

Our Bravery Brought Justice - Cyngor Gwynedd's Response Plan

Progress Report

02.03.2026

Theme 1 - Voice of the Child and Supporting Victims Reporting Officer: Gwern ap Rhisiart	
1. Theme Aim:	• Ensure that children are listened to, and that they are believed and taken seriously. • Give a voice to children and young people in processes that have been planned to keep them safe. • Do everything within our ability to support the victims and survivors.
2. Guidance sought from the Board:	We ask the Board to; - Challenge and scrutinise the progress - Offer any further guidance on the next steps.
3. Progress to date:	• Initial discussion has been held on creating a practical action plan which states the priorities, responsibilities and clear timeframes to incorporate a culture which is child-focused across all services - by April 2026. The discussion has led to the intention of introducing a Voice of Children and Young People Strategy in an attempt to capture everything in one co-ordinated plan. • The strategy will highlight 5 main things; ○ The voice of Children and Young People in the safeguarding procedure ○ The voice of Children and Young People in education ○ The voice of Children and Young People across Council Services ○ Influence on Corporate Processes ○ Impact • Draft strategy drawn up and discussion with the Youth Forum has been arranged to ensure the voice of children and young people in the strategy itself. • The Children's Service has presented an initial draft of a voice of the child policy • The Education Department has commenced the work of drawing up guidance of the very best practice in terms of the voice of learners within education, drawing on national best practice and guidance. • A workshop with Sally Holland and the Children's Commissioner team has been held with representatives of the Youth Forum, service heads, Cabinet members and representatives of scrutiny committees present.

	• Every primary school is now using an electronic recording system to note incidents of concern with those who did not have a system (5 small schools) now using Bromcom. • Cross-departmental work has been undertaken to identify appropriate training in Grooming for Council and school staff. A cross-departmental panel has considered packs from two national providers. • Contact has been made with the boys who had been identified in the report as victims. Assistance has been offered to them.		
4. Challenges faced:	• Quite a lot going on, and therefore there is a risk of us duplicating work. Creating a Strategy will ensure coherence and consistency. Also a focus on impact so that we do not do anything without considering the impact from the very beginning. • A wish for us to move to be a Child-Friendly Authority. This has now been removed from this theme but is going ahead under the guidance of the Children's Services.		
5. Next steps / key milestones:	• The intention is to develop a charter on listening to the voice of the child and child-friendly versions of the strategy with a completion date of by April 2026.. • Implement training for staff to identify and document behavioural changes in children which could be a sign of grooming or abuse - by March 2026. • Supporting the victims of trauma and tailor support to align with the needs of the individual - Ongoing • Introduce the new Bromcom system across all Gwynedd schools, alongside a training and awareness raising campaign - by September 2027 • Include the County Youth Forum and seek approval in terms of the content of our Voice of Children and Young People Strategy -March 2026		
6. Risks / Resources:	Resources: • Ensure that we are able to hear the voice and opinion of specific cohorts of children and young people who are harder to hear. Have had new resources to target this work. • Awaiting further guidance: • Regional and national guidance on grooming training		
7. Communication Considerations	•		
8. Timelines:	CPR - 1 (1)	Listen to the voice of the child	April 2026
	CPR - 2 (2)	Systems / measures / reporting - the voice of the child	April 2026
	CPR - 3 (3)	Training - identify change in behaviour	March 2026
	CPR - 4 (4)	Recording - change in behaviour	September 2027
	CPR - 6 (5)	Speak with the child - Part 5	
	CPR - 7 (6)	Contact outside school (reporting concerns)	January 2026

	CPR - 8 (7)	Curriculum changes	September 2026
	CPR - 9 (8) RP - A4 RP - A1	Supporting the victims	Ongoing
	RP- A5 (9)	Compensation claims	Ongoing
	NEWYDD – 1 (10)	Embed a culture of listening to the voice and experiences of children / young people	March 2026

Theme 2 - Managing Allegations and Concerns about Adults working with Children

Reporting Officer: Dylan Owen

1. Theme Aim:	- Protect children by ensuring that concerns are taken seriously and acted upon quickly. - Ensure that Part 5 arrangements support a consistent and robust multi-agency response to allegations and concerns about adults working with children.
2. Guidance sought from the Board:	We ask the Board to: - Challenge and scrutinise the progress - Offer any further guidance on the next steps. Specific guidance: - Highlight risk in terms of speaking with every child who is the subject of a P5 referral. - Ensure agreement on the decision regarding the work on Low-Level Concerns Policies (No. 14). - Draw attention to the fact that some of the recommendations in the work programme have been merged, as they are a part of the quality assurance and audit programme work of the Children's Department. - Also draw attention to the fact that recommendations stemming from the ESTYN / CIW report (November 2025) have been added to the work programme.

3. Progress to date:	<u>Part 5 referrals:</u> • The discussion and strategy meetings templates have been adapted and they are being used to ensure that previous safeguarding information is being checked. • A social worker speaks with <u>every</u> child that is the subject of Part 5. • Threshold decisions are not made by only one person (Referrals Team Leader / LADO and/or DOS every time). • The referral form for professional adults has been highlighted on the website. It can be seen here: Child abuse. We have asked about the arrangements and timeframe for the proposed national changes to the referral form. There are also plans to look at how MOSAIC could support creating a digital form when the system goes live in the autumn. • A decision has been made to trial the use of Magic Notes during the strategy meetings. Piloting to begin in the next month after confirming with the company. <u>Schools Safeguarding and Well-being Team</u> • Welsh Government funding has been used to recruit and appoint an additional officer for the safeguarding team. The officer will begin before the end of February. <u>Quality Assurance Framework</u> • An initial draft of the Framework was prepared and presented to the Ministerial Assurance Group. • The intention is to present the draft to the Board meeting on 25.2.26.
4. Challenges faced:	<u>Speak with Children who are the subject of a P5 Referral</u> Some parents feel very uncomfortable about a social worker speaking with their child and, consequently, refuse permission. Such complaints are logged and will be monitored continually. Initial discussions have also been held with a legal expert in order to review the rights of parents and children in accordance with safeguarding procedures. <u>Low-level Concerns Policy.</u> Following the last Response Board meeting and the need for guidance from Welsh Government on the "Low-level Concerns Policy" matter, and we have now received confirmation: <i>That the Government is giving consideration to introducing a Concerns Policy regarding the Behaviour of Adults (similar to the Low-level Concerns Policy in England) in schools, as part of the work to review the guidance on school staff disciplinary and dismissal procedures. This will be done alongside Keeping Learners Safe, the intention is to consult on it following the Senedd elections.</i> During a meeting of the Task and Finish Group on 4 February the options that could be considered to be carried out internally were discussed.

	In terms of creating a Low-level Concerns Policy, following confirmation from Welsh Government of its intentions, the Council will not implement or proceed with new arrangements until the relevant guidance is published by Welsh Government. In terms of reviewing the internal central list: • The IT service (via the Head of Corporate Services) will make arrangements to provide access to the Children's Department Safeguarding Officer to the names on the current staff database, which has not been used since COVID. As this list is not being used for any checking purposes, there is no basis to keep the data. • The Children's Department Safeguarding Officer will check and cross-reference the individual records on the list in order to ensure that all relevant information is transferred to WCCIS. They will also check if any relevant safeguarding records involve the Adults Department, and these will be passed on to the appropriate team as and when necessary. • Social Services are currently preparing to transfer to a new data capture system (MOSAIC) which will allow us to see immediately if there are previous allegations/referrals and check that against the name and details of the person. • With two new systems being introduced (MOSAIC and the new Human Resources system) it is possible that further solutions will come in terms flagging matters, automation and case management. Those discussions will continue to be held between the Head of Corporate Services, Children's Department Safeguarding Officer and the IT Service. • In terms of informal concerns, the favoured approach is to bring every concern in to a formal process. Rather than holding informal discussions, every concern, including low-level concerns, will be logged on the new MOSAIC system in order to ensure that a clear record is available. Systems such as Magic Notes may also assist to simplify this process. • The Data Protection Officer will also review the guidance created back in 2013 in terms of defining concerns. The decision therefore is to ask for the Board's agreement to close the recommendation formally until system / technology developments are in place (October 2026).
5. Next steps / key milestones:	• March/April - Appoint DOS/Quality Assurance Officer • October - transfer to the MOSAIC system
6. Risks / Resources:	Resources: • Corporate bid has already been submitted in order to implement the recommendations in Theme 2. Risk: <u>Recruitment risk</u>

	A corporate bid was submitted for several new jobs in order to increase the capacity in the Children's Department. As recruitment for social work posts is challenging within the current climate, it is possible that alternative methods will have to be considered in order to fill the roles and decide on creative ways of recruiting.		
7. Communication Considerations	Any support for recruitment and raising awareness of the new jobs would be appreciated.		
8. Timelines:	CPR – 11 (11)	Listen to the voice of the child	Completed - monitoring
	CPR - 14 (12)	RSB scrutinising - managing allegations	To be confirmed - Regional Safeguardig Board
	RP- B5 (13)	Estyn Inspections - safeguarding arrangements	Completed - monitoring
	CPR - 15 RP- C2 RP - C2a (14)	Low-level Concerns	Oct 25 - April 26
	CPR - 12 (15)	Decisions in consultation	To be confirmed - some delay in terms of contact with the Police
	CPR – 5 (16)	Consider safeguarding information on the record of the child when assessing risk	Completed - need to put monitoring arrangements in place
	NEW- 2 NEW - 3 (17)	Part 5 implementation arrangements	Ongoing - appointing to post March / April
	NEW- 4 (18)	Part 5 referral form	Short-term - highlight the form - completed Long term - digital form - October 2026 onwards
	NEW- 5 (19)	A transparent and open culture of dealing with referrals	Ongoing
	CPR – 10 (20)	Lessons to be learned / Part 5 - Welsh Government	To be confirmed - awaiting a copy from WG
	CPR 16 (21)	10 year strategy - Welsh Government	Beginning of March 2026

	RP- B2 (22)	Establish a Schools Safeguarding and Well-being Service	Ongoing
	NEW- 8 (23)	Improve relationship with schools - referrals procedure	Ongoing
	NEW- 9 (24)	Communication between children/education departments	Ongoing
	NEW- 10 (25)	Record Strategy Discussions	Pilot Magic Notes - March 2026 Appointing to post March / April

Theme 3 - Training and Policies Reporting Officer: Ian Jones	
1. Theme Aim:	Ensure that staff are trained to "think the unthinkable" and understand that "it could happen here".
2. Guidance sought from the Board:	- We ask the Board to - Challenge and scrutinise the progress - Offer any further guidance on the next steps.
3. Progress to date:	Whistleblowing - The Cabinet approved the Whistleblowing Policy for Staff at its meeting on 20 January. The policy will be adopted formally as part of the Council's Constitution by the Full Council i March, 2026. The Cabinet asked for urgent work in terms of developing a similar policy for Members as well, and that work has started. - As a result of this decision, we will proceed to introduce a draft work programme for communicating and raising awareness amongst all Council staff regarding the content of the Policy. We will present the work programme to the Whistleblowing Task Group at its next meeting. - Every school has received a request to adopt a Whistleblowing Policy provided by Welsh Government and we will monitor this into the future. Safeguarding Training - An Internal Audit was completed on Mandatory Training arrangements within the Council and the actions of that report will be adopted by the Task Group. - Work to analyse the training needs of various cohorts of staff in relation to Safeguarding is underway. - Work on developing a series of video clips has started in order to assist with the task of reaching every cohort of staff with appropriate messages. That work has

	included making contact with many other councils and organisations in the public sector across Wales in order to identify good practice. - The percentage of staff who have completed the mandatory training is 75.7% currently. Scrutiny Investigation - A slippage in the timetable but the final report is expected in the near future.		
4. Challenges faced:	- A request by the Cabinet to develop a similar procedure for Whistleblowing for Members is likely to have a short-term impact on the Task Group's work programme. - Access to IT systems for front-line staff continues to be a specific challenge.		
5. Next steps / key milestones:	- Adopting the amended Whistleblowing Policy - Cabinet (January 26), Full Council (March 26) and implement the Policy (April 26) - A clear communication plan for all Council staff, ensuring that it meets the needs of front-line teams - March 2026. - Sub-group to develop and produce practical equipment to reiterate and promote the importance of safeguarding training across the Council - February 2026. - Add training on keeping records of safeguarding in addition to the current e-module with the agreement of the SCW - Completed. - Scrutiny Investigation Report (Safeguarding Arrangements) - February 2026 - Further review of the Corporate Safeguarding Policy - April 2026		
6. Risks / Resources:	Resources The appointment of the Human Resources Advisory Service Manager to a post with another Council will have a short-term impact on the resources available for the Whistleblowing Task Group. Recruitment and appointment process has begun and a new manager is expected to be appointed in February.		
7. Communication Considerations:			
8. Timelines:	CPR - 17 (29)	WG Review (Training)	To be confirmed by WG
	CPR - 18 (30)	Grooming Training	To be confirmed
	CPR - 19 (31)	Assurance of this for the Safeguarding Board.	To be confirmed (see CPR-18)
	CPR - 20 (32)	Whistleblowing Policy	April 2026
	CPR - 13 (33)	LADO Officers Training/supervision	to be confirmed
	CPR - 24 (34)	DSP/Supervision by social workers	to be confirmed

	RP- C2 (35)	Training on keeping safeguarding records.	December 2025
	RP- B1b (36)	Departmental Safeguarding/VAWDASV Training	Ongoing
	RP- B2 (37)	Schools safeguarding training package	Complete
	RP- C2d (38)	Mandatory safeguarding training - safeguarding decisions	Ongoing
	NEWYDD - 11 (39)	"Advanced" Safeguarding Training	to be confirmed
	RP- B1 (40)	Review Safeguarding Policy	April 2026
	RP- B2 (41)	Review Safeguarding Policy (Schools)	to be confirmed
	RP- B1a (42)	Internal audit - safeguarding arrangements	June 2026
	RP- B1c (43)	Monitoring DBS compliance	Complete
	RP- B5 (44)	Monitor safeguarding arrangements in Schools	Complete
	RP- B6 (45)	Scrutiny Investigation - safeguarding	December 2025

Theme 4 - Governance

Reporting Officer: Alison Halliday

1. Theme Aim:	- Ensure that school governors understand their roles and responsibilities to keep children safe. - Ensure that systems are in place which measure the wider health and culture of schools.
2. Guidance sought from the Board:	We ask the Board to; - Challenge and scrutinise the progress - Offer any further guidance on the next steps. Specific guidance: - Timeframes are a risk at present - it is anticipated that the Welsh Government review will take between 6 and 9 months. Can we proceed more swiftly with some of the recommendations? How?
3. Progress to date:	- Mandatory safeguarding training in place for every Chair and Safeguarding Designated Governor in schools. - Make it mandatory for Governors to complete basic safeguarding training - A new governor handbook has been shared with all governors and on the Gwynedd website - Start to collate information to assess the school's situation including health and wider culture - Meetings with neighbouring authorities to identify best practices in terms of clerking and effective and efficient governance arrangements. - Investigate a dashboard to capture all governance information and data in one convenient and manageable place.

4. Challenges faced:	Dependencies - awaiting further guidance from WG following its review of governance arrangements within schools
5. Next steps / key milestones:	- Empower the governance arrangements of our schools by ensuring that all Governing Bodies receive professional and high quality clerking support. Consider holding a professional clerk pilot for those schools who do not have a clerk by March 2026. - Review and amend the training programme for Chairs and Governing Bodies in order to respond to current needs. This will include training such as grooming and unconscious bias in line with local requirement. - Ensure training for heads on the basics of effective governance with a continued focus on developing the role of the body as a Critical Friend by establishing a culture of honesty and transparency as central themes. Future Leaders programme / prospective Heads have received a presentation January 2026. New Heads Programme to be introduced by March 2026. - Education Department to develop and circulate a standing agenda for Gwynedd school governing bodies, which will focus on safeguarding and well-being matters, as well as providing appropriate data to help them to assess the schools' situation by March 2026. The work of reviewing and amending meeting agenda will have been completed by January 2026. Training for Clerks and new procedure in place by March 2026. - Respond promptly to and implement all the recommendations of the Welsh Government Review of governance arrangements in schools in Wales - timetable to be specified in accordance with the review - Appoint an additional governance support officer to support schools with all aspects of governance and complaints by April 2026. Job description and person specification confirmed January 2026.
6. Risks / Resources:	Resources: RP-Ch7 (51)- An additional officer will be required to support 94 governing bodies. We currently have one officer. We have received a grant from WG which will allow us to appoint an additional officer. Resources: CPR-22 (47) - We will require resources to create a dashboard which will facilitate the collection of such data. Resources: (46.10) Additional resources will be required to establish a professional clerking model.
7. Communication Considerations:	

8. Timelines:	CPR - 21 (46)	Governors' Responsibilities	to be confirmed by WG
	CPR - 22 (47)	Dashboard	to be confirmed by WG
	CPR - 23 (48)	Accurate minutes	May 2026
	NEWYDD-12 (49)	Investigation and prevention procedure	June 2026 / Ongoing
	RP- C3 (50)	ICP Recommendations	Ongoing
	RP- Ch7 (51)	Training	Ongoing
	RP- Ch6 (52)	Compare arrangements	May 2026

Theme 5 - Restrictive Practices Reporting Officer: Llion Williams	
1. Theme Aim:	Update guidelines on filming restraint in the past by adults, and how filming records should be kept.
2. Guidance sought from the Board:	We ask the Board to; - Challenge and scrutinise the progress - Offer any further guidance on the next steps.
3. Progress to date:	- The offender's actions were contrary to the Schools Policy by filming cases - this is not standard practice. - During Quality Assurance visits we always look at the restrictive practice policy to ensure that it aligns with the exemplar policy provided. - Training is provided free of charge via the inclusion team - Pupil suspension records highlight training requirements in schools - the inclusion team contact and support schools in addition to the ongoing training schedule. - Appoint an additional Safeguarding and Well-being Officer to the Team in order to be able to carry out the annual quality visits - A company is commissioned to: - Evaluate the current policy against national guidelines and statutory requirements - Analyse the strengths and weaknesses of the policy, identifying good practices, gaps and risks in terms of compliance and restorative practice. - Recommend practical improvement steps which ensure full compliance and integrate restorative approaches and conversations. - Recommend clear implementation arrangements with roles, accountability and restorative approach embedded in daily practice. - Evaluate the training plan for staff in policy requirements and restorative conversations. - Establish clear reporting arrangements for incidents, concerns and outcomes of restorative conversations.

	7. Implement firm monitoring and intervention arrangements An Education/Safeguarding/ALN Working Group has been set up to lead and facilitate the actions that will stem from the evaluation.		
4. Challenges faced:	- Welsh Government to implement the recommendation of publishing an appendix to the Framework Guidance in order to reduce restrictive practices. - Ensure that all schools are able to release staff in order to keep training current - Staff appointments and movements mean that the situation in terms of training varies during the year - department and schools capacity to keep current		
5. Next steps / key milestones:	- Establish a Working Group to lead and facilitate action - December 2025 - Establish a brief to evaluate the policy and current arrangements - December 2025 - Identify and commission an external company to evaluate policy, training arrangements, school support, pupil support, compliance monitoring methods - January 2026 - Establish an action plan following the evaluation – March 2026 - Establish and implement monitoring and compliance with policy procedure - March 2026 - Review strategy and training plan - Tbc - Strengthen the reporting and monitoring of school reports data arrangements - Tbc		
6. Risks / Resources:	Risks: - The process of commissioning and completing the work to evaluate the policy and arrangements take longer than expected - Ongoing compliance of schools Resources: - Resources and a system will be required to record 53.5 - collaborating with the IT Department to establish a system/Power App to keep data		
7. Communication Considerations:			
8. Timelines:	CPR 25 (53)	Appendix to guidance - WG	Waiting for the Government
	53.1	Establish a sub-group - investigating	December - Completed
	53.2	Review the Policy	January 2026
	53.3	Adopt the policy	February and annually
	53.4	Provide training	February 2026
	53.5	Monitoring	March 2026 and annually

Reporting Officer: Catrin Love

1. Theme Aim:	• Ensure that a clear, strategic and co-ordinated plan is in place in an emergency
2. Guidance sought from the Board:	We ask the Board to; - Challenge and scrutinise progress - Offer any comment or guidance, and guidance specifically on point 26d
3. Progress to date:	• Project group established. • Have stepped back of the original intention in order to have a better understanding of the current situation and guidance. • Key conversation has already taken place with a Detective Inspector from the Police's arrest team which has significantly improved understanding and changed the course of the content. Decision not to speak to the staff at the School. • Understand which formal Information Sharing protocols are in place in within safeguarding and emergency planning in order to establish whether this is a matter of raising awareness of them or that new agreements need to be created. WASPI agreements are in place within Safeguarding and for specific aspects of Emergency Planning and the ICO have clear guidance in terms of sharing information in an emergency therefore no need for a new guidance. • An early draft of a Strategic and operational Crisis Plan is in place. • Discussions have been held with the Policy on seconding a Social Worker to the Police in a serious safeguarding case. Favour having a flexible response in order to have the most appropriate arrangements for every individual case. That could be joint victim liaison teams (Police and Social Workers), it could be an open access arrangement for the Police or a formal secondment.
4. Challenges faced:	• Establishing what is already in place in the fields that overlap here - safeguarding, safety and emergency. • Tie all the documents already in place into one simple and concise document which addresses health and safety, safeguarding, emergency and information. • This is a requirement on all Councils by now as a result of the Government's letter to leaders and therefore there are questions around having standard templates / documents across North Wales counties. It is a statutory requirement but there is no national guidance. • It will be challenging to reach everyone in all schools and the initial work of mapping the training process has started to eliminate any delays once the Plan has been approved.

5. Next steps / key milestones:	• Consultation (end of March 2026) • Mapping training and preparing training resources (Summer 2026 school term) • School staff training (To be confirmed)		
6. Risks / Resources:	• Once the work of mapping the training has been completed the resources required will become clearer however a bid for additional resources has been submitted.		
7. Communication Considerations:	•		
8. Timelines:	CPR - 26a (54)	Review the strategic serious incidents plan	Draft Plan by 31/1/26 Consultation period 31/3/26 Training Programme Summer Term 2026 Recommendation for the Board to agree in order to complete the action.
	CPR - 26b (55)	Official protocol - information sharing	Completed
	CPR – 26c (56)	Plan in place / rapid support steps	Completed
	CPR - 26d (57)	Move a social worker to work on secondment with the Police	April 2026

***Our Bravery Brought Justice - Cyngor Gwynedd's
Response Plan
Progress Report***

27.04.2026

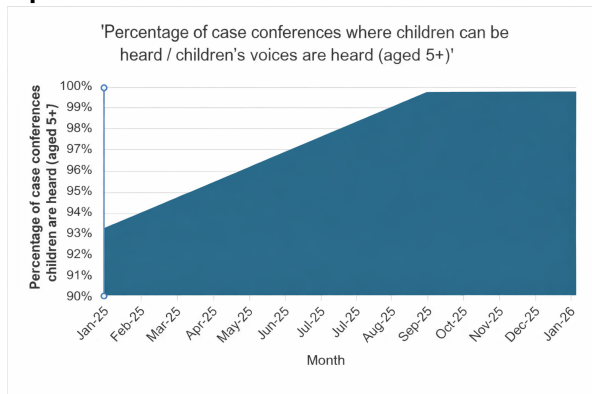
THEME 1 - VOICE OF THE CHILD AND SUPPORTING VICTIMS

Reporting Officer: Gwern ap Rhisiart

1. Theme Aim:	• Ensure that children are listened to, and that they are believed and taken seriously. • Give a voice to children and young people in processes that have been planned to keep them safe. • Do everything within our ability to support the victims and survivors.
2. Guidance sought from the Board:	We ask the Board to: • Challenge and scrutinise the progress • Offer any further guidance on the next steps
3. Progress to date:	<u>The Voice of the Child Strategy</u> A draft Voice of the Child Strategy has been completed. Observations have been received on the content by the members of the recovery board and have been incorporated in the current version. Work has been done to draw up some appendices, but not all. The appendix on the voice of children and young people in education is ready for discussion with the Children and Young People Forum, Education Strategic Groups and Gwynedd Governors Forum. There is work to be done to amend the current guidance of the Children's Services so that it becomes a natural part of the Strategy as a whole; the current content is wholly appropriate, but its format needs to be amended so that it reads as one. The content needs to be discussed with the Children and Young People Forum. This may be a task for the Engagement Coordinator that is currently in the process of being appointed. <u>Recording</u> Every school has the ability to record changes in the behaviour of children digitally on the Bromcom system or one of the previous systems, such as MyConcern. <u>Trauma Informed and Child Friendly</u> A work programme has been prepared which looks at: a) developing Gwynedd as a child-friendly county, placing the rights of children at the heart of decisions; b) moving towards being trauma-informed, kind and empathic organisations. The programme focuses on long-term changes and developing culture by means of: - A corporate and specialist training programme;

	- Policy and procedure checks; - Self-assessments; - Monitoring and evaluating impact. The Action Plan and its delivery continues under the Caring Gwynedd Priority Area, and the Supporting People Cross-departmental Working Group (instead of directly to the Board), in order to embed the whole-Council approach to the themes. The work programme can be seen in Appendix 1 (Additional Papers). <u>Contact Outside School</u> Quality checking visits continue to check that there are contact numbers that children can use if they wish to contact external agencies. This is a part of the continuous monitoring cycle of the safeguarding and well-being team. There has been no example where the team has not seen appropriate alternative contact details at any school.
4. Challenges faced:	One of the main challenges is the increasing demand on our Children and Young People Forum. Although they are more than able to consider and give their opinions, they also have their own priorities and this in itself places pressure on them. It appears that everyone wishes to hear the views of the forum on a broad range of fields, and we need to consider that they have exams, for example, and that it is not acceptable to take them out of their lessons all the time. It is something that needs to be considered moving forward, and officers will consider an annual programme with the Forum during their next meetings. As a result, we will delay the completion of work on the strategy until the end of June, beginning of July, as the examination period will have drawn to a close by then.
5. Next steps / key milestones:	• Refine the content of the current guidance of the Children's Services to correspond with the strategy's format. • Commence the work of considering corporate changes to ensure the voice of the child. • Draw up a realistic timetable for consulting with the Children and Young People Forum, considering the increasing demand on them as representatives.
6. Risks / Resources:	The availability of our Children and Young People Forum, particularly over the examination period.
7. Communication Considerations	

8. Timelines:	Number	Priority	What?	Timetable
	1	1	The Voice of the Child Strategy	July 2026
	6	1	Contact outside school (reporting concerns)	To be confirmed
	4	2	System for recording a change in behaviour	September 2027
	8	2	Support for victims	Ongoing
	10	2	Walking on the corporate culture: Trauma-informed and The Right Way (Children's Rights)	Long-term work programme
	2	3	Systems / measures / reporting - the voice of the child	To be confirmed
	7	4	Welsh Government to implement changes to the National Curriculum	WG noted September 2026
	5	5	Social Worker to speak with every child	Completed - monitoring
	9	5	Compensation claims	Ongoing
	3	Combined with number 30 (Theme 3)	Training - identify change in behaviour / grooming	See: Number 30 Theme 3
Grey = Completed or unable to implement as we are waiting for a national / regional change				
Measures (Impact)				
Regular opportunities for victims / survivors to provide feedback to Cyngor Gwynedd about the quality and sufficiency of the support	Update: The intention is to discuss with the advocates during April. A verbal update could be provided if this has not happened by the time the papers have been shared with Board members.			Timetable: Board Meeting April 2026 (verbal)
Confidence and experience of safeguarding in schools	Update: A Youth Forum has been developed and a questionnaire has been circulated to gather the views of young people about their confidence and the experience of safeguarding within schools. 1291 young people across the County have responded. The responses show that over 80% pupils noted that they were able to speak with someone at the school if support is needed, 14% were not able to speak with someone at the school and 6% did not respond.			Timetable: Annual - results Feb / March

	75% noted that they knew where to go for support, 6% were uncertain, 15% did not respond and 4% did not know where to go for support.																													
Health and Well-being of Gwynedd Schools (School Life)	Update: The Report on the results of the <i>Survey on the Health in Schools Research Network (SHRN): Improve the health and welfare of learners</i> has not been published by Public Health Wales yet.	Timetable: Delay from reporting as the SHRN report has not yet been published. July 2026 Board																												
Percentage of case conferences where the voice/views of the child (5+ years old) were heard	Update: 'Percentage of case conferences where children can be heard / children's voices are heard (aged 5+)' <table><thead><tr><th>Month</th><th>Percentage of case conferences children are heard (aged 5+)</th></tr></thead><tbody><tr><td>Jan-25</td><td>93%</td></tr><tr><td>Feb-25</td><td>94%</td></tr><tr><td>Mar-25</td><td>95%</td></tr><tr><td>Apr-25</td><td>96%</td></tr><tr><td>May-25</td><td>97%</td></tr><tr><td>Jun-25</td><td>98%</td></tr><tr><td>Jul-25</td><td>98.5%</td></tr><tr><td>Aug-25</td><td>99%</td></tr><tr><td>Sep-25</td><td>99%</td></tr><tr><td>Oct-25</td><td>99%</td></tr><tr><td>Nov-25</td><td>99%</td></tr><tr><td>Dec-25</td><td>99%</td></tr><tr><td>Jan-26</td><td>99%</td></tr></tbody></table>	Month	Percentage of case conferences children are heard (aged 5+)	Jan-25	93%	Feb-25	94%	Mar-25	95%	Apr-25	96%	May-25	97%	Jun-25	98%	Jul-25	98.5%	Aug-25	99%	Sep-25	99%	Oct-25	99%	Nov-25	99%	Dec-25	99%	Jan-26	99%	Timetable: This is a measure that it reported regularly to the Children's Performance Challenge meeting. The next Performance Challenge meeting will be held in May.
Month	Percentage of case conferences children are heard (aged 5+)																													
Jan-25	93%																													
Feb-25	94%																													
Mar-25	95%																													
Apr-25	96%																													
May-25	97%																													
Jun-25	98%																													
Jul-25	98.5%																													
Aug-25	99%																													
Sep-25	99%																													
Oct-25	99%																													
Nov-25	99%																													
Dec-25	99%																													
Jan-26	99%																													
Percentage of part 5 referrals where a social worker has made a proactive effort to visit and listen to the voice of the child (5+yrs)	Update: Number of children seen during the assessment (Dec-Jan) = 97% Three children not seen during assessment The reasons for this include children not wanting to leave their bedroom/not wishing to be a part of the assessment. There was one case where a parent refused a visit, telephone assessment only. A strategy discussion was held and escalated to Strategy 47 for access without parental consent.	Timetable: This is a measure that it reported regularly to the Children's Performance Challenge meeting. The next Performance Challenge meeting will be held in May.																												
Outputs to date																														



A social worker makes a proactive effort to hear the voice of every child subject to a Safeguarding Referral (Section 5)



All schools display information about an independent person that pupils can talk to if they have safeguarding concerns.



A special role has been appointed to help develop the Gwynedd Youth Forum.



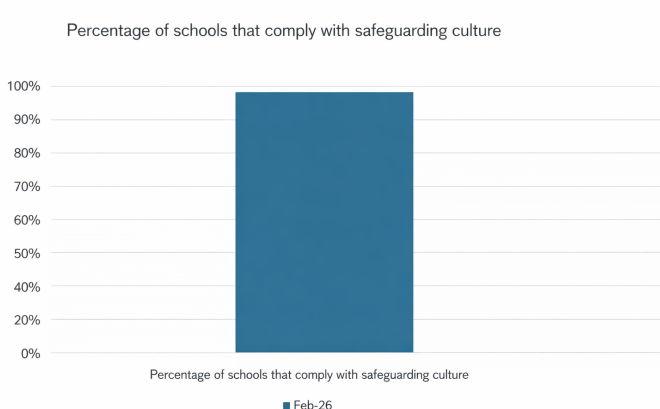
The Council works together with partners in order to offer ongoing support to the victims.



All schools have access to an electronic data management system so that changes in a child's behavior can be recorded.

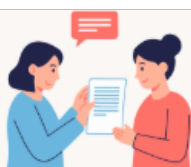
THEME 2 - MANAGING ALLEGATIONS AND CONCERNS ABOUT ADULTS WORKING WITH CHILDREN Reporting Officer(s): Dylan Owen / Sharron Carter Williams	
1. Theme Aim:	- Protect children by ensuring that concerns are taken seriously and acted upon quickly. - Ensure that Part 5 arrangements support a consistent and robust multi-agency response to allegations and concerns about adults working with children.
2. Guidance sought from the Board:	We ask the Board to; - Challenge and scrutinise the progress - Offer any further guidance on the next steps.
3. Progress to date:	- The Quality Assurance Framework has been completed (copy for information included in the pack). - The Magic Notes pilot has been commenced, with positive results thus far, as staff note that it facilitates their work. - An application was submitted to be a part of a national pilot to trial the new national referral form. We are waiting to hear if the application has been successful.
4. Challenges faced:	- Although the initial meeting with the Police was positive in terms of establishing a TEAMS channel, they have currently refused the request, noting that the current arrangements work effectively. Further contact will be made to explain the situation further. - With the funding for additional posts confirmed, the Department will move to advertise them. However, as recruiting social workers is already a challenge, there is an actual risk that these roles cannot be filled.
5. Next steps / key milestones:	- Follow-up conversations to hold with the Police (April 2026) - Appoint to the DOS/Quality Assurance Post (May/June 2026) - Evaluate the Magic Notes Pilot (July 2026)
6. Risks / Resources:	With the funding for additional posts now confirmed, the Department will move to advertise them. However, as recruiting social workers is already a challenge, there is an actual risk that these roles cannot be filled.
7. Communication Considerations	- Work will be needed to raise the awareness of the Children's Department workforce about the new Quality Assurance Framework. - A challenge is expected in wording the recruitment to additional posts. A further public and internal campaign will need to be considered as required.

8. Timelines:	Number	Priority	What?	Timetable
	15	1	Safeguarding (Part 5) decisions being made on a multi-agency basis, and not by the LADO alone	Delay – awaiting discussions with the Police
	17	1	Part 5 and Quality Assurance Framework implementation arrangements	Framework completed
	23	1	Improve the relationship between the children's teams and schools	Ongoing
	24	1	Strengthen collaboration / Communication between the Children and Education Departments	Ongoing
	25	1	Quality of Strategy Discussions recording (Part 5)	July - 2026
	18	2	Ensure that the Part 5 referral form will be easy to find and easy to use.	Oct-2026
	14	4	Welsh Government to develop a Low-level Concerns Policy	Awaiting implementation by WG
	11	4	Welsh Government to note that the Voice of the Child needs to be heard following the Part 5 referral	Awaiting a copy from WG
	12	4	Regional Safeguarding Board to scrutinise the Welsh Government's arrangements for dealing with allegations	Awaiting confirmation from the RSB
	20	4	Welsh Government to review the Part 5 procedures	Awaiting a copy from WG
	21	4	Welsh Government to publish the 10-Year Strategy on Preventing the Sexual Abuse of Children	Published
	13	5	Collaborate with schools on any safeguarding issues that arise following the ESTYN inspections	Ongoing
	16	5	Consider historical safeguarding information on a child's records	Completed
	19	5	A transparent and open culture of dealing with referrals	Ongoing
	22	5	Establish a Schools Safeguarding and Well-being Service	Continuous Review
Grey = Completed or unable to implement as we are waiting for a national / regional change				
Measures (Impact)				
Staff confidence and experiences of Part 5 referrals and dealing with	Update: We are considering whether something can be done as part of the internal investigation of the awareness of the safeguarding workforce (internal audit), seeking the		Timetable: October 2026 Board.	

low-level concerns	views of an individual who has experience of making a safeguarding referral or conduct a joint inspection with the Safeguarding and Well-being Team.	We are delaying before conducting an internal audit on the workforce's awareness in order to give time for the materials produced by the Corporate Safeguarding Promoter to take root.
Attendance of the Chair of Governors or deputy at a Part 5 strategy meeting if there is an allegation about a member of a school's workforce.	Update: Our intention is to try and report on this per quarter. Please note, however, that this cannot be done by using the current data system and some manual administrative work will have to be done in order to calculate it.	Timetable: Aiming to start reporting on this measure to the Board in July 2026
Estyn inspection reports : numbers who comply with safeguarding culture	Update:  Percentage of schools that comply with safeguarding culture Percentage of schools that comply with safeguarding culture ■ Feb-26	Timetable: Reported quarterly
Outputs to date		



The **form for referring allegations of abuse** is easier to find on the Council's website and on the Schools' "hub" website.



No **safeguarding decisions** are made by **one employee** alone.



Historical information on a child's record is checked each time a Safeguarding Referral is made (Section 5).



Historical information is also checked on the **record of the professional adult** who is the subject of a Section 5 enquiry.



"Magic Notes" is being **piloted** to facilitate the recording of safeguarding meetings (Section 5).

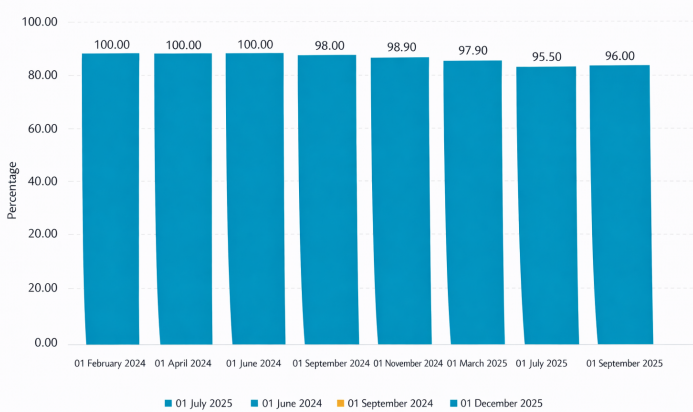


The **Quality Assurance Framework** has been **completed** to help ensure the Children's Department works effectively and consistently.

THEME 3 - TRAINING AND POLICIES Reporting Officer: Ian Jones	
1. Theme Aim:	Ensure that staff are trained to "think the unthinkable" and understand that "it could happen here".
2. Guidance sought from the Board:	We ask the Board to; - Challenge and scrutinise the progress - Offer any further guidance on the next steps.
3. Progress to date:	<u>Whistleblowing Policy</u> The amended Whistleblowing Policy was adopted by the Full Council in March 2026, and work is afoot to raise awareness of the policy across the Council. We have also committed that relevant officers attend specialist training from the Protect organisation during the coming months (exact dates to be confirmed). <u>Safeguarding Training</u> Progress has also been made in terms of converting Safeguarding training into video presentations so that they can be introduced to frontline staff across the Council. Work has also commenced on mapping the training needs of staff beyond the basic module so that they can support staff in the workplace. Group F training has also been carried out by an External Expert for the Council's Members. <u>Grooming Training</u> The NSPCC will be commissioned to prepare the grooming training pack. The training will include two parts: 1. An on-line class for up to 5000 for officers across the Council, raising awareness of the signs of grooming, and how to respond, etc. The training will also be available to elected members and school Governors. 2. Face-to-face training for 20 officers (5 sessions booked, therefore 100 officers in total). This is specific for front-line workers; Social Workers, Teachers, Designated Safeguarding Persons in Schools and Headteachers. The aim is to start the sessions in June. There was some delay as a result of the need for bilingual materials.
4. Challenges faced:	Access to all Council staff to the Council's IT systems remains a challenge. However, a financial bid has recently been approved to facilitate the work, and a further work is in place to realise the ambition.
5. Next steps / key milestones:	<u>Whistleblowing Policy</u> April – July 2026 > Raise awareness of the Whistleblowing policy amongst Council staff. April - December 2026 > Attend training sessions April - September 2026 > Introduce sessions to frontline staff on Safeguarding July 2026 - Complete mapping work on the training needs of Managers and Team Leaders
6. Risks / Resources:	Work priorities continue to be challenging as a result of the Council's broader work programmes.

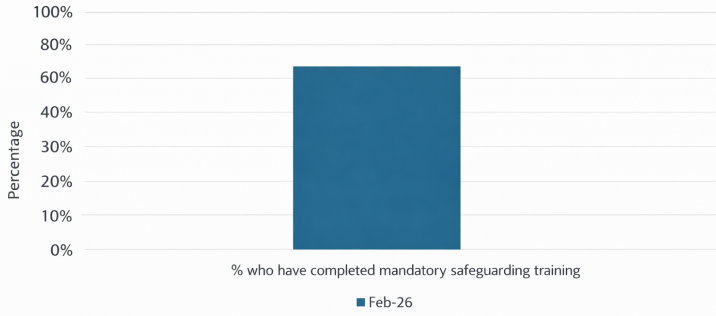
7. Communication Considerations:	Internal communication messages to be prepared in terms of Whistleblowing and Safeguarding matters			
8. Timelines:	Number	Priority	What?	Timetable
	32	1	Whistleblowing Policy	April 2026
	35	1	Training on keeping safeguarding records	April 2026
	45	1	Safeguarding Scrutiny Investigation	To be confirmed
	30	2	Grooming Training	To be confirmed
	38	2	Safeguarding Training - higher levels and training	To be confirmed
	34	3	Supervision of Designated Safeguarding Persons by social workers	To be confirmed
	29	4	Welsh Government to Commission a Training Resource	To be confirmed by WG
	31	4	Assurance for the Regional Safeguarding Board of the grooming training that will be held	To be confirmed
	33	4	Regional Safeguarding Boards have assurances that the LADO has received training	To be confirmed by the RSB
	36	5	Departmental Safeguarding/VAWDASV Training	Completed - ongoing monitoring
	37	5	Review the schools safeguarding training package	Ongoing
	40	5	Review the Corporate Safeguarding Policy every two years	Ongoing
	41	5	Review the Safeguarding Policy (Schools) every year	Ongoing
	42	5	Internal audit: The workforce's awareness of safeguarding	July 2026
	43	5	Monitoring DBS compliance	Ongoing
	44	5	Visits to monitor safeguarding arrangements in schools (Safeguarding and Welfare Team)	Ongoing
	39	Combined with number 38	"Advanced" Safeguarding Training	Combined with number 38
Grey = Completed or unable to implement as we are waiting for a national / regional change				
Measures (Impact)				

DBS rates for staff	Percentage of staff who have not renewed their DBS in a timely manner Blwyddyn 2024-2025 2025-2026 1.2% </
--------------------------------	---

Compliance with school safeguarding policies	Metric: % of schools that have received a monitoring visit and are compliant at good or better with safeguarding requirements  <table><thead><tr><th>Date</th><th>Percentage</th></tr></thead><tbody><tr><td>01 February 2024</td><td>100.00</td></tr><tr><td>01 April 2024</td><td>100.00</td></tr><tr><td>01 June 2024</td><td>100.00</td></tr><tr><td>01 September 2024</td><td>98.00</td></tr><tr><td>01 November 2024</td><td>98.90</td></tr><tr><td>01 March 2025</td><td>97.90</td></tr><tr><td>01 July 2025</td><td>95.50</td></tr><tr><td>01 September 2025</td><td>96.00</td></tr></tbody></table>	Date	Percentage	01 February 2024	100.00	01 April 2024	100.00	01 June 2024	100.00	01 September 2024	98.00	01 November 2024	98.90	01 March 2025	97.90	01 July 2025	95.50	01 September 2025	96.00	Timetable: This is a measure that it reported regularly to the Education Performance Challenge arrangements. The next meeting is in May, and it will be possible to report on the data of the last 4 months at the July Board.
Date	Percentage																			
01 February 2024	100.00																			
01 April 2024	100.00																			
01 June 2024	100.00																			
01 September 2024	98.00																			
01 November 2024	98.90																			
01 March 2025	97.90																			
01 July 2025	95.50																			
01 September 2025	96.00																			
% staff completed training on sex offenders and grooming	Update: As a result of the delay to secure bilingual materials, the data will now be collected from June onwards.	Timetable: The intention is to start reporting on this data at the Board's meeting in July 2026.																		
Staff and members' confidence in the Council's Whistleblowing arrangements	Update: Further work is needed between April and July in order to raise awareness of the in-house arrangements.	Timetable: Aiming to start reporting on this measure to the Board in September 2026.																		
Outputs to date																				
 The Council has added information about "grooming" to the safeguarding training that is presented to all schools.  We are now looking at how many staff have completed Safeguarding training as part of the performance monitoring arrangements of each Department.  The Cabinet has adopted a new Whistleblowing Policy for Council staff.  Appointed a Corporate Safeguarding Champion to raise awareness of safeguarding across the Council.  A new Education Safeguarding and Wellbeing Team was established in 2024.  The Education Safeguarding and Welfare Team visits each school once a year to check that the correct rules are being followed.  The capacity of the Education Safeguarding and Wellbeing Team was increased - 4 members of staff now work for the team.  A video has been produced to deliver safeguarding training to frontline staff.																				

THEME 4 - GOVERNANCE Reporting Officer: Alison Halliday	
1. Theme Aim:	• Ensure that school governors understand their roles and responsibilities to keep children safe. • Ensure that systems are in place which measure the wider health and culture of schools.
2. Guidance sought from the Board:	We ask the Board to; – Challenge and scrutinise the progress – Offer any further guidance on the next steps
3. Progress to date:	<u>Safeguarding Training</u> • Mandatory safeguarding training in place for every Chair and Safeguarding Designated Governor in schools • Basic Safeguarding Training is mandatory for every Governor • A new Governor Handbook has been shared with all Governors and on the Gwynedd website <u>Appointment of a Governance Support Officer</u> • A Governance Support Officer has been appointed and will commence in the role in May 2026 <u>Effective Governance as a Critical Friend</u> • Every leadership development programme in the authority gives purposive attention to the importance of effective governance with the need to foster a culture of honesty and transparency to ensure that governing bodies implement their role as a critical friend. • New headteachers and headteachers in charge, along with participants from the primary and secondary future leaders, have now received this training. <u>Training for Clerks</u> • Meeting agendas have been amended to ensure a specific and purposeful focus on the voice of the child, well-being and safeguarding. These programmes have been shared with the Authority's clerks of school governing bodies in April 2026 <u>Welsh Government</u> • We have attended meetings with the Welsh Government to gain more information and updates regarding the review. A Welsh Government Representative will attend the next meeting of the Gwynedd Governance Forum to share an update and receive input on the governance challenges of smaller and rural schools. <u>Professional Clerk</u> • Awaiting job evaluations.
4. Challenges faced:	Dependencies - awaiting further guidance from Welsh Government following its review of governance arrangements within schools.

5. Next steps / key milestones:	• Induction of the new Governance Support Officer to their role - May 2026 onwards • Ensuring a comprehensive training programme for Governing Bodies June 2026 onwards • Appointment of a Professional Clerk to meet the demand and needs of schools for a clerk • Prompt response and implementation of all recommendations in the Welsh Government Review of governance arrangements. September 2026 onwards • Continue discussions with the Governance Hub company to respond to the need for a dashboard to capture all data and information in a convenient location. • Draw up a questionnaire for governors to measure the impact of training on the culture and their confidence as a critical friend of the school June - July 2026 • Implement any findings, empowering a training programme for governing bodies																																
6. Risks / Resources:	Risk: • Adapt the Authority's mandatory training in terms of governance before receiving national guidance following the review • The authority unable to meet the needs and demands of schools for a governing clerk from September onwards. Resources: • (Number 46) - Additional resources will be required to establish a professional clerking model.																																
7. Communication Considerations:	• Information will need to be shared with Governors, including a comprehensive training programme. • We will appoint a Professional Clerk to meet the demand and needs of schools.																																
8. Timelines:	<table><tr><th>Number</th><th>Priority</th><th>What?</th><th>Timetable</th></tr><tr><td>46</td><td>2</td><td>Welsh Government to highlight the responsibilities of Governors</td><td>To be confirmed by WG</td></tr><tr><td>47</td><td>2</td><td>Governors dashboard on the health and well-being of schools</td><td>to be confirmed by WG</td></tr><tr><td>48</td><td>2</td><td>Governors to keep accurate records of safeguarding decisions</td><td>May 2026</td></tr><tr><td>49</td><td>2</td><td>Highlight the role of Governors in an investigation and suspension procedure</td><td>June 2026 / Ongoing</td></tr><tr><td>52</td><td>3</td><td>Compare the Governance arrangements of YF and other schools</td><td>May 2026</td></tr><tr><td>50</td><td>4</td><td>Learn lessons when dealing with complaints in the future</td><td>Ongoing - a case similar to ICC 2019 has not happened</td></tr><tr><td>51</td><td>4</td><td>Training and Support for Governors</td><td>Awaiting the findings of the WG review</td></tr></table> Grey = Completed or unable to implement as we are waiting for a national / regional change	Number	Priority	What?	Timetable	46	2	Welsh Government to highlight the responsibilities of Governors	To be confirmed by WG	47	2	Governors dashboard on the health and well-being of schools	to be confirmed by WG	48	2	Governors to keep accurate records of safeguarding decisions	May 2026	49	2	Highlight the role of Governors in an investigation and suspension procedure	June 2026 / Ongoing	52	3	Compare the Governance arrangements of YF and other schools	May 2026	50	4	Learn lessons when dealing with complaints in the future	Ongoing - a case similar to ICC 2019 has not happened	51	4	Training and Support for Governors	Awaiting the findings of the WG review
Number	Priority	What?	Timetable																														
46	2	Welsh Government to highlight the responsibilities of Governors	To be confirmed by WG																														
47	2	Governors dashboard on the health and well-being of schools	to be confirmed by WG																														
48	2	Governors to keep accurate records of safeguarding decisions	May 2026																														
49	2	Highlight the role of Governors in an investigation and suspension procedure	June 2026 / Ongoing																														
52	3	Compare the Governance arrangements of YF and other schools	May 2026																														
50	4	Learn lessons when dealing with complaints in the future	Ongoing - a case similar to ICC 2019 has not happened																														
51	4	Training and Support for Governors	Awaiting the findings of the WG review																														

Measures (Impact)						
% of school governing bodies reporting that all members have completed mandatory training	Safeguarding - % of Gwynedd Governors who have completed mandatory safeguarding training  <table><tr><th>Period</th><th>Percentage</th></tr><tr><td>Feb-26</td><td>65%</td></tr></table>	Period	Percentage	Feb-26	65%	Timetable: This information is collected once a year during the Autumn Term by means of the Annual Safeguarding Questionnaire.
Period	Percentage					
Feb-26	65%					
The Governing Body's confidence in their ability to be a Critical Friend of the school.	Update: To be introduced in September 2026.	Timetable: Information being collected before the end of the Summer term in order to be able to report to the Board at the beginning of the new term (September 2026).				
Outputs to date						
 A new Governor's Handbook has been created and shared with all Gwynedd School Governors.	 A new Officer has been appointed to support School Governors.	 A training program for clerks is available to all School Governing bodies.				

THEME 5 - RESTRICTIVE PRACTICES	
Reporting Officer: Llion Williams	
1. Theme Aim:	Update guidelines on filming physical restraint by adults, and how filming records should be kept.
2. Guidance sought from the Board:	We ask the Board to; - Challenge and scrutinise the progress - Offer any further guidance on the next steps.
3. Progress to date:	- An external company has been commissioned to: - Evaluate the current policy against national guidelines - Analyse the strengths and weaknesses of the policy. - Recommend practical improvement steps which ensure full compliance and integrate restorative approaches and conversations. - Recommend clear implementation arrangements with roles, accountability and restorative approach embedded in daily practice. - Evaluate the training plan for staff in policy requirements and restorative conversations. - Establish clear reporting arrangements for incidents, concerns and outcomes of restorative conversations. - Number of associated policies shared to facilitate the evaluation - Meeting held between the Headteacher of the Camu i'r Copa Referral Unit, Inclusion Manager and the officer who completes evaluation work to explain the implementation arrangements of the policy and the current training plan. - Final steps are completed in the evaluation work before the report is submitted. - After this, an action plan will be drawn up, and the implementation will respond to the findings. - Scrutiny of the restrictive practice / early intervention policy has been added to the quality visits of the Safeguarding and Well-being Team since the end of February 2026 - Every school that has received a visit so far has adopted the lead policy of the Education Department - The policy adoption / review date will be a part of the annual safeguarding questionnaire to Schools (Circulated annually in October) - The Regional Safeguarding Group is developing an additional clause in the Regional policy to give guidance to schools on filming physical restraint by adults - this is not recommended in accordance with GDPR regulations and relevant legislation. The clause is in the process of being verified by the legal department of the lead County.
4. Challenges faced:	- Drawing up and implementing improvements following the external consultation, subject to the company's completion timetable - Current training data includes the schools of Anglesey and other agencies - There will be a need to develop and adapt the method of monitoring the need and numbers of staff who need/have been trained.
5. Next steps / key milestones:	- Establish an action plan following the evaluation - March 2026 - Establish and implement monitoring and compliance with policy procedure - March 2026 - Review the training strategy and plan - To be confirmed following the evaluation feedback

	Strengthen the reporting and monitoring of school reports data arrangements - To be confirmed following the evaluation feedback																														
6. Risks / Resources:	Risks: - The process of commissioning and completing the work to evaluate the policy and arrangements take longer than expected - Ongoing compliance of schools Resources: - Resources and a system will be required to record 53.5 - collaborating with the IT Department to establish a system/Power App to keep data																														
7. Communication Considerations:	-																														
8. Timelines:	<table border="1"> <thead> <tr> <th>Number</th><th>Priority</th><th>What?</th><th>Timetable</th></tr> </thead> <tbody> <tr> <td>53</td><td>2</td><td>Welsh Government to publish Guidance on filming restrictive practices incidents</td><td>To be confirmed by WG</td></tr> <tr> <td>53.1</td><td>"</td><td>Establish a sub-group - investigation</td><td>December - Completed</td></tr> <tr> <td>53.2</td><td>"</td><td>Review the Policy</td><td>January 2026</td></tr> <tr> <td>53.3</td><td>"</td><td>Adopt the policy</td><td>February and annually</td></tr> <tr> <td>53.4</td><td>"</td><td>Provide training</td><td>February 2026</td></tr> <tr> <td>53.5</td><td>"</td><td>Monitoring</td><td>March 2026 and annually</td></tr> </tbody> </table> Grey = Completed or unable to implement as we are waiting for a national / regional change			Number	Priority	What?	Timetable	53	2	Welsh Government to publish Guidance on filming restrictive practices incidents	To be confirmed by WG	53.1	"	Establish a sub-group - investigation	December - Completed	53.2	"	Review the Policy	January 2026	53.3	"	Adopt the policy	February and annually	53.4	"	Provide training	February 2026	53.5	"	Monitoring	March 2026 and annually
Number	Priority	What?	Timetable																												
53	2	Welsh Government to publish Guidance on filming restrictive practices incidents	To be confirmed by WG																												
53.1	"	Establish a sub-group - investigation	December - Completed																												
53.2	"	Review the Policy	January 2026																												
53.3	"	Adopt the policy	February and annually																												
53.4	"	Provide training	February 2026																												
53.5	"	Monitoring	March 2026 and annually																												
Measures (Impact)																															
% of school staff completing training on restrictive practices	Update: Over 300 staff in 85 Gwynedd schools have received training over the past 3 years. This includes refresher training. The training programme is being managed and monitored by the inclusion team. Currently, training is being held based on need, applications or recommendations by the inclusion service. It is expected that this procedure will be refined following the findings of the evaluation. Further work needs to be completed in order to collect the data more effectively.		Timetable: Refine the collection arrangements following the evaluation by the external company																												
% of schools complying with the restrictive practice model policy.	Update: Scrutiny of the restrictive practice / early intervention policy has been added to the quality visits of the Safeguarding and Well-being Team since the end of February 2026 - Every school that		Timetable: Data being collected through the annual safeguarding																												

	has received a visit so far has adopted the lead policy of the Education Department Every school that has responded to the annual safeguarding questionnaire (October 2025), confirming that they have adopted the lead policy of the Education Department.	questionnaire / visits of the Safeguarding and Well-being Team
Quality of Safeguarding – Policy compliance, level of training, reporting and evaluation processes are carried out during the annual visits.	Update: During the new cycle of Safeguarding quality visits, the 29 schools that have received a visit confirm that they have adopted and that they comply with the Education Department's lead policy (100%). The adaptations, following the external evaluation, that will be implemented in the reporting procedure will become an additional part of the quality check visits	Timetable: This aspect is being added to Quality of Safeguarding visits from the beginning of February 2026.
Reporting on the following two measures in performance challenge meetings: - Number of reports of use of restrictive practices by schools. - % of reports that have received the child's voice as part of the report	Update: These actions are subject to the recommendations deriving from the external evaluation.	Timetable: Awaiting the results of the external company's evaluation.
Outputs to date		
No restrictive practices infographic at present.		

THEME 6 - CRISIS PLANNING AND CRISIS RESPONSE	
Reporting Officer: Catrin Love	
1. Theme Aim:	• Ensure that a clear, strategic and co-ordinated plan is in place in a crisis situation
2. Guidance sought from the Board:	We ask the Board to; - Challenge and scrutinise the progress - Offer any further guidance on the next steps.
3. Progress to date:	A consultative process has been held with specific schools that were involved with events on the day of the arrest at the school, in order to gain a better understanding. A draft Crisis Plan is in place which has incorporated all recommendations in the CPR report. Draft submitted to a small cohort of School Headteachers (mix of small and larger schools and Secondary schools), with several observations received. A draft of a collaboration agreement with the Police has been completed following discussions. It establishes a flexible framework for working together, which may at times include secondements, as well as an open-door approach and collaboration with victim contact teams.
4. Challenges faced:	The needs and ability of schools are different, subject to their size. First draft version identifying 7 key roles in schools in a crisis but, in practice, there are only 7 members of staff in total in a small school. Headteachers feel that there are too many documents and procedures relating to crisis in schools, with a request made to reconcile documents and incorporate them into a single document, e.g. fire / lockdown / safeguarding / crisis procedures. Need to adapt the original proposal in terms of communicating the Plan with the schools, Headteachers do not feel that a short presentation in a Business Meeting is sufficient.
5. Next steps / key milestones :	Re-introduce the Crisis Plan to the same cohort of School Headteachers, with their original comments incorporated within it. April 2026 Agree on the communication and training method of every school May 2026 Share collaboration agreements with the Police for comments, with the intention of adopting it formally. April 2026
6. Risks / Resources:	Risks A suggestion that national guidance are to follow in this field which may change the content.

	Resources Budget for an additional resource has been approved and in the process of advertising a post.																				
7. Communication Considerations:	Need to communicate with school Governors Need to include broader sites than schools alone, e.g. leisure centres, residential homes, etc.																				
8. Timelines:	<table><tr><th>Number</th><th>Priority</th><th>What?</th><th>Timetable</th></tr><tr><td>54</td><td>2</td><td>Review the strategic serious incidents plan</td><td>Consultation period 31/3/26. Training Programme <i>Summer Term 2026</i></td></tr><tr><td>56</td><td>5</td><td>Plan in force which sets out steps to obtain swift support during a traumatic event</td><td>June 2026</td></tr><tr><td>55</td><td>5</td><td>Official protocol to share information</td><td>Completed</td></tr><tr><td>57</td><td>2</td><td>Arrange a secondment for a social worker to work with the Police (in accordance with the need)</td><td>Completed</td></tr></table> Grey = Completed or unable to implement as we are waiting for a national / regional change	Number	Priority	What?	Timetable	54	2	Review the strategic serious incidents plan	Consultation period 31/3/26. Training Programme <i>Summer Term 2026</i>	56	5	Plan in force which sets out steps to obtain swift support during a traumatic event	June 2026	55	5	Official protocol to share information	Completed	57	2	Arrange a secondment for a social worker to work with the Police (in accordance with the need)	Completed
Number	Priority	What?	Timetable																		
54	2	Review the strategic serious incidents plan	Consultation period 31/3/26. Training Programme <i>Summer Term 2026</i>																		
56	5	Plan in force which sets out steps to obtain swift support during a traumatic event	June 2026																		
55	5	Official protocol to share information	Completed																		
57	2	Arrange a secondment for a social worker to work with the Police (in accordance with the need)	Completed																		
Measures (Impact)																					
Number of schools / staff / Governors in each school who have received Emergency / Crisis Plan training.	Timetable: Training to be scheduled Update: Reporting on this continues to be premature as there is a need to update and consult on the Plan before putting appropriate training in place.																				
Number of satisfactory emergency plans on the Council's sites	Timetable: A programme of annual inspections to commence from September 2026. Update: Reporting on this continues to be premature as there is a need to offer appropriate training and for it to be in place before establishing a monitoring programme.																				
Outputs to date																					



There is an **agreement to collaborate with the Police in an emergency**. This may involve a social worker being seconded to work with the Police for a period of time.

Theme 7 - Ysgol Friars

Reporting Officer: Margaret Davies

1. Theme Aim:	Supporting Ysgol Friars
2. Guidance sought from the Board:	We ask the Board to; - Challenge and scrutinise the progress - Offer any further guidance on the next steps.
3. Progress to date:	Review the Governing Body's ability to implement the recommendations that will result from the CPR, realistically assessing what steps are beyond its capacity. - Governance arrangements for wellbeing and safeguarding continue to strengthen. Governors demonstrate confidence in evaluating the wellbeing and safeguarding report, and a structured programme of support and challenge meetings between the Designated Safeguarding Person (DSP) and the Safeguarding Governor takes place each term. There is clear evidence of a developing data pack, shaped in response to governor feedback—for example, termly attendance comparisons—which is improving the quality of strategic oversight. - The termly report to GB provides governors with data in relation to safeguarding referrals, child protection and looked after children - The school has established a wellbeing sub-committee that meets regularly to share information on high level data, patterns and actions/ responses school is taking on concerns - The governing body scrutinises the safeguarding policies prior to ratification at full GB meeting. These are ratified annually. - The school is working closely with local authority named safeguarding officers and an external specialist. The local authority is supporting the Governors as they develop their critical friend role. - Safeguarding SER is now completed annually and presented to full Governing Body - The governing body have been briefed on the potential recommendations from the Child Practice Review and will be working closely with school leaders to ensure that all

	recommendations pertinent to school have been completed in a timely manner • The Authority's Safeguarding Officer continues to attend the governing body and Wellbeing and Safeguarding sub-committee to provide constructive support and challenge, and ensure regular feedback to the Authority regarding progress against the recommendations, and strengthen the working relationship between the school and the Authority. • The Safeguarding Lead meets with the Head/Designated Safeguarding Lead every three weeks and attends Governing Body meetings. Strengthen training and support for governors in the areas of safeguarding, strategic accountability, and performance monitoring. • All governors have completed the NSPCC training, • A special meeting of the Governing Body was held on 1 December to focus on Safeguarding as follows: ○ Self-evaluation form for Safeguarding and Child Protection – Estyn ○ Local Authority Audit ○ Comfortable Environment Protocol: Pre and Post Bereavement Support Protocol for Ysgol Friars Pupils ○ Safeguarding Training - Staff and Governors ○ Programme Board - Child Practice Review Outcome ○ Role and responsibilities of the Well-being and Safeguarding Sub-Committee Support the interim Headteacher, Deputy and the two new Assistant Headteachers as they develop as a strong management team. • The SIA visited during the CPR publication and in preparation for the Estyn inspection. SIA continues to visit as needed during the year to discuss improvements to the school • 'Safe space' - half termly sessions have been arranged for all members of the leadership team by 'trauma informed schools'. • There is monthly supervision of the Designated Person by an independent consultant to support pressure on DSP at this time. • Cross-School collaboration – the school is continuing to work the A55 alliance which focus on literacy skills, and also with Ysgol Syr Hugh Owen, Ysgol Brynrefail and Ysgol Dyffryn Ogwen in relation to the Gwynedd. A formal agreement has been developed between four schools and the first focus is inclusion.
--	---

Support the recruitment and transition to a permanent Headteacher during 2026, reassuring staff and parents that robust arrangements are in place Cyngor Gwynedd

- Permanent Headteacher appointed for 1 September 2026 start.

Strengthen middle leadership and ensure that school management processes are operational and transparent.

- Link Governors have been appointed and 'School Guidance for Supportive Visits by Governors' has been adopted by the Governing Body. Meetings have taken place with the faculties and are ongoing. General overview record form following a supportive visit to the school by a member of the Governing Body is sent to the Headteacher and Head of Faculty.
- A first round of quality assurance has been completed, and a report of whole school-findings has been presented to the Governing Body. Whole school areas for further improvement have been included in the Schools Development Plan.
- The Governing Body has adopted the PDR Policy. There has been a pause in national leadership development programmes this year, but they will be starting in September. The PL needs of staff currently being collated following their initial PDR meetings.

Pupil Voice

- Leaders and governors place a high value on pupil voice, and this commitment is increasingly evident in the school's developing structures and processes. A designated governor now attends school council meetings regularly, providing an effective link between pupils and the governing body and ensuring that learners' perspectives inform strategic discussions. Head pupils meet routinely with the headteacher to raise important issues, and this dialogue is beginning to shape aspects of school development in a meaningful way. As a result, pupils feel that their views are listened to and that they can influence change within the school. However, leaders recognise that pupil voice is stronger at whole-school level than within tutor groups and year groups, where opportunities for consultation and participation remain inconsistent. Strengthening these layers of pupil voice, alongside establishing purposeful sub-committees to support the wide-ranging work of the school council, is therefore a clear next step. Initial training planned with the Children's Commissioner for Wales is a timely and positive development that is expected to further enhance pupils' confidence, advocacy skills, and the overall impact of pupil voice across the school community.

Review and strengthen counselling and emotional support arrangements, ensuring sustainable and high quality provision for children and young people.

Wellbeing centre

- A 'Wellbeing centre report' was presented to Governing body in March 2026. There are currently 4 school based counsellors and a total of 53 students have been referred in this period (01/09/25-31/01/26) (KS3-31 students, KS4-10 students, KS5-12 students). Meetings with the school counselling team, DSP and Safeguarding Officer happen on a half termly basis. Initial meetings focused on the referral process, improving communication of appointments, improving communication between school-based counsellors and safeguarding team. Additional support sessions from the school-based counsellors have been agreed where there have been possible 'trigger' days. So far these have been on the:
 - Release of the CPR report
 - GCSE Maths results day
 - Don't steal my future workshop day (RASASC)

The rooms in the wellbeing centre are used regularly by a number of additional support services:

The School Nursing Service is based in the Centre and offers support and advice to children, young people and their families or carers to help ensure that they reach their full potential during their school aged years and beyond. Confidential advice and support can be offered for a wide range of issues.

Be' Di'r Sgôr - The Gwynedd and Anglesey Young People's Drug and Alcohol Abuse Service. The service is available to any young person up to the age of 25 who is or has been affected by drugs or alcohol, directly or through someone else. They work confidentially with young people to offer one to one support and advice, drop-in sessions in the community, education and prevention resources, and Guidance for families and professionals. Two members of the team have set up a weekly clinic at Ysgol Friars. This work includes:

- Holding targeted one to one or group sessions with pupils
- Offering advice and support sessions to staff, if it is useful

CAMHS Hub - Every month, there is a meeting of the CAMHS hub. This is early intervention prevention and promotion services. The purpose of the hub is:

- To provide advice, guidance and support to the multidisciplinary school environment.
- To upskill those working around the child within the school setting.
- To identify mental health difficulties, refer and intervene early within the school environment.

- To increase awareness and knowledge of child mental health, and how to influence and foster resilience.
- To enable the education system to positively influence mental health

Multi-agency work- Supporting attendance - The wellbeing centre is also being used to support students in returning to school following lengthy periods of absence. Agencies who are supporting students with long term absences have started to schedule sessions in the wellbeing centre to bridge the gap between home and school. This is currently taking place with two student in Year 9 who have not attending school this academic year. The wellbeing centre is also used for meetings with social workers, support workers, police interviews and parent meetings.

Support staff to build a culture of safety, trust and respect, providing additional training where necessary.

Since 2023, the school reviewed its training model for safeguarding and child protection. In line with Gwynedd County Council, the school is compliant with the Group A, B and C training. We will continue to review this training model based on feedback from staff and local authority officers.

- In May, all Senior Leaders have completed the NSPCC Group C Designated persons training. New members of the senior leadership team have completed the training in September 2025
- In addition, the safeguarding officer has also completed their Group C training
- In addition, the designated safeguarding person has attended Group C training facilitated by Gwynedd County Council
- In September 2025, the senior leadership team have commissioned an independent trainer to facilitate Group B training to all staff during INSET day. This was a comprehensive training package that meets requirements of Group B training.
- The school have also commissioned the independent trainer to work closely with our new designated safeguarding person to support, challenge and improve our safeguarding and child protection arrangements. This is an ongoing support Service for our DSP and safeguarding team on a monthly basis.
- In addition, all staff have completed the online Group A training, Prevent and Violence against Women training which are online training modules
- The school maintains records and ensures that all staff are appropriately trained child protection and safeguarding, prevent and sexual violence
- All staff are aware of different levels aware of children's needs and aware on how to respond to their needs in different situations.

	• The school has moved towards a designated safeguarding team that can respond in an appropriate and timely manner to ensure that support is available at the time of need and referrals are made in a timely manner. • As of June 2025, all new staff are provided with safeguarding training as part of their induction. This is facilitated by our designated safeguarding person. • The local authority designated safeguarding lead meets with the school safeguarding team monthly to discuss trends and support. Training for safeguarding and child protection is a priority at Ysgol Friars. The school is compliant with the local authority policy in providing Group A and Group B training. Designated and deputy designated persons are trained to Group C. This team approach ensures that there are robust arrangements in place to provide guidance to staff and liaises with Gwynedd County Council to ensure that we are up-to-date and compliant. To carry out regular safeguarding audits and provide ongoing assurance to the Authority and the Programme Board. • Estyn's safeguarding self-evaluation and Gwynedd audit presented to governors. • A school audit is in place and feeds into the action plan. • LA safeguarding visit completed • Termly reports are presented to governors in relation to child protection / safeguarding and staff roles. Communication and Transparency • Parental communication remains an area for development. Plans for the creation of dedicated focus groups next term provide a clear route forward and offer the potential for more meaningful parental engagement in safeguarding and wellbeing conversations.
4. Challenges faced:	Continue to clerk the Governing Body until sustainable arrangements are in place. • The school has advertised three time for the role of the Clerk to the Governing Body but have been unsuccessful in appointing. The school will re-advertise again in the coming weeks following the publication of the Estyn Report. In the meantime, the current clerk continues to work closely with the Project Lead. Strengthen training and support for governors in the areas of safeguarding, strategic accountability, and performance monitoring. • Waiting to hear how compulsory training will change nationally before detailing further.

5. Next steps / key milestones:	• To further embed pupil voice by working closely with the children's commissioner's team • To ensure that recommendations in our Estyn report are incorporated into whole school planning • To further develop our graduated response to social emotional and challenging behaviour
6. Risks / Resources:	Ensure that the role of the temporary additional Safeguarding Officer is effectively integrated, with a clear framework in terms of accountability and oversight. • Finance and staffing committee to consider the future following receipt of next year's budget.
7. Communication Considerations	Communication and Transparency • Parental communication remains an area for development.
8. Timelines:	

Our Bravery Brought Justice - Cyngor Gwynedd's Response Plan

Progress Report

15.07.2026

THEME 1 - VOICE OF THE CHILD AND SUPPORTING VICTIMS	
Reporting Officer: Gwern ap Rhisiart	
1. Theme Aim:	- Ensure that children are listened to, and that they are believed and taken seriously. - Give a voice to children and young people in processes that have been planned to keep them safe. - Do everything within our ability to support the victims and survivors.
2. Guidance sought from the Board:	We ask the Board to: - Challenge and scrutinise the progress - Offer any further guidance on the next steps
3. Progress to date:	The Voice of the Child Strategy A Voice of the Child Strategy has now been fully drawn up in draft form, with the following specific appendices developed to support the strategy as a whole: - The Voice of the Child in Children Services - The Voice of the Learner in Education - The Voice of Children and Young People Forums - The Voice of the Child Strategic Integration and Governance The strategy and appendices set a clearer procedure on how the voice of children and young people is heard, recorded and used to steer decisions and integrated into the Council's governance arrangements. (copy shared with Board for information) A full day has been arranged for 16 July to go through the whole strategy with the Children and Young People's Forum. This will give them an appropriate opportunity to consider the strategy and appendices in detail, to discuss the content and consider the proposed arrangements before proceeding to the next steps. The Forum's feedback will be an important part of the process of refining the strategy before its final approval and embedment across relevant services. We have advertised twice and have interviewed twice for the Engagement Officer post. Unfortunately, we failed to appoint and we have now advertised for the third time. We will use the Council's communication team to promote the role through our social media websites. Recording There has been no significant change in terms of recording arrangements since the previous report, but positive progress has been made in ensuring that all schools now have access to an electronic system to record relevant matters. Therefore, every school now has the ability to record changes in behaviour, concerns or relevant information digitally, either on Bromcom or current systems such as MyConcern.

	It is important to note that the majority of schools still use MyConcern, but all schools have now got access to a suitable electronic system. This gives a more consistent basis for recording work and reduces the risk of relying on paper arrangements or inconsistent processes. Trauma-informed and Child Friendly The Trauma-informed e-modules are now live on the learning portal, providing the basic knowledge for all staff and councillors. Work is also underway to arrange training sessions for Cabinet Members, Department Heads and Assistant Department Heads, while the Cabinet Member for Children completes a Diploma in trauma-informed practice. Progress is also continuing on the work of Children's Rights across the Council, which includes collaborating with the Highways Service to develop a more child-friendly method of engagement when planning playing fields. There is a need to prepare and support every department to incorporate children's rights in their day-to-day work and develop a stronger corporate awareness of these principles - there is an e-module training (via the Welsh Government's hub) and it is intended to arrange sessions on children's rights for managers and teams in the autumn. Contact Outside School Quality checking visits continue to check that contact numbers and appropriate information are available for children to use if they wish to contact external agencies or ask for support outside school. This is a part of the continuous monitoring cycle of the Safeguarding and Well-being Team. Since the last meeting, no example has arisen where the information available to learners has been found to be inadequate or inappropriate.
4. Challenges faced:	One of the main challenges in taking this work forward is the increasing demand on the Children and Young People's Forum. While Forum members are fully capable of considering, challenging and giving opinions on important areas, it is necessary to recognise that they also have their own priorities and pressures, including school commitments, exams and other activities. It is clear that an increasing number of areas of work wish to have input from the Forum, and this is something that will need to be carefully managed. It is not appropriate to continually pull young people out of lessons, and bringing together young people from across Gwynedd to one setting is also a significant practical challenge. Another challenge that needs to be recognised is the concern that the priorities of the Youth Forum could be pushed aside due to the Department's agenda and the requirements of the Response Plan. While this work requires clear and purposeful input from children and young people, it is also important that this does not mean that their priorities are lost or downgraded. The balance that needs to be struck is that the Forum can meaningfully contribute to the priorities of the Response Plan, but also remain a space where young people can raise the issues that matter most to them. A date has now been scheduled for a meeting with the Forum on 16 July, when there will be an opportunity to go through the complete strategy and associated appendices. This will give the young people appropriate time to consider the content in a meaningful way. It also needs to be recognised that the end of the school year period brings a natural change in the membership of the Forum, as some young people leave education or move on to a new era.

	In addition, the Department's ability to devote the necessary time and capacity to this work remains a challenge, given the many strategic and practical priorities currently in place. However, work continues to progress, and officers will consider a more structured annual programme with the Forum to ensure that their input is carefully planned and used effectively. Moving forward, it will be necessary to ensure that the Forum's work programme gives sufficient space to the young people's own priorities, whilst also ensuring that their voice contributes directly to the improvement work that is part of the Response Plan. This will help maintain the credibility of the Forum, reduce pressure on members, and ensure that the arrangements remain meaningful and fair for the young people involved. With this in mind, the completion of work on the strategy will be timed following the session with the Forum on 16 July, so that the feedback from the young people can be appropriately incorporated before moving on to the next stages. Another challenge will be recruiting for the Engagement Officer post. We are now starting the process for the third time. This is a reflection on a lack of suitable people out there to do the work.
5. Next steps / key milestones:	• Hold a full session with the Children and Young People's Forum on 16 July to discuss the Voice of the Child Strategy and associated appendices in their entirety, giving the young people an adequate opportunity to consider the content and offer meaningful feedback. • Incorporate the Forum's feedback into the final strategy and appendices, ensuring that young people's views are clearly reflected before proceeding to formal approval. • Complete and refine the specific appendices for: ○ The Voice of the Child in Children Services; ○ The Voice of the Learner in Education; ○ The Voice of Children and Young People Forums; ○ The Voice of the Child Strategic Integration and Governance. • Develop an annual work programme with the Youth Forum, to ensure an appropriate balance between the young people's own priorities and the need to receive their input on the priorities of the Recovery Plan. • Consider practical and sustainable arrangements for engaging with young people from across Gwynedd, including travel challenges, meeting timing, and natural changes to Forum membership at the end of the school year. • Continue to strengthen corporate arrangements for the child's voice, ensuring that the strategy influences relevant decision-making processes, governance arrangements and service plans. • Confirm the recording arrangements across schools, noting that all schools now have access to an electronic system, while continuing to monitor the consistent and effective use of systems such as MyConcern and Bromcom. • Continue the monitoring cycle through quality check visits, including checking that appropriate information is available to learners about how to contact external agencies or get support outside of school. • Appointment of Engagement Officer.

6. Risks / Resources:	The main risks are the availability and capacity of the Children and Young People Forum, especially considering exam pressures, travel distances and the natural change in the Forum's membership at the end of a school year. There is also a risk that the priorities of the Youth Forum are pushed aside by the requirements of the Response Plan, along with the challenge of ensuring sufficient capacity within the Department to move the work forward.																																											
7. Communication Considerations	A clear communication plan will be required when publishing the strategy, ensuring that children and young people see where their input has influenced the work. An accessible and child-friendly version will be required, along with clear messages for schools, governors, services and partners. It will also be important to manage expectations and clearly show how the voice of children and young people leads to action.																																											
8. Timelines:	<table><tr><th>Num ber</th><th>Priority</th><th>What?</th><th>Timetable</th></tr><tr><td>1</td><td>1</td><td>The Voice of the Child Strategy</td><td>July 2026</td></tr><tr><td>2</td><td>1</td><td>Systems / measures / reporting - the voice of the child</td><td>To be confirmed</td></tr><tr><td>4</td><td>1</td><td>System for recording a change in behaviour</td><td>September 2027</td></tr><tr><td>6</td><td>1</td><td>Contact outside school (reporting concerns)</td><td>To be confirmed</td></tr><tr><td>8</td><td>1</td><td>Support for victims</td><td>Ongoing</td></tr><tr><td>9</td><td>1</td><td>Compensation claims</td><td>Ongoing</td></tr><tr><td>10</td><td>1</td><td>Working on the corporate culture: Trauma-informed and The Right Way (Children's Rights)</td><td>Long-term work programme</td></tr><tr><td>7</td><td>3</td><td>Welsh Government to implement changes to the National Curriculum</td><td>WG noted September 2026</td></tr><tr><td>5</td><td>4</td><td>Social Worker to speak with every child</td><td>Completed - monitoring</td></tr></table> Gray = Delay until a national / regional change is implemented Green = Completed (monitoring)				Num ber	Priority	What?	Timetable	1	1	The Voice of the Child Strategy	July 2026	2	1	Systems / measures / reporting - the voice of the child	To be confirmed	4	1	System for recording a change in behaviour	September 2027	6	1	Contact outside school (reporting concerns)	To be confirmed	8	1	Support for victims	Ongoing	9	1	Compensation claims	Ongoing	10	1	Working on the corporate culture: Trauma-informed and The Right Way (Children's Rights)	Long-term work programme	7	3	Welsh Government to implement changes to the National Curriculum	WG noted September 2026	5	4	Social Worker to speak with every child	Completed - monitoring
Num ber	Priority	What?	Timetable																																									
1	1	The Voice of the Child Strategy	July 2026																																									
2	1	Systems / measures / reporting - the voice of the child	To be confirmed																																									
4	1	System for recording a change in behaviour	September 2027																																									
6	1	Contact outside school (reporting concerns)	To be confirmed																																									
8	1	Support for victims	Ongoing																																									
9	1	Compensation claims	Ongoing																																									
10	1	Working on the corporate culture: Trauma-informed and The Right Way (Children's Rights)	Long-term work programme																																									
7	3	Welsh Government to implement changes to the National Curriculum	WG noted September 2026																																									
5	4	Social Worker to speak with every child	Completed - monitoring																																									
Measures (Impact)																																												

Measures (Impact)

Regular opportunities for victims / survivors to provide feedback to Cyngor Gwynedd about the quality and sufficiency of the support	Update: Continue meetings with the advocates of victims, with continuous discussions about the level of support available, or required, this includes the needs of the family as well as the individual. Four out of five of the victims are in contact with either ISVAs or social services. Conversations are now taking place on an individual level with the ISVA's to tailor bespoke support packages. In addition, one-to-one contact with one of the victims takes place, either on a face-to-face basis or on Teams based on the wishes of the individual; again, in order to discuss needs on an individual and family level. One of the largest challenges is identifying specialist services / interventions for victims in a therapeutic field in the area. There is an agreement to map the availability of therapeutic services locally / across the region.	Timetable: Board Meeting July 2026
Confidence and experience of safeguarding in schools	Update: The Youth Forum developed a questionnaire to gather the views of young people about their confidence and the experience of safeguarding within schools, with 1,291 responses across the county. The responses showed that over 80% of pupils noted that they were able to speak with someone at the school if support is needed, while 14% said that they could not and 6% did not respond. Also, 75% noted that they knew where to go for support, 6% were uncertain, 4% did not know and 15% did not respond. <u>Scrutiny and Safeguarding Committee Report</u> The report shows that there is a solid foundation of confidence and safeguarding experience in Gwynedd schools, with staff and governors taking their responsibilities seriously, but that consistency of training, clarity of reporting pathways, and everyone's confidence to act immediately when there is any concern need to be strengthened.	Timetable: Annual Review (March) Reported to the Board in April 2026. July 2026 Update: Scrutiny Committee Report
Health and Well-being of Gwynedd Schools (School Life)	Update: The Report on the results of the <i>Survey on Health in Schools Research Network (SHRN): Improve the health and welfare of learners</i> for Secondary Schools has not yet been published by Public Health Wales. After receiving the results, they will be analysed by the department's data officers.	Timetable: October 2026 Board

Percentage of case conferences where the voice/views of the child (5+ years old) were heard	Update: Percentage of case conferences where the child's voice/opinion was heard (aged 5+) - 96%	Timetable: Data for April – June 2026
Percentage of section 5 referrals where a social worker has made a proactive effort to visit and listen to the voice of the child (5+yrs)	Update: Percentage of section 5 referrals where a social care worker has made a proactive effort to visit and listen to the child's voice (aged 5+) - 90%	Timetable: Data for January – June 2026

Outputs to date



A social worker makes a proactive effort to hear the voice of every child subject to a Safeguarding Referral (Section 5)



All schools display information about an independent person that pupils can talk to if they have safeguarding concerns.



A special role has been appointed to help develop the Gwynedd Youth Forum.



The Council works together with partners in order to offer ongoing support to the victims.



All schools have access to an electronic data management system so that changes in a child's behavior can be recorded.

THEME 2 - MANAGING ALLEGATIONS AND CONCERNS ABOUT ADULTS WORKING WITH CHILDREN

Reporting Officer: Dylan Owen / Sharron Williams Carter

1. Theme Aim:	• Protect children by ensuring that concerns are taken seriously and acted upon quickly. • Ensure that Section 5 arrangements support a consistent and robust multi-agency response to allegations and concerns about adults working with children.
2. Guidance sought from the Board:	We ask the Board to; • Challenge and scrutinise the progress • Offer any further guidance on the next steps.
3. Progress to date:	WCCIS form changes • WCCIS forms to receive referrals were changed to ensure that broader, historical and associated information is checked. • WCCIS forms to decide on the actions of a referral were changed to ensure that a multi-officer and multi-agency discussion is held where appropriate. Referral Form • It was ensured that the referral form and referral methods were clear on our corporate website and on the intranet. • A request was made to trial the new national referral form. (See the Briefing Paper that explains the changes in detail) Multi-agency Discussion • It was ensured that multi-officer and multi-agency conversations and discussions are held to agree on actions following the receipt of referrals. • Discussions were held with partners to ensure regular and consistent collaboration and co-production systems. It was agreed to implement a direct contact system to discuss referrals on a consistent and regular basis and this is in place with applications made to agencies to nominate a link for section 5 meetings. This will develop the relationship and expertise in the field and ensure consistency when following processes and making decisions. See attached paper; (See the Briefing Paper that explains the changes in detail) Recording Safeguarding Concerns • Additional training on recording safeguarding matters was prepared for the social services workforce (adults and children) as part of the presenting and training system on Beam notes (previously Magic Notes), which will be implemented at the beginning of July. Quality Assurance Framework • The new Quality Assurance Framework was developed for the Children's Department in its entirety and it has now been implemented; • Additional funding was secured for the admissions team for a DOS/Quality Assurance post. These jobs were advertised and there were recent appointments with start dates in the jobs soon; Recruitment • As a result of appointing a head of Children's Department for a year, there was a domino effect and now several posts have been filled across the Department at all levels of the organisation;

	- Discussions were held with the Training Unit and the University on the Department's ability to recruit adequate social workers in light of the increased demand and additional funding. It was agreed that the Department would create additional trainee posts working with the Training Unit to ensure support for the prospective trainee; - It was agreed to fund and create a workforce planning job with internal funding (not new funding) to collaborate with the Human Resources Department to develop a plan and implement it; Collaboration with the Education Department - First joint meetings were held between school headteachers and senior managers of the Council's Children's Department; - Management Team (Education and Children Departments) meetings were held on a joint basis for some months and the Assistant Head responsible for the education welfare service will regularly join the Children's Management Team; Responding to requests from the Education Scrutiny Committee - At the request of the Education Scrutiny Committee, a Section 5 inspection was carried out looking at multiple referrals for individuals back to 2020, considering whether those issues were appropriately implemented and if those issues needed to be revisited. That inspection will be reported to the Strategic Safeguarding Panel in early July; - At the request of the Education Scrutiny Committee, an inspection was carried out on arrangements to consider transferable risks from Human Resources and Discipline matters of the education workforce to a Section 5 referral. That inspection will be reported to the Strategic Safeguarding Panel in early July.
4. Challenges faced:	- There was uneasiness in parts of the Children's Department that could mitigate the risk appetite due to the resentful atmosphere seen publicly on social media in general, but that situation seemed to gradually improve; - Similarly, the new management appointments meant that many new officers were gaining their first experiences of managing and leading on higher levels; - Our use of Beam was challenged by the Police and the Health Board, with both organisations stating that they would not be involved in meetings if Beam was used in them. Clearer guidance is expected on this.
5. Next steps / key milestones:	- National communication was received on the new operating systems that will be implemented for Section 5 matters. There will be a need to work to ensure that the Council systems correspond and meet the need of the new statutory guidance; - Using Beam, it is intended to enable the recording of strategy discussions (Section 5) automatically, with the need to check accuracy only by the LADO. This enables the development of a consistent and quality systematic recording system; - It is noted that the Quality Assurance Framework and Section 5 operating systems are coloured grey to show their completion in the table on the next page, but it will be necessary to check that these issues remain operational and effective over time. It is intended to revisit to consider that in 6 months (14 January 2027) with the Children's Department management team to check and provide further assurance of the lasting effects.

6. Risks / Resources:	• While work is underway on workforce planning and creating apprenticeship jobs, there are recognised recruitment challenges that can lead to some positive growth. • There is concern about the intentions of a television production company that has expressed an interest in the story surrounding Friars School and the <i>Our Courage</i> Brought Justice report. The Council is seeking to establish further details about this.
7. Communication Considerations	• With the press narrative on other historical cases suggesting shortcomings in the Council's safeguarding methods, a plan will be required to give public assurance, especially through the work of the Response Board, external inspectors and collaboration with the Government on providing assurance of effective services. • The possible intentions of the television production company could reignite public attention and create challenges for the Council, as well as affect workforce confidence in its safeguarding work.

8. Timelines:	Number	Priority	What?	Timetable	
	18	1	Ensure that the Section 5 referral form will be easy to find and easy to use.	To be confirmed	
	25	1	Quality of Strategy Discussion recording (Part 5)	September-2026	
	14	3	Welsh Government to develop a Low-level Concerns Policy	Awaiting implementation by WG	
	11	3	Welsh Government to note that the Voice of the Child needs to be heard following the Section 5 referral	Awaiting a copy from WG	
	12	3	Regional Safeguarding Board to scrutinise arrangements for dealing with Welsh Government allegations	Awaiting confirmation from the RSB	
	20	3	Welsh Government to review the Section 5 procedures	Awaiting a copy from WG	
	21	3	Welsh Government to publish the 10-Year Strategy on preventing the sexual abuse of children	Published	
	13	4	Collaborate with schools on any safeguarding issues that arise following the ESTYN inspections	Ongoing	
	15	4	Safeguarding (Section 5) decisions being made on a multi-agency basis, and not by the LADO alone	Arrangements being implemented and refined	
	16	4	Consider historical safeguarding information on a child's records	Completed	
	17	4	Section 5 and Quality Assurance Framework implementation arrangements	Framework completed	
	19	4	A transparent and open culture of dealing with referrals	Ongoing	
	22	4	Establish a Schools Safeguarding and Well-being Service	Continuous Review	
	23	4	Improve the relationship between the children's teams and schools	Ongoing	
	24	4	Strengthen collaboration / Communication between the Children and Education Departments	Ongoing	
Gray = Delay until a national / regional change is implemented Green = Completed (monitoring)					
Measures (Impact)					

Staff confidence and experiences of Section 5 referrals and dealing with safeguarding concerns	Update: We are considering whether something can be done as part of the internal investigation of the awareness of the safeguarding workforce (internal audit). We are delaying before conducting an internal audit on the workforce's awareness in order to give time for the materials produced by the Corporate Safeguarding Promoter to take root. The application is being submitted to the Strategic Safeguarding Panel in July for consideration.	Timetable: Awaiting the decision of the Strategic Safeguarding Panel. To be reported by the Board meeting in October 2026.
Attendance of the Chair of Governors or deputy at a Section 5 strategy meeting if there is an allegation about a member of a school's workforce.	Update: This is regularly monitored as part of the Section 5 Strategy meetings. There are challenges in terms of reporting on the data through the current system (WCCIS), and there is currently a need to undertake manual administrative work to count the information. Further work is ongoing to examine ways of simplifying the process and facilitating the work of data reporting in future.	Timetable: October 2026 Board.
Estyn inspection reports: numbers who comply with safeguarding culture	Update: 18/19 schools comply with safeguarding culture according to ESTYN findings - one school needs to follow Safeguarding recruitment arrangements more accurately	Timetable: Reported quarterly

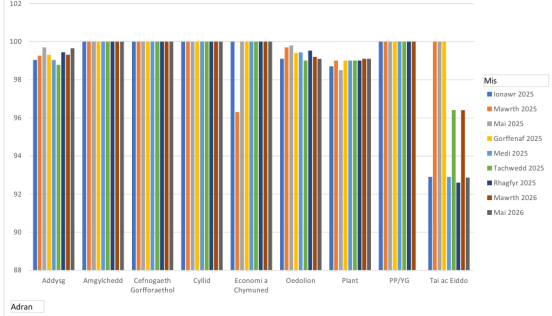
Outputs to date

 Managers from the Children's and Education Departments meet regularly to strengthen collaboration.	 No safeguarding decisions are made by one employee alone.	 Historical information and records are checked each time a Safeguarding Referral is made (Section 5).	 The form for referring allegations of abuse is easier to find on the Council's website and on the Schools' "hub" website.
 "Magic Notes" is being piloted to facilitate the recording of safeguarding meetings (Section 5).	 The Quality Assurance Framework has been completed to help ensure the Children's Department works effectively and consistently.	 We have appointed a Quality Assurance Manager to ensure that the correct procedures are followed in the Children's Department.	

THEME 3 - TRAINING AND POLICIES Reporting Officer: Ian Jones	
1. Theme Aim:	Ensure that staff are trained to "think the unthinkable" and understand that "it could happen here".
2. Guidance sought from the Board:	We ask the Board to; - Challenge and scrutinise the progress - Offer any further guidance on the next steps.
3. Progress to date:	Safeguarding Training - The percentage of Council staff who have completed the mandatory Safeguarding training - 76.6% - The collective training for workers (via video) who do not have access to the Council's digital system has commenced. The feedback has been very positive with a positive response in terms of the form of the training and the discussion among staff has been very good. 67 workers have received the training in this format so far. - The new intranet site is also up and running in terms of promoting and offering guidance and if you have access to the site, here is the link for your convenience: Safeguarding - It's everyone's responsibility. - A video has also been produced to promote that safeguarding is the responsibility of everyone in the workforce. A copy of the video can be viewed as an attachment. - The work of identifying cohorts of staff who require the specialist training on Safeguarding continues and is being monitored by the Strategic Safeguarding Panel. Review of the Safeguarding Policy - The Cabinet adopted a revised Safeguarding Policy at its meeting on 7 July, following a comprehensive review undertaken between January and June 2026: Safeguarding Policy (June 2026). - The Policy was strengthened by making the process for raising safeguarding concerns more prominent at the beginning of the document, clarifying roles, responsibilities and accountability at all levels, and introducing clearer safeguarding responsibilities when commissioning services. - New governance measures were introduced to strengthen oversight, including monitoring safeguarding training completion rates through the Performance Challenge process, establishing safeguarding as a standing agenda item for the Corporate Management Team and departmental management teams, and continuing the annual reporting arrangements to the Care Scrutiny Committee, Cabinet and Full Council. Grooming Training - Following several questions raised at the Board meeting in April, a briefing note has been prepared to explain the scope of the grooming training and to provide a clearer timetable for delivery. (See the Briefing Paper that explains the changes in detail) Whistle-blowing - The new Whistle-blowing Policy has now been adopted by the Council and a further amendment was approved by the Full Council on 2 July. This

	was done in order to extend the reportable complaints to include complaints about sexual harassment in light of a legislation change. • The new E-module in terms of the policy has now been developed and it is anticipated that we will release it to all Council staff before the end of July. In addition, approximately 120 Council managers have received a presentation on the new policy as part of the recent managers' network meetings. • As a result of the collaboration with the Protect organisation, specialist training on whistle-blowing will be introduced in October this year and it is anticipated that this will lead to further similar sessions in future. • For information alone, the Whistle-blowing Policy for Members was also adopted by the Full Council at its meeting on 2 July.
4. Challenges faced:	The Safeguarding Promotion Officer had to be absent from work recently due to surgery, therefore, there was a slippage of a few weeks in terms of presenting the video to others. This is expected to change soon so that the momentum can continue.
5. Next steps / key milestones:	1. Continue to hold collective training sessions on safeguarding for staff who do not have access to the Council's digital systems. 2. Complete and introduce a new E-module on the Whistle-blowing Policy for all Council staff. 3. Identify alternative ways in terms of presenting the Whistle-blowing training for those staff who do not have access to the Council's digital systems.
4. Risks / Resources:	
5. Communication Considerations:	

6. Timelines:	Number	Priority	What?	Timetable
	32	1	Whistle-blowing Policy	Completed
	35	1	Training on keeping safeguarding records	September 2026
	30	1	Grooming Training	September 2026
	38	1	Safeguarding Training - higher levels and training	To be confirmed
	34	2	Supervision of Designated Safeguarding Persons by social workers	To be confirmed
	29	3	Welsh Government to Commission a Training Resource	To be confirmed by WG
	31	3	Assurance for the Regional Safeguarding Board of the grooming training that will be held	To be confirmed
	33	3	Regional Safeguarding Boards have assurances that the LADO has received training	To be confirmed by the RSB
	36	4	Departmental safeguarding/VAWDASV training level	Completed - ongoing monitoring
	37	4	Review the schools safeguarding training package	Ongoing
	40	4	Review the Corporate Safeguarding Policy every two years	Ongoing
	41	4	Review the Safeguarding Policy (Schools) every year	Ongoing
	42	4	Internal audit: The workforce's awareness of safeguarding	Completed
	43	4	Monitor DBS compliance	Ongoing
	44	4	Visits to monitor safeguarding arrangements in schools (Safeguarding and Welfare Team)	Ongoing
	45	4	Safeguarding Scrutiny Investigation	Completed
	Gray = Delay until a national / regional change is implemented			
	Green = Completed (monitoring)			
Measures (Impact)				

DBS rates for staff	Siem o Carran DBS (%)  Update: Compliance rates remain high across the departments, with every department higher than 90%. The main reasons for any DBS that has not been renewed include maternity leave, long-term sickness leave and waiting for the renewal process to be completed.	Timetable: This is a measure that is reported regularly to the Corporate Performance Challenge meeting. The figures per department are also scrutinised through the Safeguarding Operational Group.
Completing mandatory safeguarding training	Update: 76.6% of all Council staff have now completed the Safeguarding training. 67 workers have received the training in video form so far.	Timetable: This data is scrutinised at the Safeguarding Operational Group. The data is now also included in the performance challenge of every Department.
Number and percentage of school quality check visits	Update: Since January 2026, until the end of May 2026, 52 schools (55%) have received a quality monitoring visit. 13 other visits have been arranged for the summer term. This means that 65 schools (70%) will have received a monitoring visit in a term in two school terms from the calendar year. The remaining 29 schools will receive a visit in the 14 school weeks between September and December. The Service is on track to visit every school at least once in a calendar year. As well as the monitoring visits, the service holds additional support visits in response to requests or need.	Timetable: This is a measure that is reported regularly to the Education Performance Challenge arrangements.

Compliance with school safeguarding policies	Update: The Education Department provides a model policy for schools annually. The annual Safeguarding survey confirms that every school has adopted the model safeguarding policy. In addition, annual quality visits verify that the policy has been adopted and that it has not been changed.	Timetable: This is a measure that is reported regularly to the Education Performance Challenge arrangements.
% of staff completed training on sex offenders and grooming	Update: As a result of the delay to secure bilingual materials, the data will now be collected from September 2026 onwards.	Timetable: The intention is to start reporting on this data at the Board's meeting in October 2026.
Staff and members' confidence in the Council's Whistleblowing arrangements	Update: Further work is needed between April and July in order to raise awareness of the in-house arrangements.	Timetable: Aiming to start reporting on this measure to the Board in September 2026.

Outputs to date



The Council has added information about "grooming" to the safeguarding training that is presented to all schools.



We are now looking at how many staff have completed Safeguarding training as part of the performance monitoring arrangements of each Department.



The Cabinet has adopted a new Whistleblowing Policy for Council staff.



Appointed a Corporate Safeguarding Champion to raise awareness of safeguarding across the Council.



A new Education Safeguarding and Wellbeing Team was established in 2024.



The Education Safeguarding and Welfare Team visits each school once a year to check that the correct rules are being followed.



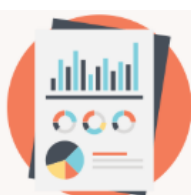
The capacity of the Education Safeguarding and Wellbeing Team was increased - 4 members of staff now work for the team.



A video has been produced to deliver safeguarding training to frontline staff.



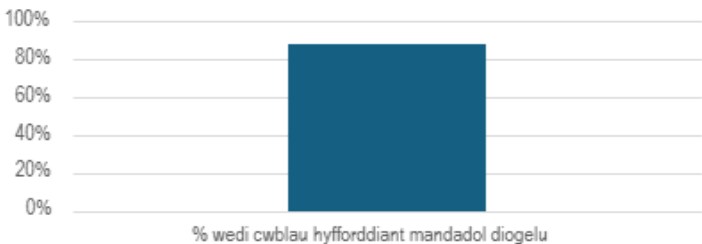
The Council has adopted a revised Corporate Safeguarding Policy.



The Scrutiny Investigation into safeguarding in schools has been completed. We will look at implementing its recommendations.

THEME 4 - GOVERNANCE Reporting Officer: Alison Halliday	
1. Theme Aim:	• Ensure that school governors understand their roles and responsibilities to keep children safe. • Ensure that systems are in place which measure the wider health and culture of schools.
2. Guidance sought from the Board:	We ask the Board to; – Challenge and scrutinise the progress – Offer any further guidance on the next steps
3. Progress to date:	Governance Support Officer The Governance Support Officer has now commenced in her post and has familiarised with her new duties successfully. The officer has attended several meetings with similar officers on a regional and national basis, and has also created a questionnaire to gather the opinions of governing bodies about their confidence when carrying out their role as a critical friend and further training needs. Questionnaire for Gwynedd School Governors A questionnaire to measure the impact of training on the culture and confidence of members to act as a critical friend has been distributed. To date, we have received 23 responses, which is equivalent to 26% of our governing bodies. Early findings offer a useful insight into the running of bodies and has been the basis of creating a draft training programme to meet needs and empower our governing bodies from September 2026 onwards. Safeguarding Training for Governors Mandatory Safeguarding training for Chairs and Designated Safeguarding Governors who failed to attend during the year is held on 7 July. Training for Clerks Training was presented to clerks at the end of April 2026. 23 clerks attended the training which represents 46% of our governing bodies. Positive feedback was received from 19 clerks. We will hold the training again at the beginning of September 2026. We intend to establish a Clerks Forum to meet every term and regularly share good practice. Governance Review - Welsh Government The Education Department has offered comments formally to the review. A Welsh Government representative will attend the Gwynedd Governors Forum on 8 July to gather opinions and input on the governance challenges of smaller and rural schools.
4. Challenges faced:	• Dependence - awaiting further guidance from the Welsh Government following its review of governance arrangements within schools. • Lack of representation from every governing body on the clerking training. • The professional clerk post had been re-advertised due to a lack of interest.

5. Next steps / key milestones:	• Appoint a professional clerk to add capacity to the Governance Support Department and to ensure that we meet the demand for clerks from amongst our schools. By September 2026. • Analyse the data from the Governors Survey to report on the confidence of our Governing Bodies when carrying out their role as a Critical Friend at our meeting in September 2026. Use the findings to steer our training programme for Governors for 2026-27. • Draw up a comprehensive Training programme for Governing Bodies that ensures that new Chairs and Vice-chairs complete mandatory training within statutory deadlines, namely 6 months from commencing in their role. • Establish a Clerks Forum to ensure that regular training is offered to clerks and an opportunity to regularly share good practice. September 2026 onwards • Establish a Chairs Forum to share regular updates about specific aspects e.g. policies.																																
6. Risks / Resources:	Risk • Adapt the Authority's arrangements in terms of excessive governance before receiving national guidance following the review. • Failure to appoint to the role of professional clerk and, as a result, failure to meet the needs and requirements of schools for a clerk from September onwards. • Overload our governors with training. It must be ensured that our training programme has been rationalised over time.																																
7. Communication Considerations:	• Any change in our expectations will need to be communicated clearly and unambiguously so that the Chair and governors understand that there is a deadline to complete any mandatory training.																																
8. Timelines:	<table><tr><th>Number</th><th>Priority</th><th>What?</th><th>Timetable</th></tr><tr><td>46</td><td>2</td><td>Welsh Government to highlight the responsibilities of Governors</td><td>To be confirmed by WG</td></tr><tr><td>47</td><td>2</td><td>Governors dashboard on the health and well-being of schools</td><td>to be confirmed by WG</td></tr><tr><td>48</td><td>2</td><td>Governors to keep accurate records of safeguarding decisions</td><td>May 2026</td></tr><tr><td>49</td><td>2</td><td>Highlight the role of Governors in an investigation and suspension procedure</td><td>June 2026 / Ongoing</td></tr><tr><td>52</td><td>3</td><td>Compare the Governance arrangements of YF and other schools</td><td>To be confirmed</td></tr><tr><td>50</td><td>4</td><td>Learn lessons when dealing with complaints in the future</td><td>Ongoing - a case similar to ICC 2019 has not happened</td></tr><tr><td>51</td><td>4</td><td>Training and Support for Governors</td><td>Awaiting the findings of the WG review</td></tr></table> Gray = Delay until a national / regional change is implemented	Number	Priority	What?	Timetable	46	2	Welsh Government to highlight the responsibilities of Governors	To be confirmed by WG	47	2	Governors dashboard on the health and well-being of schools	to be confirmed by WG	48	2	Governors to keep accurate records of safeguarding decisions	May 2026	49	2	Highlight the role of Governors in an investigation and suspension procedure	June 2026 / Ongoing	52	3	Compare the Governance arrangements of YF and other schools	To be confirmed	50	4	Learn lessons when dealing with complaints in the future	Ongoing - a case similar to ICC 2019 has not happened	51	4	Training and Support for Governors	Awaiting the findings of the WG review
Number	Priority	What?	Timetable																														
46	2	Welsh Government to highlight the responsibilities of Governors	To be confirmed by WG																														
47	2	Governors dashboard on the health and well-being of schools	to be confirmed by WG																														
48	2	Governors to keep accurate records of safeguarding decisions	May 2026																														
49	2	Highlight the role of Governors in an investigation and suspension procedure	June 2026 / Ongoing																														
52	3	Compare the Governance arrangements of YF and other schools	To be confirmed																														
50	4	Learn lessons when dealing with complaints in the future	Ongoing - a case similar to ICC 2019 has not happened																														
51	4	Training and Support for Governors	Awaiting the findings of the WG review																														
Measures (Impact)																																	

% of school governing bodies reporting that all members have completed mandatory training	Diogelu - % Llywodraethwyr Gwynedd wedi cwblhau'r hyfforddiant mandadol diogelu  The chart is a bar graph with a vertical axis labeled from 0% to 100% in increments of 20%. A single blue bar extends to the 100% mark. Below the bar, the text reads '% wedi cwblhau hyfforddiant mandadol diogelu'.	Timetable: Reported Annually - This information is collected during the Autumn Term by means of the Annual Safeguarding Questionnaire.
The Governing Body's confidence in their ability to be a Critical Friend of the school.	Update: To be introduced in September 2026.	Timetable: Information being collected before the end of the summer term in order to be able to report to the Board at the beginning of the new term (September 2026).
Outputs to date		
 A new Governor's Handbook has been created and shared with all Gwynedd School Governors.	 A new Officer has been appointed to support School Governors.	 A training program for clerks is available to all School Governing bodies.

THEME 5 - RESTRICTIVE PRACTICES	
Reporting Officer: Llion Williams	
1. Theme Aim:	Evaluate the early intervention training policy and structure and update guidance to schools about filming physical intervention.
2. Guidance sought from the Board:	We ask the Board to; - Challenge and scrutinise the progress - Offer any further guidance on the next steps.
3. Progress to date:	An external company has been commissioned to: - Evaluate the current policy against national guidelines - Analyse the strengths and weaknesses of the policy. - Recommend practical improvement steps which ensure full compliance and integrate restorative approaches and conversations. - Recommend clear implementation arrangements with roles, accountability and restorative approach embedded in daily practice. - Evaluate the training plan for staff in policy requirements and restorative conversations. - Establish clear reporting arrangements for incidents, concerns and outcomes of restorative conversations. The findings of the external evaluation noted: The review confirms that the Authority has a sound policy basis, based on the principles of human rights, prevention and a pupil-focused approach. The current model policy corresponds appropriately with the Reducing Restrictive Practices Framework (Wales, 2022), and effectively reflects the statutory duties noted in relevant legislation. However, although the policy basis is strong, the review reaches a consistent conclusion, namely: - that the lack of operational system development, monitoring and evaluation limits the effectiveness of the existing arrangements. - This identifies the need to shift the strategic focus from further policy development to strengthening the system of implementation and accountability that underpins its operation. Legislative Framework and Policy Current arrangements include several substantial strengths, including: - clear commitment to human rights principles, dignity and well-being of pupils - strong emphasis on prevention, de-escalation and early intervention - firm understanding of the legal framework regarding the use of reasonable force The reviews have noted several key gaps that hinder effectiveness: Governance; Roles, responsibilities and accountability mechanisms are not clearly defined across the system. Using Data; Although data is gathered, it is not analysed or used systematically to steer strategic decisions. Consistency of Practice; There is variation between schools in terms of interpreting and implementing the policy. Training; There is no authority-wide framework to ensure continued competence or to monitor training. Quality of Recording; There is a lack of clarity in some records regarding the rationale and risk of harm that justifies the use of force.

	Action: The evidence shows that the matters highlighted mainly involve the implementation of systems rather than shortcomings in the policy itself. Practically, this means that the strategic challenge includes: • shifting from a policy-focused approach to an implementation-focused approach • converting theoretical principles into regular and measurable practice • ensuring that every school operates within general and consistent expectations The strategic response seeks to establish an integrated system of implementation that enables the Education Department to monitor, challenge and improve practice in a systematic manner. Action Areas: • Governance and Supervision A clear Governance structure will be established that defines roles and responsibilities on a School, Authority and Strategic level. • Using Data A central data system has been developed to enable the Education Department to collect and analyse information from each School in a consistent manner to be able to identify patterns and trends, identify inconsistencies between Schools and target training and support and any further preventive work. A working group has been established which includes representation from the Safeguarding, Health and Safety and Inclusion Team to analyse and evaluate the reports on a monthly basis. In addition to the early intervention data, cross-referencing will occur with Health and Safety reports and school exclusions. • Amending the Policy The current policy will be updated to strengthen operational elements, including: ○ clarity on Governance and monitoring pathways ○ specific requirements for logic and risk recording ○ clear guidance on thresholds for intervention specific guidance on recording (including prohibiting the use of personal devices) • Workforce Training and Development An Education Department training strategy will be established, based on a three-level model: ○ awareness level for each staff member ○ practice level for key staff ○ specialist level for leaders and trainers An action plan has been drawn up by the working group with clear actions, outcomes, completion timetable and responsibilities with the principle of implementing in three steps: Short Term: amending policy, establishing Governance structures Medium Term: developing a data system and implementing training Long Term: evaluating impact and ensuring consistency across the Authority
4. Challenges faced:	• A slippage in the timetable to complete the external evaluation has led to the extension of the implementation timetable. • The need to report on incidents via the HS11 system and to the Education Department is a risk that one report is submitted instead of two. Reporting

	requirements and method for the Education Department has been mitigated to respond to this.																														
5. Next steps / key milestones:	- Establish an action plan following the evaluation - March 2026 - Establish and implement monitoring and compliance with policy procedure - March 2026 - Review the training strategy and plan - Operational by September 2026. - Strengthen the reporting and monitoring of school reports data arrangements - June 2026																														
6. Risks / Resources:	Schools' continuous compliance - Monitoring system established to respond to this																														
7. Communication Considerations:	-																														
8. Timelines:	<table border="1"> <thead> <tr> <th>Number</th><th>Priority</th><th>What?</th><th>Timetable</th></tr> </thead> <tbody> <tr> <td>53</td><td>2</td><td>Welsh Government to publish Guidance on filming restrictive practices incidents</td><td>To be confirmed by WG</td></tr> <tr> <td>53.1</td><td>"</td><td>Establish a sub-group - investigation</td><td>December - Completed</td></tr> <tr> <td>53.2</td><td>"</td><td>Review the policy</td><td>January 2026</td></tr> <tr> <td>53.3</td><td>"</td><td>Adopt the policy</td><td>February 2026 and annually</td></tr> <tr> <td>53.4</td><td>"</td><td>Provide training</td><td>September 2026 and continuously</td></tr> <tr> <td>53.5</td><td>"</td><td>Monitor</td><td>September 2026 and monthly</td></tr> </tbody> </table> Gray = Delay until a national / regional change is implemented Green = Completed (monitoring)			Number	Priority	What?	Timetable	53	2	Welsh Government to publish Guidance on filming restrictive practices incidents	To be confirmed by WG	53.1	"	Establish a sub-group - investigation	December - Completed	53.2	"	Review the policy	January 2026	53.3	"	Adopt the policy	February 2026 and annually	53.4	"	Provide training	September 2026 and continuously	53.5	"	Monitor	September 2026 and monthly
Number	Priority	What?	Timetable																												
53	2	Welsh Government to publish Guidance on filming restrictive practices incidents	To be confirmed by WG																												
53.1	"	Establish a sub-group - investigation	December - Completed																												
53.2	"	Review the policy	January 2026																												
53.3	"	Adopt the policy	February 2026 and annually																												
53.4	"	Provide training	September 2026 and continuously																												
53.5	"	Monitor	September 2026 and monthly																												
Measures (Impact)																															
% of school staff completing training on restrictive practices	Update: Over 300 staff in 85 Gwynedd schools have received training over the past 3 years. This includes refresher training. The training programme is being managed and monitored by the inclusion team. Currently, training is being held on the grounds of need, applications or recommendations by the inclusion service. It is expected that this procedure will be refined following the findings of the evaluation. Further work needs to be completed in order to collect the data more effectively. The new training strategy will be operational from September 2026 onwards. In addition, it will be included in the annual safeguarding training and Safeguarding Designated Person (Group C) training.		Timetable: Refine the collection arrangements following the evaluation by the external company September 2026																												

% of schools complying with the restrictive practice model policy.	Update: Every school that has responded to the annual safeguarding questionnaire (October 2025) confirm that they have adopted the lead policy of the Education Department. During the new cycle of Safeguarding quality visits, the 62 schools (66% of Gwynedd schools have received a visit so far) confirm that they have adopted and that they comply with the Education Department's lead policy (100%). The Safeguarding Quality Visits verify that the school has adopted the Education Department's model policy and a discussion is held about implementation and compliance. It will be possible to report on this data when the new reporting method is implemented in September 2026	Timetable: Data being collected through the annual safeguarding questionnaire / visits of the Safeguarding and Welfare Team and the reporting system.
Reporting on the following two measures in performance challenge meetings: - Number of reports of use of restrictive practices by schools. - % of reports that have received the child's voice as part of the report	Update: As part of the response strategy, a system has been established for the Safeguarding, Health and Safety Team and the Inclusion Team to evaluate reports on a monthly basis. This data will be reported to the Assistant Head of Additional Learning Needs and Inclusion and then discussed at the Education Management Team meetings.	Timetable: Operational from September 2026 onwards

Outputs to date



The standard **Restrictive Practices Policy** has been adopted by all schools in Gwynedd.



An **independent review of restrictive practices** has been completed, with some recommendations identified

THEME 6 - CRISIS PLANNING AND CRISIS RESPONSE

Reporting Officer: Catrin Love

1. Theme Aim:	Ensure that a clear, strategic and co-ordinated plan is in place in an emergency																				
2. Guidance sought from the Board:	We ask the Board to; - Challenge and scrutinise the progress - Offer any further guidance on the next steps.																				
3. Progress to date:	A final (operational) Crisis Plan is in place. This follows a consultation with a group of School Headteachers and Trade Unions to include Education Unions. All comments have been incorporated. The Plan is ready to be shared and communicated with schools and governors with a plan in place to do so at the beginning of September. This is in order to reach new Headteachers/new Chairs of Governors at the start of the new term rather than at the end of this term when there is a natural turnover. Work is being undertaken to review our strategic arrangements to correspond with this to ensure that all elements have been included within the Strategic Emergency Plan that already exists.																				
4. Challenges faced:																					
5. Next steps / key milestones:	- Present the Plan to schools in September and then consult with school Headteachers on the exact level of support they will need. - As a minimum, this is likely to include a series of workshops with school leaders. - Engage with chairs of Governors (via the Chairs forum) to present the Plan and ensure that all bodies are aware of the Plan's importance. - Ensure that arrangements fit into wider monitoring arrangements in moving forward e.g. annual safeguarding questionnaire along with health and safety site checks etc.																				
6. Risks / Resources:	Additional resource approved and arrangements underway for appointment to temporary post																				
7. Communication Considerations:																					
8. Timelines:	<table><tr><th>Number</th><th>Priority</th><th>What?</th><th>Timetable</th></tr><tr><td>54</td><td>2</td><td>Review the strategic serious incidents plan</td><td>Consultation period 31/3/26. Training Programme <i>Summer Term 2026</i></td></tr><tr><td>57</td><td>2</td><td>Arrange a secondment for a social worker to work with the Police (in accordance with the need)</td><td>September 2026</td></tr><tr><td>55</td><td>5</td><td>Official protocol to share information</td><td>Completed</td></tr><tr><td>56</td><td>5</td><td>Plan in force which sets out steps to obtain swift support during a traumatic event</td><td>Completed</td></tr></table> Gray = Delay until a national / regional change is implemented Green = Completed (monitoring)	Number	Priority	What?	Timetable	54	2	Review the strategic serious incidents plan	Consultation period 31/3/26. Training Programme <i>Summer Term 2026</i>	57	2	Arrange a secondment for a social worker to work with the Police (in accordance with the need)	September 2026	55	5	Official protocol to share information	Completed	56	5	Plan in force which sets out steps to obtain swift support during a traumatic event	Completed
Number	Priority	What?	Timetable																		
54	2	Review the strategic serious incidents plan	Consultation period 31/3/26. Training Programme <i>Summer Term 2026</i>																		
57	2	Arrange a secondment for a social worker to work with the Police (in accordance with the need)	September 2026																		
55	5	Official protocol to share information	Completed																		
56	5	Plan in force which sets out steps to obtain swift support during a traumatic event	Completed																		

Measures (Impact)		
Number of schools / staff / Governors in each school who have received Emergency / Crisis Plan training.	Timetable: Training to be scheduled Training expected in September 2026	Update: Reporting on this continues to be premature as there is a need to update and consult on the Plan before putting appropriate training in place.
Number of satisfactory emergency plans on the Council's sites	Timetable: A programme of annual inspections to commence from September 2026.	Update: Reporting on this continues to be premature as there is a need to offer appropriate training and for it to be in place before establishing a monitoring programme.
Outputs to date		
 There is an agreement to collaborate with the Police in an emergency. This may involve a social worker being seconded to work with the Police for a period of time.		

Our Bravery Brought Justice - Cyngor Gwynedd's Response Plan

Progress Report

15.07.2026

Theme 7 - Ysgol Friars Reporting Officer: Margaret Davies	
1. Theme Aim:	Supporting Ysgol Friars
2. Guidance sought from the Board:	We ask the Board to; - Challenge and scrutinise the progress - Offer any further guidance on the next steps.
3. Progress to date:	Review the Governing Body's ability to implement the recommendations that will result from the CPR, realistically assessing what steps are beyond its capacity. - Governance arrangements for wellbeing and safeguarding continue to strengthen. Governors demonstrate confidence in evaluating the wellbeing and safeguarding report, and a structured programme of support and challenge meetings between the Designated Safeguarding Person (DSP) and the Safeguarding Governor takes place each term. There is clear evidence of a developing data pack, shaped in response to governor feedback—for example, termly attendance comparisons—which is improving the quality of strategic oversight. - The termly report to GB continues to provide governors with data in relation to safeguarding referrals, child protection and looked after children - The school has established a wellbeing sub-committee that meets regularly to share information on high level data, patterns and actions/ responses school is taking on concerns - The governing body scrutinises the safeguarding policies prior to ratification at full GB meeting. These are ratified annually. - The school is working closely with local authority named safeguarding officers and an external specialist. The local authority is supporting the Governors as they develop their critical friend role. - Safeguarding SER is now completed annually and presented to full Governing Body - The governing body have been briefed on the potential recommendations from the Child Practice Review and will be working closely with school leaders to ensure that all recommendations pertinent to school have been completed in a timely manner

- The Authority's Safeguarding Officer continues to attend the governing body and Wellbeing and Safeguarding sub-committee to provide constructive support and challenge, and ensure regular feedback to the Authority regarding progress against the recommendations, and strengthen the working relationship between the school and the Authority.
- The Safeguarding Lead meets with the Head/Designated Safeguarding Lead every three weeks and attends Governing Body meetings.

Strengthen training and support for governors in the areas of safeguarding, strategic accountability, and performance monitoring.

- All governors have completed the NSPCC training,
- A special meeting of the Governing Body was held on 1 December to focus on Safeguarding as follows:
 - Self-evaluation form for Safeguarding and Child Protection – Estyn
 - Local Authority Audit
 - Comfortable Environment Protocol: Pre and Post Bereavement Support Protocol for Ysgol Friars Pupils
 - Safeguarding Training - Staff and Governors
 - Programme Board - Child Practice Review Outcome
 - Role and responsibilities of the Well-being and Safeguarding Sub-Committee
- The termly report to GB continues to provide governors with data in relation to safeguarding referrals, child protection and looked after children

Support the interim Headteacher, Deputy and the two new Assistant Headteachers as they develop as a strong management team.

- The SIA visited during the CPR publication and in preparation for the Estyn inspection. SIA continues to visit as needed during the year to discuss improvements to the school.
- 'Safe space' - half termly sessions have been arranged for all members of the leadership team by 'trauma informed schools'.
- There is monthly supervision of the Designated Person by an independent consultant to support pressure on DSP at this time.
- Cross-School collaboration – the school is continuing to work the A55 alliance which focus on literacy skills, and also with Ysgol Syr Hugh Owen, Ysgol Brynrefail and Ysgol Dyffryn Ogwen in relation to the Gwynedd. A formal agreement has been developed between four schools and the first focus is inclusion.

Support the recruitment and transition to a permanent Headteacher during 2026, reassuring staff and parents that robust arrangements are in place Cyngor Gwynedd

- Permanent Headteacher appointed for 1 September 2026 start.

Strengthen middle leadership and ensure that school management processes are operational and transparent.

- Link Governors have been appointed and 'School Guidance for Supportive Visits by Governors' has been adopted by the Governing Body. Meetings have taken place with the faculties and are ongoing. General overview record form following a supportive visit to the school by a member of the Governing Body is sent to the Headteacher and Head of Faculty.
- A first round of quality assurance has been completed, and a report of whole school-findings has been presented to the Governing Body. Whole school areas for further improvement have been included in the Schools Development Plan.
- The Governing Body has adopted the PDR Policy. There has been a pause in national leadership development programmes this year, but they will be starting in September. The PL needs of staff currently being collated following their initial PDR meetings.

Pupil Voice

- Leaders and governors place a high value on pupil voice, and this commitment is increasingly evident in the school's developing structures and processes. A designated governor now attends school council meetings regularly, providing an effective link between pupils and the governing body and ensuring that learners' perspectives inform strategic discussions. Head pupils meet routinely with the headteacher to raise important issues, and this dialogue is beginning to shape aspects of school development in a meaningful way. As a result, pupils feel that their views are listened to and that they can influence change within the school. However, leaders recognise that pupil voice is stronger at whole-school level than within tutor groups and year groups, where opportunities for consultation and participation remain inconsistent. Strengthening these layers of pupil voice, alongside establishing purposeful sub-committees to support the wide-ranging work of the school council, is therefore a clear next step. Initial training planned with the Children's Commissioner for Wales is a timely and positive development that is expected to further enhance pupils' confidence, advocacy skills, and the overall impact of pupil voice across the school community.

Review and strengthen counselling and emotional support arrangements, ensuring sustainable and high quality provision for children and young people.

Wellbeing centre

The School Based Counselling (SBC) team is based in the Wellbeing centre and offers:

- An opportunity to speak to an independent person
- Help to deal with emotional problems
- Help to develop self-awareness
- Help to understand and deal with negative emotions
- A source of personal empowerment and resourcefulness

There are currently 5 school-based counsellors, and a total of 60 students have been referred during the period 31.01.26 – 06.07.26.

- KS3-40 students
- KS4-12 students
- KS5- 8 students

During the exam period there have been drop in sessions available after morning exam sessions for students who require additional support.

Meetings with the school based counselling team

The Schools Safeguarding officer is the link between the service and school. A phone has been installed in the wellbeing centre so that absences can be communicated and there will be a check in with students to determine reason of absence by the Safeguarding officer. Actions since last report:

- Self-referral process
- GCSE and AS/A level key dates for counsellor to be on site.
- Exam student check in sessions for students after exams.
- Continued dialogue about the services that can be offered apart from 1-2-1 sessions.
- DSP to continue to promote the Counselling Service during year group morning assembly.
- Feedback from SBC Team meeting shared.

The rooms in the wellbeing centre are used regularly by a number of additional support services as follows:

The School Nursing Service is based in the Centre and offers support and advice to children, young people and their families or carers to help ensure that they reach their full potential during their school aged years and beyond. Confidential advice and support can be offered for a wide range of issues.

Be' Di'r Sgôr - The Gwynedd and Anglesey Young People's Drug and Alcohol Abuse Service. The service is available to any young person up to the age of 25 who is or has been affected by drugs or alcohol, directly or through someone else. They work

confidentially with young people to offer one to one support and advice, drop-in sessions in the community, education and prevention resources, and Guidance for families and professionals. Two members of the team have set up a weekly clinic at Ysgol Friars. This work includes:

- Holding targeted one to one or group sessions with pupils
- Offering advice and support sessions to staff, if it is useful

Development of CAMHS Hub

This has developed into fortnightly meetings focusing on a multi-agency approach to supporting young people. This is early intervention prevention and promotion services to identify mental health difficulties, refer and intervene early within the school environment. The attendees to the hub can be any of the following:

- Pastoral staff
- ALNCO
- Heads of year
- Family engagement workers
- Educational welfare officers
- School nursing
- Youth service

School counselling service are also now invited to join these meetings. Action for Children have attended all CAMHS hub meetings and this has led to several referrals to support some of our young carers at Ysgol Friars. The development of the CAMHS hub has led to further conversations about supporting mental health within the pastoral team. CAMHS early intervention team have offered MHFA (Mental Health First Aid) training for all of the pastoral team and this has taken place during July.

Multi-agency work- Supporting attendance - The wellbeing centre is also being used to support students in returning to school following lengthy periods of absence. Agencies who are supporting students with long term absences have started to schedule sessions in the wellbeing centre to bridge the gap between home and school. This is currently taking place with two student in Year 9 who have not attending school this academic year. The wellbeing centre is also used for meetings with social workers, support workers, police interviews and parent meetings.

New services using the wellbeing centre:

Intuitive Thinking

The aim is to provide credible skills which enable people to become truly independent. The service “empower people through education to take back control of their lives”, using a unique

approach to developing knowledge and thinking tools. They see people's lived experience as an asset, a place where people draw experience, knowledge, strength and skills and properly redirected become highly resourceful problem solving tools. They work effectively across sectors including criminal justice, drugs and alcohol, employment, domestic abuse and homelessness.

Communication and interaction team

The team provides specialist advisory support and training for children and adults with speech, language, and social communication difficulties. The wellbeing centre is also used for meetings with social workers, support workers, police interviews and parent meetings.

Support staff to build a culture of safety, trust and respect, providing additional training where necessary.

Strengthening safeguarding and child protection processes at Ysgol Friars continues to be a priority, ensuring all adults understand and fulfil their responsibilities, and that pupils feel safe, supported and confident their voices are heard.

Since 2023, the school reviewed its training model for safeguarding and child protection. In line with Gwynedd Council, the school is compliant with the Group A, B and C training.

Specialist safeguarding training completed:

- Group C compliant Safeguarding Training
- Gwynedd DSP Training
- HSB (Harmful Sexualised Behaviours)
- Brook training delivered by Tim Emrallt
- Adult at Risk Safeguarding Training (Introduction)
- BCUHB WEST Child & Adolescent Mental Health (CAMH) School In-Reach Service
- Youth Mental Health First Aid training
- NSPCC training course Masterclass: Tackling misogyny

We will continue to review this training model based on feedback from staff and local authority officers.

The school have also commissioned an independent trainer to work closely with our designated safeguarding person to support, challenge and improve our safeguarding and child protection arrangements. This is an ongoing support Service for our DSP and safeguarding team on a monthly basis.

The school maintains records and ensures that all staff are appropriately trained child protection and safeguarding, prevent and sexual violence. All staff are aware of different levels aware of

	children's needs and aware on how to respond to their needs in different situations. The school has moved towards a designated safeguarding team that can respond in an appropriate and timely manner to ensure that support is available at the time of need and referrals are made in a timely manner. As of June 2025, all new staff are provided with safeguarding training as part of their induction. This is facilitated by our designated safeguarding person. The local authority designated safeguarding lead meets with the school safeguarding team monthly to discuss trends and support. Training for safeguarding and child protection is a priority at Ysgol Friars. The school is compliant with the local authority policy in providing Group A and Group B training. Designated and deputy designated persons are trained to Group C. This team approach ensures that there are robust arrangements in place to provide guidance to staff and liaises with Gwynedd County Council to ensure that we are up-to-date and compliant. To carry out regular safeguarding audits and provide ongoing assurance to the Authority and the Programme Board. • Estyn's safeguarding self-evaluation and Gwynedd audit presented to governors. • A school audit is in place and feeds into the action plan. • LA safeguarding visit completed • Termly reports are presented to governors in relation to child protection / safeguarding and staff roles. Communication and Transparency • Parental communication remains an area for development. Plans for the creation of dedicated focus groups next term provide a clear route forward and offer the potential for more meaningful parental engagement in safeguarding and wellbeing conversations.
4. Challenges faced:	Continue to clerk the Governing Body until sustainable arrangements are in place. • The school has advertised numerous times for the role of the Clerk to the Governing Body but have been unsuccessful in appointing. Moving forward, the school has committed to the Local Authority's SLA for the provision of a Clerk to Governors service. Strengthen training and support for governors in the areas of safeguarding, strategic accountability, and performance monitoring.

	Waiting to hear how compulsory training will change nationally before detailing further in line with the findings of Welsh Government Review of School Governing Bodies.
5. Next steps / key milestones:	- To further embed pupil voice by working closely with the children's commissioner's team - To ensure that recommendations in our Estyn report are incorporated into whole school planning - To further develop our graduated response to social emotional and challenging behaviour
6. Risks / Resources:	Ensure that the role of the temporary additional Safeguarding Officer is effectively integrated, with a clear framework in terms of accountability and oversight.
7. Communication Considerations	Communication and Transparency Parental communication remains an area for development.
8. Timelines:	