding officer as deputy in his/her absence.

5.2 Members of Estyn's staff and inspectors will:

- respond positively in every case, in accordance with Estyn's procedures regarding safeguarding in education or training settings, regardless of how they are received;
- immediately inform Estyn's safeguarding officer or deputy of any allegation, suspicion or incident relating to safeguarding;
- record details on the Estyn safeguarding log;
- give all relevant information to the local authority staff responsible for the investigation;

- ensure providers of education and training carry out their responsibilities in a manner which safeguards and protects children, young people and vulnerable adults; and
- make sure that Reporting Inspectors have a contact telephone number for the Estyn safeguarding officer and deputy.

5.3 Role and responsibilities of Estyn's designated safeguarding officer

The designated safeguarding officer's role is to:

- act as the first point of contact within Estyn on safeguarding matters for members of Estyn's staff and inspectors;
- act as the first point of contact for social services, LSCB, AAPC or their designated agents in a local area;
- respond to requests for further information from the Independent Safeguarding Authority under the terms of Safeguarding Vulnerable Groups Act 2006;
- advise the chief inspector of any further action required to safeguard children and vulnerable adults or action to alert other appropriate statutory bodies (e.g. Welsh Assembly Government);
- ensure that Estyn's policies and procedures on safeguarding are reviewed at least annually and kept up to date in the meantime if there is known to be a need;
- ensure that appropriate links are established between the safeguarding policy and other Estyn policies;
- inform the contractor or the person's employer where a safeguarding allegation is made against a peer assessor, an additional inspector or an independent inspector;
- liaise with HR to coordinate training for Estyn staff and contribute to the coordination of joint training with other agencies;
- provide the senior management team with regular updates on safeguarding matters; and
- liaise with the deputy safeguarding officer to ensure the above responsibilities are met in full.

5.4 The local authority's role in relation to safeguarding

Children

It is the duty of the local authority to make enquiries if it has reason to suspect that a child in its area is suffering, or likely to suffer significant harm, to enable it to decide whether it should take any action to safeguard or promote the child's welfare. This is referred to as the 'local authority's duty to investigate'.

The Welsh Assembly Government's guidance, 'Safeguarding Children: Working Together under the Children Act 2004', provides a framework for such enquiries and a basis for inter-agency and multi-disciplinary co-operation in referral, assessment, care planning, intervention and review processes.

The guidance:

- states that because of their responsibilities, duties and powers in relation to vulnerable children, social services usually act as the principal point of contact for children about whom there are child welfare concerns;
- states that each local authority, in exercising its social services role, should ensure that there is an LSCB covering its area, which brings together representatives of the main agencies and professional responsible for helping to protect children from abuse;
- sets out the role, responsibilities, scope of operation and accountability of LSCBs; and
- identifies the specific responsibilities of an LSCB, which include developing and agreeing local policies and procedures for inter-agency work to protect children within the national framework provided by the guidance.

Vulnerable adults

It is the duty of the local authority to develop and lead the implementation of multi-agency policies and procedures to protect vulnerable adults from abuse.

The Welsh Assembly Government (2000) document 'In Safe Hands; implementing adult protection services in Wales' offers guidance on the implementation of such procedures.

The aim should be;

- to create a framework for action within which all responsible agencies work together to ensure a coherent policy for the protection of vulnerable adults at risk of abuse;
- to ensure a consistent and effective response to any circumstances giving ground for concern or formal complaints or expressions of anxiety;

- to prevent abuse where possible but, if the preventive strategy fails, agencies should ensure that robust procedures are in place for dealing with incidents of abuse; and
- to identify the next step forward in responding to the diversity of circumstances in which harm and exploitation occur to the at-risk group.

5.5 The role of Local Safeguarding Children Boards

LSCBs are required to:

- protect children and young people from abuse and neglect;
- target policies and practice at those children and young people who are suffering, or at risk of suffering significant harm;
- ensure that effective policies and working practices are in place to protect children and young people and that they are properly co-ordinated; and
- promote the welfare of all children and young people.

The objective of an LSCB is:

- to co-ordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children and young people in the area of the authority by which it is established; and
- to ensure the effectiveness of what is done by each such person or body for those purposes. (Section 32(1); Children Act 2004)

6 Definition of a child

The Welsh Assembly Government (2007) document '[Safeguarding children: working together under the Children Act 2004](#)' explains that a **child** is anyone who has not yet reached their 18th birthday. 'Children' therefore means 'children and young people' throughout that document. The fact that a child has become sixteen years of age is living independently or is in Further Education, or is a member of the armed forces, or is in hospital, or in prison or a young offenders institution does not change their status or their entitlement to services or protection under the Children Act.

Under Section 175 of the Education Act 2002, local authorities (LAs) and governing bodies in the maintained sector are required to ensure that they safeguard and promote the welfare of children and young people. This requirement also extends to the governing bodies of institutions, for example within the further education sector.

7 Definition of a vulnerable adult

In the Law Commission (1997) document 'Who decides? Making decisions on behalf of mentally incapacitated adults', the broad definition of a vulnerable adult is:

"A person who is 18 years of age or over, and who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or serious exploitation."

The main categories of people covered by this definition include people:

- who have a learning disability;
- who have physical or sensory impairments;
- who have a mental illness including dementia; and
- who are old and frail.

Other groups of people who may also be considered vulnerable and who may experience abuse include those people who have problems with alcohol or drugs. Their problems may be symptomatic of their abuse.

For the purpose of this definition, 'community care services' will be taken to include all care services provided in any setting or context.

8 Risk definitions

8.1 Children

The following definitions are taken from chapter six of '[Safeguarding Children: working together under the Children Act 2004](#)' (WAG 2007).

Key definitions and concepts

Neglect

The persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold, starvation or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical abuse

The hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or other wise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child whom they are looking after.

Emotional abuse

The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional and behavioural development.

Sexual abuse

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, including:

- physical contact, including penetrative or non penetrative acts;
- 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.

Significant Harm

Section 31 (10) of the Children Act 1989 states that 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child'.

8.2 Vulnerable adults

What actions or omissions constitute abuse?

Abuse results in 'significant harm' for the abused person. The term 'significant harm' refers to:

- ill treatment (including sexual abuse and forms of ill treatment that are not physical);
- impairment of, or an avoidable deterioration in, physical or mental health; and
- impairment of physical, emotional, social or behavioural development.

Abuse may consist of a single act or repeated acts. It can be physical, verbal, psychological, financial or material. The abuse can be an act of neglect or an omission to act and the abuse may be the unintended consequences of a person's actions. It can and may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which they have not consented or cannot consent to. Abuse can occur in any relationship but commonly is an abuse of power.

What are the categories and indicators of abuse?

Physical abuse – includes hitting, slapping, pushing, kicking, misuse of medication, undue restraint or inappropriate sanctions.

Sexual abuse – includes rape and sexual assault or sexual acts to which the vulnerable adult has not or could not consent and/or was pressured into consenting.

Emotional or psychological abuse – includes threats of harm or abandonment, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks.

Financial or material abuse – includes theft, fraud, pressure around wills, property or inheritance, misuse or misappropriation of benefits.

Neglect – includes the failure of any person having the responsibility, charge, care or custody of a vulnerable person to provide the degree of care which a reasonable person in a like position would provide.

It is not unusual for an abused adult to suffer more than one kind of abuse.

Multiple forms of abuse

These are often seen in ongoing relationships or in an abusive service setting, making it important to look beyond single incidents or breaches in standards to underlying dynamics and patterns of harm. Any or all these types of abuse may be perpetrated as a result of deliberate intent and targeting of vulnerable people, negligence or ignorance. Where it is difficult to determine the point at which more insidious and pervasive forms of oppression should be named as abusive, action should be taken to challenge services that discriminate against, and/or ignore the needs of minority groups.

Institutional abuse

Abuse which occurs within an institutional setting often includes more than one form of harm as a result of rigid and insensitive routines, unskilled, intrusive or invasive interventions or an environment which allows inadequate privacy or physical comfort.

Legislative powers and investigations

Local authority social service departments work jointly with the police when investigating adult abuse allegations. Social service team managers and the police discuss all suspected abuse cases reported to them and arrange a strategy meeting to which other professionals are invited. At the strategy meeting it is decided whether or not an investigation of the suspected abuse is required and if so which agency or agencies should undertake the investigation. After the investigation, the strategy meeting is reconvened or a case conference held to agree the actions to be taken which may include:

- an adult protection plan and additional services for the victim;
- criminal prosecution of the perpetrator; and
- disciplinary procedures for staff.

Many instances of abuse will constitute a criminal offence. In this respect, vulnerable adults are entitled to the protection of the law in the same way as any other members of the public. In addition, statutory offences have been created which specifically protect those who may be incapacitated in various ways. Examples of actions which may constitute criminal offences are assault whether physical or psychological (NB physical assault could include the inappropriate administration of drugs), sexual assault and rape, theft, fraud or other forms of financial exploitation and certain forms of discrimination, whether on racial or gender grounds (eg homophobic abuse).

Capacity and consent

Under existing legislation local authorities have statutory duties and discretion to take steps to make sure that vulnerable adults are protected and their interests represented. The powers available are more limited than those available to deal with the abuse of children. Local authorities, in conjunction with health colleagues, consider and assess issues of capacity and consent in deciding whether or not an act is abusive and to what extent a vulnerable adult can, and should be asked to, take decisions about how best to deal with the area of concern. The expressed wishes of the vulnerable adult are paramount in the assessment and decision making processes. However, there is a fundamental duty to balance the person's right to autonomy with their need for protection.

Who may be the abuser?

Vulnerable adults may be abused by a wide range of people including other vulnerable adults/service users, relatives and family members, professional staff, paid care workers, volunteers, neighbours, friends, associates and people who deliberately exploit vulnerable people.

While all abuse harms the individual and may signal a need for intervention, there should be particular concern when abuse is perpetrated by someone in a position of power or authority.

Abuse by a stranger may warrant a different kind of response than the response to abuse within an ongoing relationship or care setting. Nevertheless in some instances, it may be appropriate to use locally agreed inter-agency adult protection procedures to ensure that the vulnerable adult receives the services and support they need. Such procedures may also be used when there is the potential for harm to other vulnerable people.

Circumstances when abuse may occur

Abuse may occur when a vulnerable adult lives alone or with a relative. It may also occur within a nursing, residential or day care setting, in hospitals, custodial situations or in a public place. It can also occur in places previously assumed safe. We especially need to be aware that it can occur in education and training settings.

There is a fine line between unacceptable or inappropriate behaviour and abuse. If in doubt as to whether or not such behaviour constitutes abuse, you should discuss this with the local social service's designated lead manager or, if out of hours, the emergency duty officer.

You must inform the Estyn's safeguarding officer or deputy of your concerns, once you have contacted the social services department, and follow this up by completing the Estyn safeguarding log.

Appendix 1

ESTYN SAFEGUARDING LOG

CONFIDENTIAL

Staff must make themselves aware of Estyn’s safeguarding policy.

When receiving information or reporting that alleged abuse or inappropriate care may have taken place, it is imperative that effective action is taken as soon as possible. This log is intended to prompt and record essential details.

SECTION 1 (to be completed if information is received by telephone) – This is important information and should be recorded as soon as possible, if the caller is willing to provide it. This is to ensure the person can be re-contacted if the call is lost.

Telephone number of caller (inc. STD code) _____

Name of the caller _____

SECTION 2 – This is usually the minimum amount of information required for the referral to be taken forward and investigated.

Full name of child, young person or vulnerable adult _____

Where the alleged incident took place _____

Broad nature of the concern – (e.g. physical abuse, sexual abuse, bullying etc.)

SECTION 3 – Important additional information

When the alleged incident occurred _____

Names and details of any witnesses _____

Who else has been informed of the alleged incident _____

SECTION 4 – Any other details provided by the caller (use additional sheet if necessary)

Name of person completing this form _____

Date _____ Time of call (if relevant) _____

Form handed to _____ at _____ (time)

Appendix 2

Telephone contacts for local safeguarding boards

COUNTY	TELEPHONE
Blaenau Gwent	01495 357727
Bridgend	01656 642346
Caerphilly	01443 864798
Cardiff	02920 774600
Carmarthenshire	01267 228759
Ceredigion	01545 574212
Conwy	01492 575164
Denbighshire	01492 575164
Flintshire	01352 704966
Gwynedd	01286 679926
Isle of Anglesey; Ynys Môn	01286 679926
Merthyr Tydfil	01685 724686
Monmouthshire	01633 644644
Neath Port Talbot	01639 763333
Newport	01633 235296
Pembrokeshire	01437 776566
Powys	01597 827128
Rhondda Cynon Taff	01443 495135
Swansea	01792 636000
Torfaen	01633 648571
Vale of Glamorgan	01446 704701
Wrexham	01978 295408

Contact details for Estyn's designated safeguarding officer

Office:

02920446446 (not 24 hours)

Out of office hours:

safeguarding officer – 07795520451

deputy safeguarding officer – 07785337840

Appendix 3

Further reading

- 1 Safeguarding Children: Working Together under the Children Act 2004.
<http://new.wales.gov.uk/docrepos/40382/dhss/4038226/1338309;jsessionid=PLM1Jj7fhmpKnQzZyP1L2Q1sHSs6Qpg3ctkCIQfnWP1YVZb24Dmg!1710918917?lang=en>
<http://new.wales.gov.uk/docrepos/40382/dhss/4038226/1338321?lang=cy>
- 2 **Safeguarding Vulnerable Groups Act 2006: Controlled Activities Wales**
<http://new.wales.gov.uk/consultations/closed/childrenyoungpeople/safe/?lang=en>
<http://new.wales.gov.uk/consultations/closed/childrenyoungpeople/safe/?skip=1&lang=cy>
- 3 In Safe Hands: implementing adult protection procedures in Wales, National Assembly for Wales 2000.
http://wales.gov.uk/docrepos/40382/4038212/403821/403821/4038211/4038213/safe_hands.pdf?lang=en
http://wales.gov.uk/docrepos/40382/4038212/403821/403821/40382111/4038213/dwylo_diogel.pdf?lang=cy
- 4 Safeguarding Children: Working Together for Positive Outcomes (2004).
<http://wales.gov.uk/docrepos/40382/40382313/childrenyoungpeople/403821/safeguard-child-e.pdf;jsessionid=tYTrJj2GydLTrX972yqQhPG2jJNyTCvxy1Tt41ZRqrJ2X78PnyfJ!-1130397166?lang=en>
<http://wales.gov.uk/docrepos/40382/40382313/childrenyoungpeople/403821/safeguard-child-w.pdf?lang=cy>
- 5 Welsh Office Circular 52/95: Protecting children from abuse – the role of the education service and the update of the annex to 52/95 – the NEOST guidance
<http://new.wales.gov.uk/dcells/publications/publications/circularsindex/1995/protectingchildrenfromabuse/nafwc5295.pdf?lang=en>

(Dogfen Saesneg yn unig / English only document)

- 6 Safeguarding Children in Education: the role of local authorities and governing bodies under the Education Act 2002, Circular 005/2008, especially pages 101-104, for relevant guidance, other publications and regulations.
<http://wales.gov.uk/dcells/publications/publications/circularsindex/2008/safeguardingchildren/safeguardingchildren-e.pdf?lang=en>
<http://wales.gov.uk/dcells/publications/publications/circularsindex/2008/safeguardingchildren/safeguardingchildren-w.pdf?lang=cy>
- 7 National Assembly for Wales Circular 34/02 Child Protection: preventing unsuitable people from working with children and young people in the education service.
<http://wales.gov.uk/1546306/circulars/2002/english/NAFWC34-02-e.pdf?lang=en>
<http://wales.gov.uk/docrepos/40382/4038232/4038211/Circulars/child-protection-w.pdf?lang=cy>
- 8 Safeguarding children in whom illness is fabricated or induced (2008).
<http://new.wales.gov.uk/dhss/publications/children/guidance/safeguardingillness/illness-e.pdf?lang=en>
<http://new.wales.gov.uk/dhss/publications/children/guidance/safeguardingillness/illness-cy.pdf?lang=cy>
- 9 National Assembly for Wales Circular 02/03 Criminal Records Bureau: basic facts for school volunteers
<http://new.wales.gov.uk/dcells/publications/publications/circularsindex/03/criminalrecordsbureau/nafwc0203-e.pdf?lang=en>
<http://new.wales.gov.uk/dcells/publications/publications/circularsindex/03/criminalrecordsbureau/nafwc0203?lang=cy>
- 10 Estyn code of conduct for inspectors as set out in the Common Inspection Framework and expanded in each of the inspection handbooks.
- 11 Estyn document 'Listening to Learners'
http://www.estyn.gov.uk/publications/Listening_to_Learners_July2004.pdf
http://www.estyn.gov.uk/publications/cy_Listening_to_Learners_July2004.pdf