Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

Self-evaluation form for safeguarding and child protection practices

School/PRU: St Cyres School

Local authority(for maintained schools/PRU): Vale of Glamorgan
Proprietor (for independent schools):

How do you ensure a strong culture of safeguarding at your school/PRU?

St Cyres understands that for our pupils to thrive, all stakeholders need to feel, and be, safe. Where St Cyres can, it will work to ensure that this is the case; where risk or harm is evident, St Cyres will work to secure help and assistance to alleviate this in the most successful way possible. St Cyres prides itself on its work with partners, agencies and parent/carers and believes it goes 'the extra mile' to safeguard and protect all stakeholders.

All pupils, all staff and all stakeholders are aware and reminded of the need to remain safe; are signposted to avenues for reporting; are educated on risks, dangers and the need to act to prevent these dangers. From the first week of September, parents receive communications regarding the protocols behind the reporting of Safeguarding concerns, and the website is updated accordingly. Staff are given a safeguarding briefing on the first day of Inset to supplement registered and recorded IDev Level 1 Safeguarding training and all pupils receive an assembly on Safeguarding which is delivered by the DSP, or DDSPs. Governors are offered a hybrid of in-person Level 1 training and are signposted to undertake the following learning modules on Hwb: Safeguarding Roles and Responsibilities; Introduction to Safeguarding: Keeping Learners Safe Module 1.

St Cyres, as a learning organisation, promotes a culture of safeguarding.

See links in Appendix A.

Records are placed on MyConcern and CONFIDE, and these are regularly updated, filed and edited on a needs-led basis. Peer to peer records are maintained on My Concern. Bullying and Prejudice related incidents are also logged and analysed on My Concern. All concerns are categorised, pupils' roles are defined and multi-agency contact is recorded accordingly. This ensures that safeguarding incidents are tracked and monitored carefully so that further contextual topics can be explored with pupils through assembly/PSE/TLC. Topics that have been explored further with pupils include pornography at Year 10, Misogyny across all year groups, rail safety, anti-racism with specific reference to allyship an the 'n-word' at Year 8 and 9.

See links in Appendix B.

Activity carried out Nov 2021 in order to identify a Trusted Adult for every pupil in the school is updated on an annual basis- this occurs following Safeguarding assemblies held for each year group and the collection of Trusted Adults coincides with National Safeguarding Week, when all pupils have settled into school timetables; we record the Trusted Adult/Emotionally Available Adult(s) in school and the TA/EAA is also identified outside of school. Across 135 Pupil facing staff, 55 have been identified as an EAA. Those pupils without identified TA/EAAs are met with on an individual basis, to identify a potential staff member(s). TIS training has been undertaken by all staff in the last 3 academic years, with 15 staff completing the 10-day TIS diploma. Training in TeamTeach and TIS is embedded throughout the school with key staff members. This ensures that pupils feel wholly comfortable with alerting staff members and adults to incidents of safeguarding, and that discussions can take place with a pupil when there exists a concern around a lack of trusted adult in the school or home space.

See Appendix C.

The list of TA/EAAs are shared with staff. Emotionally available spaces and an approach to Trauma Informed practices are considered across the school site on a Year Group, Departmental and Area of Learning footing. This provides pupils with environments where they can feel safe.

CASP, CP and CME meeting minutes are maintained, and action points are shared where appropriate with relevant staff. Pupils are duly supported throughout their time in school and our pastoral system ensures pupils are signposted to external support beyond school time where appropriate. Records of external support and intervention are logged in ALN meetings, HoY notes and in HoY link meetings.

Reviews of safeguarding concerns are used to plan future training for all staff, assemblies and pupil TLC sessions. These concerns, alongside data from SHRN and SELFIE and

customised wellbeing questionnaires inform both short term and long-term priorities and St Cyres is alive to changes in society and within our stakeholder population and duly responds with training and education for pupils through the curriculum.

See Appendix M.

SELFIE Questionnaires are completed twice in the academic year, although software and website issues have led to incomplete information this year, and as such SELFIE will be replaced with an alternative Wellbeing diagnostic in the new academic year. Trigger Responses are shared with relevant HOYs and pupils are offered support (internally and externally) where needed. Wellbeing data, on a whole school and year group level, is now used to inform short term and long-term strategies, on a year group or whole school basis. For instance: RespectMe sessions for Year 9 girls; covering topics such as online safety, consent, and body-image were held in again this year in November. This year has seen pupil engagement sessions on knife crime, RespectMe, BulliesOut, Anti-Racism workshops, All Female support sessions/workshops run by In-Reach CAHMS, Mysogyny workshops for all male pupils were run by DSP and a HOY who had undertaken prior specialist training. This ensures pupils have up to date understanding of the signs and indicators of such areas of concern so that they can recognise the signs of potential harm.

Behaviour for Learning strategies are implemented consistently across the school, at St Cyres PLUS sessions, INSET time, and new staff learning sessions ensure B4L processes are refreshed on a biannual basis. The Behaviour for Learning Policy was recently updated and shared on the school website, posters have been shared across school, and pupils have undertaken learning around 'Be Safe, Make Progress, Show Respect' in the following LC sessions following Inset time. A staff Behaviour for Learning Steering Group ran this year, and in response to this, Detention strategy was refreshed, Behaviour Curriculum was differentiated across all year groups, core protocols were discussed and agreed upon. As part of this, the Pupil Support strategy was outlined more fully to all staff. Regular meetings with Young Carers, CLA learners and ALN learners are used to canvas pupil centred views. The impacts of this are that staff maintain consistency when dealing with behaviour which goes against 'Be Safe; Show Respect; Make Progress' whilst all pupils understand the need to maintain positive behaviours with regards to these tenets also. We don't expect all pupils to conform to these expectations all of the time, and also work with all staff to deliver consistent sanctions and restorative approaches, but consistent messaging across all arenas, encourages pupils to comply more readily to school rules and this keeps all pupils safe in school.

DSP and DDSP meetings regularly review concerns raised in the past year, how they were recorded, how they were acted upon and the outcome. MC is used to run reports on concern categories, this is shared with LT and GB periodically and Safeguarding is a standing agenda item in LT meetings. This results in agreed and maintained thresholds for action and consistency of approach from our safeguarding team, whilst stakeholders understand the routes of reporting and have trust in the established culture of safeguarding in school.

See Appendix E.

Monitoring of pupils on PSP is termly, and LT links need to be included in all decision making and all times and details are recorded and logged on a Vale of Glamorgan Portal. Every PSP requires external agency support although the last 2 academic years have seen a significant reduction in the number of pupils on PSP. 2 pupils were placed on a PSP plan this academic year. PSPs are reviewed regularly with the mindset of re-integration for all pupils and where undertaken, engage all relevant stakeholders and agencies. Where not appropriate, for instance when a pupil becomes a concern for exploitation, the PSP is cessated and reasons for this are shared.

See Appendix F.
Careful monitoring of attendance is ongoing. Sightings of pupils via video calls are undertaken by HoYs and where possible, physical visits are undertaken in liaison with the Inclusion Team in the LEA. HOY Assistants have been given additional training in monitoring attendance, led by Inclusion Team. Attendance is a standing item on LT agendas, and in LT-HoY link meetings. This allows key staff to monitor trends in absences and implement initatives/strategies to engage with hard-to-reach families and of those pupils that are persistently absent. Where an absence is prolonged, or poses a safeguarding concern, the Safeguarding Team are engaged. All pupils on Child Protection Register who register an absence require a phone call or enhanced communication to substantiate this absence. Communication with agencies will then take place.

See Appendix G.
Smoothwall produces a summary of concerns daily, which are sent to the DSP and other key staff. These are followed up where needed and support/referrals are made as appropriate. Instant Notifications are sent by Smoothwall where immediate concerns arise. These are duly logged on My Concern also where necessary. Individual and group discussions then take place where concerns have arisen which is then followed up by further education on topics such as PREVENT. 2 pupils were referred to PREVENT this year. Following DSP training on Comm groups, there will be a safeguarding briefing in the next academic year.

Posters are on display in Reception, in the Hub and in the Staff Room outlining the names (and photos) of key safeguarding leads in school and this is also contained in the St Cyres Safeguarding Policy and information on the Safeguarding Tile on the St Cyres website. This ensures that anyone interacting with our pupils is fully aware of key staff to contact in the event of a concern arising. Pupils are aware of the key staff and the photos provide a constant reminder to all. All pupils and staff in St Cyres are aware of the Safeguarding Team, and this is reinforced in assemblies and insets throughout the year.
There is a QR code on the lanyard of all visitors, which links to MyVoice, to enable visitors to log concerns. Upon sign-in, all visitors are directed to photos and names of the DSPs and procedures for reporting concerns. Visitor and Supply-Teacher iPads have an app to report concerns to MyVoice.
This reporting mechanism is also available on the iPads of all pupils and assemblies are delivered to all pupils to signpost the use of this. There also exists a link on the school website to MyVoice, for any external professionals working with pupils of the school. The very limited use of this- 1 parental report and 2 reports from temporary cover staff- since our roll-out in September 2024- shows a strength in the more personal reporting and disclosing that we see on a regular basis- there have been 194 reported incidents on My Concern this academic year as of the 01/06/25, and we record only safeguarding, prejudice incidents and bullying on this software. We have received an average of 1 per year since we have used this app. We believe this contrast between My Voice events and the total of safeguarding events proves our pupils and staff trust in the face-to-face safeguarding culture of our school.

Updated Safeguarding Information cards are given to all HODs, AOLLs and LT members to be displayed in offices and work areas, annually. As a result, all staff are aware of the safeguarding and child protection procedures in the school.

Safeguarding remains a standing item on GB meetings, school council, staff meetings and LT meetings.

Online safety assemblies are delivered to all year groups; these are also covered through LC time, and on a more reactive footing when dealing with incidents.

Age relevant assemblies/workshops have been held throughout the year; Safeguarding in school, Stalking, Mental Health, Anti-Racism, Water safety, Rail safety, Road safety for new drivers, anti-misogyny, Barnardo's, EAAs, Bullies Out, Anti-Racism Steering Group and workshops. This helps to raise awareness amongst our pupils of key concerns that can arise and provides pupils with strategies to recognise and keep themselves safe. This also reminds pupils of how to report any concerns they may have and provides them with the knowledge and confidence to act.

See Appendix H.
Contextualised safeguarding topics are shared with both staff and pupils throughout the year e.g., VAWDASV, self-harm, sexual harassment and all staff have up to date VAWDASV Level 1 and Level 2 and PREVENT training.
Safeguarding is covered in H&S, RSE, PSHE, DCF and through TLC.
Staff feel empowered and encouraged to be professionally curious, and there is a strong culture of safeguarding in our school.
See Appendix I.
Safeguarding is covered during National Safeguarding week and National Safeguarding awareness week on topics such as, but is not limited to bullying, LGBT bullying, substance misuse, child sexual exploitation, child criminal exploitation, online safety, absence/truanting, violence against women, domestic abuse and sexual violence, preventing radicalisation, extremism, etc., and what learners say about them.
Regular liaison with LA safeguarding lead and DSP forum ensures the school has robust safeguarding practices and policies in place and can react to current trends such as 'com' groups and concerns around exploitation.

Regular liaison with Governors' Safeguarding Link holds approach and practice to account and scrutiny. Our link undertakes Level 1 Safeguarding Training on iDev.

How do you develop learners' understanding and awareness of how to be safe, including on-line and the dangers of radicalisation and extremism in lessons through the curriculum and pastoral support?

Online safety is covered within the pastoral programme and lessons are also delivered for all year groups, as part of the DCF so pupils maintain safe and age-appropriate use of the schools ipads at all times and use of their personal technology.

Information on online safety can be found in the pupils' contracts upon receiving iPads and there is an agreement that is signed by both parents and pupils.
Online Safety is integrated into ICT lessons.

The school has an approved, and most recently updated, Online Safety policy and has engaged parents in the subject of Online Safety when the Ipads are given to pupils as stated above. A wide-ranging scheme of lessons exists throughout the school in most subject areas and are age appropriate for every year group.

The school raises awareness of online safety through activities and events such as assemblies, National safeguarding week and on a more regular basis through the curriculum and TLC. Online safety is also a topic which comes up reactively in the event of an incident with mobile phone or cyber safety, although most pupils felt confident that they could keep them self safe online when questioned.

A designated Online Safety contact, the DSP, is made available in discussions with parents, pupils and staff where needed.

We use an enhanced Smoothwall filter to ensure our pupils, wherever they are, cannot engage with age-inappropriate websites on their school owned 121 iPad. A discussion will often take place with pupils when we are alerted to their failed, but inappropriate searches. The IT team work to ensure all avenues used to access inappropriate content is shut down.

Staff were made aware of the signs of radicalisation and extremism in training such as PREVENT. Awareness of these topics is delivered through TLC and assemblies.

Pupil-voice activities held in Year Council meetings, to gain understanding of pupils' knowledge of dangers of social media, etc. The feedback in these sessions is used to inform the assemblies and focus within school.

Online safety assemblies delivered to all year groups; online safety covered through LC time on a regular basis.

RespectMe sessions for groups of Year 9 girls; these covered topics such as online safety, consent, and body-image took place in the winter term, but supported assemblies and content is also delivered elsewhere.

PC Alex Reed is used to strengthen discussions with pupils on hate crime across all year groups, and in specific situations where a safeguarding event has taken place.

How do you identify and report cases, or suspected cases, of abuse? How do you assure yourself that all staff and visitors know your school's/PRU's procedures for this?

Regular reviews of protocols when reporting cases, or suspected cases of abuse, are undertaken with staff in briefings, at Inset, and in St Cyres PLUS sessions. Pupils have at least 2 whole year group assemblies per year to supplement other opportunities to communicate reporting mechanisms. We are confident in the clarity of this communication line and our experienced Safeguarding team- Asst Head who is link to YR 10 and 11, and our DDSPs who are Head of Sixth Form, and Head of Year 7, offer an effective coverage of age range and gender where required. We are confident that all pupils know who to seek out in the event of harm.

New staff safeguarding induction takes place at the start of each new placement. Safeguarding requests for all mid-term admissions are made, and these are transferred via MyConcern, or are scanned and duly recorded on there. At transition, all new Year 7s are logged as having a My Concern file transfer, and all paper records are assessed by the DSP in the first 3 weeks of school. We use all contextual knowledge available when engaging with pupils in cases of abuse, or suspected abuse.

L1 Safeguarding was completed by all staff this year with the exception of those who were on Maternity or long-term LOA. A 'mop up' session was held for a few staff in September on Violence against Women 1 and 2, and Prevent training. Training records are maintained for L1, catch up sessions and contextualised topics throughout the year, such as Fire Safety. All staff undertake necessary safeguarding training and have St Cyres relevant briefings at Inset. We encourage our staff to be professionally curious and proactive when having concerns around abuse. We regularly hold discussions with staff on an impromptu footing to reinforce this and operate on an open-door policy for this. Whilst the safeguarding team largely retain the duty to record events on My Concern, this is underpinned by face-to-face engagement and discussion with staff and stakeholder.

All visitors sign in and out digitally, with a photo, and wear lanyards whilst on site. These lanyards have a QR code to link to MyVoice. Upon sign-in, all visitors are directed to photos and names of the DSPs and procedures for reporting concerns. Visitor and Supply-Teacher iPads have an app to report concerns to MyVoice.

MyVoice concerns are reported directly into MyConcern. These are monitored and dealt with appropriately by the DSPs in line with Level 2 and 3 Safeguarding training. Abuse is reported to Cardiff/Vale of Glamorgan Compass/MASH/CYPS.

Updated procedures for reporting safeguarding concerns have been shared with all DSPs.

Updated Safeguarding Information cards are given to all HODs, AOLLs and LT members to be displayed in offices and work areas. Updated list of allocated social workers and those on the CP register/CASP plans shared with DSPs.

The school has adopted the Local Authority model safeguarding policy. The policy covers the identification and reporting of concerns and disclosures and those pupils that are at risk of abuse and this was amended and updated in May. This alongside this SER is available on our website tile.

The policy and procedures are reviewed annually. Last review date and approved by the Governing Body; May 2026. This policy will be reviewed annually, and amendments will be made as and when updates are made available from the LA and WG.

See Appendix J. Policies and procedures are available on the school website. A letter is sent home to parents/guardians/carers at the start of each year outlining the roles and responsibilities of the DSP/DDSP/Headteacher.

There are various posters around the school to assist pupils in identifying who the DSP is and when they should report concerns. All staff have a poster to help them identify who the DSP/DDSP's are and who to report concerns and disclosures to. There are photos with titles at the reception desk for all visitors, pupils and staff identifying the DS and DDSPs. Safeguarding is an overt culture within the school.

All concerns are logged on My Concern. DSP and DDSP's make referrals to CYPS when necessary.

Regular training is provided to all staff to help them identify the signs and symptoms of the types of abuse including Physical, sexual and CSE, neglect, financial and emotional.

How do you ensure that relevant policies and procedures are kept up-to-date?

A range of policies are in place to promote Safeguarding, including those below. The Clerk to the governors has a schedule of policies that are updated according to the schedule. These policies are adopted in line with the LEA and are updated and monitored regularly by the Governing Body; they all contain date of ratification, allocated staff member responsible, and date when policy needs to be refreshed.

See Appendix K.

- Anti-bullying
- Anti-racist
- Attendance
- Restrictive Practices
- Online Safety
- Behaviour for Learning
- ALN
- Health and Safety
- School Equality Plan
- Safer Recruitment
- Safeguarding
- Whistleblowing

The DSP and DDSP's attend regular training provided by the LA. The DSP attends the DSP forums organised by the LA. Any updates provided by Jason Redrup are provided through these training sessions and forums.

The All Wales Safeguarding procedures app is used by the DSP, DDSP's and all staff to stay up to date and informed of any changes, latest updates and forthcoming events for attendance relating to safeguarding. The All Wales Safeguarding App has been downloaded onto all staff iPads for ease of access. This is also a platform for updates from the Regional (Cardiff and Vale) Safeguarding Board.

The school's safeguarding policy has been adopted using the local authority model and this is reviewed, updated and checked annually. The current policy has been ratified by the school's Governing Body and this is an annual occurrence. The Safeguarding Policy is available on the school website, alongside other key policies of relevance.
St Cyres approach to Safeguarding remains consistent and comprehensive and is regularly updated.

What are your procedures for the safe recruitment of staff and volunteers?

Safeguarding policy is up to date, updated for May 2026.
Safer recruitment protocols are maintained in school.
Records of staff training are maintained and updated regularly.
Teaching staff and non-teaching staff require two references, enhanced DBS check with a Child-barred list. In cases in which a member of staff is required to begin work prior to the above being in place, then a Risk-Assessment is completed and put into place, with the Headteacher's approval and consent. This is not something that has happened this academic year.

All members of staff, selected governors and volunteers, since 2002, have up to date CRB/DBS checks.
See record of CRB/DBS checks with School Business Manager and Local Authority for new staff who started in April.

See Appendix L
Pre-employment
Two references are requested for any teaching post, whilst the Local Authority complete the following checks for all new starters at the school:
A copy of qualifications obtained i.e. QTS, NQT, PGCE, Degree certificates, proof of address, NI number etc.
Right to work- eg Passport, Birth Certificate.
Enhanced DBS check (For the DBS check, if they have worked overseas, they must also produce a 'certificate of good conduct' from the Embassy of the country they worked in).
EWC (GTCW) membership for teachers.

Supply teachers
Confirmation from supply agency of current DBS check and EWC membership.

Work experience
Any adult on work experience at school receives an enhanced DBS check.
We always complete a DBS on volunteers. We follow the Vale Safer recruitment policy and all guidelines regarding governors and volunteers are adhered to.
All ITT teachers undergo the same rigour of checks as well as maternity and supply staff; all receive safeguarding training when they start at St Cyres. A register is maintained of the training.

Any breaches of policy are reported with the LEA Safeguarding Lead.
St Cyres retains a practice of safe recruitment.

What are your arrangements to provide staff and governors with appropriate training for safeguarding and child protection including Prevent and violence against women domestic abuse and sexual violence training?

- L1 Safeguarding, domestic violence against women, and Prevent training completed by all staff, whilst Level 2 Ask and Act was completed on 20/5/25 and 17/6/25 and 2/9/25.
- DSPs attend L2 Safeguarding training annually, and L3 training is attended on current issues as needed, including Self Harm, Online Safety, com groups, dealing with sexual abuse.
- DSPs attended (July 2024) the new Portal Prevent Training sessions, but this has yet to be rolled out on a wider format, and as such, all staff renewed Prevent training online in January 2025, and mop up occurred in September 2025. All new staff will be expected to undertake PREVENT and VAWDAS Level 1 in September.
- Designated Senior Person – Mr Stu McDonald– Assistant Headteacher
  Deputy Designated Senior Persons– Mr Simon Morris- Head of Year 7 and Mrs Leslie Jones – Director of 6th Form.
  Designated Link Governor – Stephanie Pengally
  Vale Safeguarding Lead - Mr Jason Redrup (Sarah Collier as Deputy)

Staff are aware of the above through the L1 safeguarding briefing which took place on the 3rd September 2026. Laminated cards have been handed to all staff including site team, canteen and cleaning staff stating the names and roles of staff designated to safeguarding responsibilities. This information is stated in the supply teacher's handbook, on the iPad information shared with temporary staff, and on the school website in the Safeguarding Policy. Staff undertaking this training included teaching, non-teaching (LSA's, admin, site team, mid-day supervisors, cleaning staff and lettings staff)

All staff have received the school's safeguarding/child protection policy, purple card with designated persons' names and roles and a wallet sized card with guidance on recording disclosures (Hard copies).
At the start of every year, St Cyres Staff undertake Level 1 learning around Safeguarding and are briefed with the specifics of how this works in St Cyres. Training is recorded. All pupils attend a school where there is an established and constantly developed culture of safeguarding.
Exam invigilators; PGCE/ITT Students; Staff returning from long term sickness and maternity leave; temporary staff; including short- and long-term cover receive a training PowerPoint created by the DSP.

Training material includes:

- to be alert to signs of abuse;
- what to do if a child makes a disclosure;
- the need to pass on the information to the DSP;
- our responsibility in safeguarding pupils;
- St Cyres responsibility in keeping secure and accurate records on 'My Concern'.
- Staff have been provided with wallet sized cards to support them through recording a disclosure;
- how to support a child who discloses abuse;
- how to make pupils feel encouraged and secure to discuss any concerns they may have.

See Appendix O

Newly Qualified teachers and experienced staff new to the school follow an induction programme which covers safeguarding and child protection procedures in greater detail.

Any temporary staff or visitors when signing in are directed to the clear notice in reception highlighting the school's safeguarding / child protection procedures including photos and titles of the DSP/DDSPs.

Pupils who are on the Child Protection register, a Child in Need of Care and Support or a Looked After Child are monitored closely by their relevant Head of Year and DSP/DDSP. If there are any unexplained absences, or the pupil is at risk from exclusion, then the pupil's Social Worker is notified. DSP notifies Children's services (and/or designated social worker) if a pupil on the CP register or CLA, are given a fixed term exclusion. We have not excluded any pupils who are on register, or who are CLA this academic year. St Cyres continues to support all pupils, specifically those who are more vulnerable, with learning, wellbeing and attendance. We believe we provide a safe environment for shoe most in need of security and safety.
All governors have been signposted to undertake learning on Hwb modules, Introduction to Safeguarding, Keeping Learners Safe Module 1; Safeguarding Roles and Responsibilities, Module 2. Safeguarding is a standing item on the GB meetings agendas and trends, protocols, concerns and challenges are discussed accordingly.

All safeguarding records from September 2019 were scanned in and files are uploaded to 'My Concern' yearly- this includes the new Year 7 Cohorts each year. Previously kept files remain in a locked cupboard in the DSP office. Any confidential records for past pupils remain in the secure Archive room. The DSP is the only member of staff with access to these two secure cupboards. We have received 4 requests for information sharing from the police this academic year, where we have used the archived material.

Any situations where parents are not considered a protective factor; Relevant staff that contact home have been made aware and Arbor reflects only the parents/guardians/carers that are protective factors. Admin to HoYs are notified if any amendments need to be made to records and there exists a limited cautionary note on the pupils' dashboard.
All new staff receive safeguarding / child protection training as part of their induction programme.
Safeguarding training is an ongoing feature throughout the academic year.

What are your procedures for managing challenging behaviour within the school and when pupils are offsite, including on school transport?

Behaviour for Learning is a regular Inset/training topic and Trauma Informed approaches to children is an annual training event, whether this is through the St Cyres PLUS sessions, or via Inset time. All staff are aware of the protocols and approaches within the classroom to ensure positive Behaviour for Learning, have refreshed training on what to do when the tenets of 'Be Safe; Show Respect; Make Progress' are not upheld and understand the need for restorative, trauma informed approach to consistently address this.

St Cyres has recently refreshed the 3 tenets of Behaviour For Learning with both staff and pupils. The Behaviour for Learning Policy was recently refreshed with a lens on anti-racism and Trauma informed approaches, and this is available to read on our website. This sits alongside our Attendance policy and Anti-Bullying policy, Online Safety Policy, Restrictive Practices and Anti-Racism policies.

B4L strategies are implemented consistently across the school, with work undertaken by a staff representative body this academic year to support training in September which was formulated around staff input on a Padlet in a St Cyres PLUS session.
Training in TeamTeach and TIS embedded throughout the school, with plans to further train key staff in TIS 11-day diploma next year and to update physical restraint training for those in need of a refresher.
Behaviour in school is dealt with in-line with the B4L policy.
All pupils in St Cyres experience a 6 Session Teaching and Learning module on St Cyres expectations around Behaviour for Learning, supplanting widely displayed Tenets in nearly all spaces.

There exists no formal school transport, though LT members regularly liaise with external companies who provide transport for pupils. School offer support in tackling any negative behaviours, including identifying pupils from registered CCTV footage, and working with parents and guardians.

Regular communication with relevant staff and the drivers/companies of pupils who receive school transport (PMED, LEA arranged transport etc).

Bullying

Clear protocols are in place for all staff and pupils.

See appendix K

Clear protocols are in place for all staff and pupils.
We have recorded and reported to the local authority via MyConcern 5 incidents of bullying across the academic year so far. These have been engaged with, and all protocols have been followed, as set out in Inset for all staff, and as outlined in our Anti-bullying policy. Pupils understand the negative impact of bullying on others and understand our zero tolerance anti-bullying approach.

Racism and Prejudice

Clear protocols are in place for all staff and pupils.
We have recorded 6 one-off prejudice related incidents related to race and disability across the Key Stages and have reported these to the local authority via MyConcern. These have been engaged with, and all protocols have been followed, as set out in Inset for all staff, and as outlined in our Anti-bullying policy and our Anti-racism policy.
Pupils understand the negative impact of racism on others and understand our zero tolerance anti-racism approach. Pupils understand the special and diverse make up of our pupil population, in terms of ability, ethnicity, and sexuality as we celebrate diversity consistently across the organisation.

Physical Intervention

See appendix K.
Clear protocols are in place for all staff and pupils for any situation where the need for restrictive practice arises. There have been 0 recorded instances of Physical Intervention this academic year, which reduced from 2 in the previous academic year. These have been reported to the local authority via an INC1 form, a Restraint form and have been logged on HOY notes. These have been engaged with, and all protocols have been followed, as set out in Inset for all staff, and as outlined in our Restrictive Practices Policy. St Cyres remains a co-operative and safe environment for all to learn and thrive.

Withdrawal and seclusion

There are no school procedures or practices to withdraw and/or seclude pupils, however, pupils are provided with interventions and support, for restoration and reflection, that allow the following to be used on a short term and temporary basis:

'Exit', '5 minute' pass – to allow pupils that require care and support for a variety of reasons e.g. social anxiety, bereavement, wellbeing.

Time out with HoY - to further allow pupils that require care and support for a variety of reasons e.g. social relationships, wellbeing, support with home issues, anger management and reflection time.

Supervised study area in the Hub.

Intervention time (either on a 1:1 basis or group interventions) – these range from 4-6 sessions for withdrawal sessions such as anger and anxiety CBT/ELSA/Can-do Project/Nurture/in-reach/Literacy/Numeracy/Strive/Barnardos etc.

An Inclusion Space is utilised, where pupils work away from their regular class dynamic, whilst supported by a member of Pupil Support and this is also used as an alternative to external exclusion. This calm space offers time for reflection and restorative activities to be completed to support St Cyres Behaviour for Learning tenets of 'Be Safe; Show Respect; Make Progress'. Classwork is completed with the help of a staff member where required. All time spent in the Inclusion space is recorded and communicated to parents, in LT meetings and as part of the restraint monitoring to the LA. In this academic year, St Cyres have reported 595 instances of the use of the Inclusion/Restorative space.

A Partnership move is deemed to be appropriate to move a pupil to an alternative, and pre-organised classroom when they are spoiling the learning or if they are becoming dysregulated in a specific classroom. St Cyres recorded and reported 772 moves of this type in the 25/26 academic year.

PSP's were used for pupils in a much more limited fashion in the academic year 24/25. There were 2 PSPs organised for pupils who needed to have a formalised strategy around attending. The PSP will take into consideration any safeguarding factors to ensure the pupil receives full wrap around support both when and when not in school.

See Appendix K.

Serious Incidents
All safeguarding incidents are logged on 'My Concern' and are reported to both the Headteacher confidentially and to the Link Governor in charge of Safeguarding, as well as the Chair and Vice Chair as a standing item on the Governing body meeting

agenda. Updates are provided confidentially, these include; number of logged concerns, referrals to concern-related agencies, how awareness of relevant issues is being raised for both pupils and staff, ongoing training opportunities and safeguarding related CPD attended by DSP/DDSP's.

Referrals made to agencies such as Vale Compass, YWS, EWS etc, are made by the HoY in liaison with the link Assistant Headteacher and often the DSP and the Headteacher/Governors are made aware of this.

Risk Assessments

All significantly challenging behaviour is evaluated initially by means of a risk assessment. Through the RA, appropriate control measures are put into place to ensure the safety of all pupils and stakeholders. There exists only 1 pupil at present who is in need of a Risk Assessment pertinent to behaviour.
Risk assessments are carried out for every school visit in line with the school's Educational Visits' Policy. Specific individuals are named to ensure bespoke risks are considered and control measures are put into place to ensure safety of all including those with ALN/PI/HI/Medical/Safeguarding concerns.

How are your arrangements for managing pupil absence, part time timetables and pastoral support plans?

See Appendix K.
HOY Assistants produce fortnightly attendance figures to be analysed in Link Meetings. Fortnightly attendance is discussed with HoYs and in LT. Registers are checked daily for absences and first day calls made.
Virtual and Physical sightings are made on a regular basis following 10 days of absence and the Inclusion Team are involved where necessary.
Holiday requests are scrutinised by the DSP and relevant link Assistant Headteacher and reports of absences that may be of concern (long-term/heritage visits) are discussed with LEA and referrals made if needed.
Careful monitoring of attendance and sightings of pupils in liaison with CS and Inclusion team in the LA are undertaken where appropriate and necessary.

HOY Assistants are given additional training in monitoring attendance, led by the Inclusion Team. Individual HOY Assistants are given a role in monitoring and overseeing an area of attendance; for example, those pupils dual-registered with a PRU or college.

Attendance policy was further refreshed in light of a new LA exemplar document, but the WG guidance on "Belonging.." remains central to St Cyres policy. This policy is available on the school website and contains flowcharts and protocols around pupils attending school. This is reinforced by LA messaging around 'Miss School, Miss Out' and consistent dialogue and messaging with all stakeholders on the importance of attendance.
Pupil absence and punctuality is monitored daily; Admin Assistants to the HoY will monitor Arbor registers on a lesson-by-lesson basis to ensure attendance and punctuality throughout the day.
All stakeholders understand the need for regular attendance, and we communicate to all pupils and parent/guardians/carers the negative impact on future wellbeing when this is not the case.

Parents/guardians/carers have access via the main school phone number to leave messages of absence and reasons directly to the relevant HOY, and they can also use Arbor to register absence also. Pastoral Assistants/Attendance officers will then record these appropriately and make first day calls where absences have not been reported. Appropriate actions are taken by HoY for persistent and prolonged absences i.e. phone calls to parents, parental meetings (with AHT link present), letters sent home, request of doctors' certificate/ongoing medical conditions, FPN's, referrals to EWS/Inclusion service when attendance falls below agreed and expected statistics.

AHT links and HoYs deliver attendance assemblies throughout the year. Letters to highlight the importance of attendance have been sent out to all year groups at the start of each term.

How do you record and deal with allegations of bullying?

See appendix K.
Clear protocols are in place for all staff and pupils.
All reports of bullying are reported to the HOY and then shared with the LT link.
These are reported on MyConcern, including actions taken. We operate a victim first approach. Allegations are dealt with in-line with the school Anti-bullying policy, and this is readily available on the school website. St Cyres recorded 6 incidents of bullying in the 25/26 academic year, and the need to communicate these instances will be refreshed to all staff in September.

Please provide details of how the school / PRU ensures the security of the school site.

See Appendix N.
Pupil safety is discussed at School Council meetings and in Learning Coach sessions with reference to the tenets of the St Cyres Behaviour for Learning strategy.
GB carry out termly H&S site visits.

Fire service and South Wales Police were invited to school to discuss dangers on train lines/tracks, in lakes/open water/ dangers of fire and anti-social behaviours.
Fire drills are conducted on a termly basis and a non-fire related evacuation and lockdown drill was undertaken in July 2026, and we have repeated this on an annual basis since 2024- this incorporates whole school evacuations, segmented evacuation and lockdown. Training on emergency evacuation is given to both staff and pupils in the run up to this drill and at the start of the year.
Additional fencing has been added to the school site, in line with the height required to meet safeguarding requirements and in strategic perimeters around pupil movements.

All visitors must report to reception and sign in using the iPad. Photos are taken of visitors, and they are provided with a label badge with their name and photo.
All supply teachers are provided with a Lanyard and key card with limited access.
All staff are required to wear lanyards and/or to carry key cards with their photo ID where possible.

Front entrance – there is an automatic barrier which uses the ANPR system of recognition for registered cars and vehicles.
The visitor entrance is electrically secured and opened by a staff member on reception.

The Pupil entrance is electronically secure and locked at all times other than the start and end of the day and during breaks/lunchtimes. Pupils arriving at the pupil entrance after the start of the day must ring the doorbell and a member of staff at reception will remotely allow access. The doors will automatically lock behind the pupils once they have been given access to enter the building. Pupils' names are recorded by reception, and/or their appropriate year office, if they are late to school.

CCTV cameras operate around the school; all access to these recording is noted down and only LT, and a designated IT technician, have access to this facility. Images are not shared with stakeholders, other than with the police. This is also the case with the ANPR system at the front barriers.

Members of staff are on duty before school starts in the dining hall and at the pupil entrance and in the yard area outside the pupil entrance. They also cover other areas of the school during break and lunch periods including dining hall, conservatory area, outside pupil entrance, Level 0 and stairs and Level 1 and corridors. At the end of the school day, members of staff are on duty in the corridors and at the pupil entrance and in the yard area.

The site management team are vigilant at ensuring that the site is secure and LT engage in On-Call, which includes the checking of internal doors and windows.

The school is fenced and gated in 4 separate locations around the external footprint of the site (3 walking entrances and 1 vehicle entrance) and these are subject to periodic and termly inspections by designated staff governors. The school has an automated vehicle barrier to control the flow of vehicular traffic onto site. The gate closest to the main building is locked between 09.00 and 14.15. All the gated are locked between 22.00 and 05.30.

The school doors at the pupil entrance are locked when lessons are on and are only automatically opened around breaks and lunches. At this time, we have a strategic duty rota, where there is a minimum of 3 staff deployed outside and around the building. Staff welcome and observe all pupils leaving site as part of their statutory duties.

All classrooms are unlocked by staff key cards which also act as ID cards. Visiting members of staff and guests are given generic key cards and instructions on dealing with pupils as part of the Behaviour for Learning policy.

All pupils let out of class in lesson times require an exit card, a 5-minute pass or a toilet pass.

Specific doors have certain access restrictions depending on their contents and these are regularly updated by the site team. As appropriate, certain doors remain unlocked at all times, whilst others will remain locked to nearly all staff apart from in the event of an emergency evacuation.

We operate a staff and guest entrance which is adjacent to Reception. These doors are unlocked by Reception for visitors.

St Cyres diligently maintains a variety of protocols to ensure the security of the site for all.

How do you ensure the health and safety of pupils whilst on and off-site?

See appendix O.
There is a list and regular audit of all first aiders. Each First Aider wears a lanyard which identifies them as possessing the First Aid at Work qualification. All First Aid incidents are recorded and dealt with as consistently as possible. Regular updates on specific care takes place annually, such as the Diabetes training. All First Aiders are directed to read the care plans which are held in Reception. These are regularly updated after consultation with parents.
A list of first aiders is present in all Faculty offices and Year offices and Reception.

Educational Visits Policy

All outside visits and trips must be risk assessed and worked through the EVOLVE software, and they are quality assured and checked by the Assistant Headteacher with responsibility for trips, the Headteacher and Vale of Glamorgan.

Staff use this web-based package Evolve to plan trips. This has details of the school's Educational Visits Policy and National Guidelines for Educational Visits. Risk assessments are included in the planning and any overseas or adventurous activities are authorised by the consortium's strategic outdoor education advisor.
In addition to the Evolve package staff are expected to provide an emergency phone holder with a full list of those attending the trip with emergency contact details, an itinerary and information about any company with whom the visit has been booked.
Educational Visits Coordinator – Ms Usha Hirani.

Sporting fixtures
A list of pupils participating in any sporting fixture, including emergency contact numbers, are provided to Year Tutors and administration staff. Details of venue and times are included.

Alternative Education Placements are recorded and registered on an annual basis with the LA. Attendance at these organisations are duly mirrored on a weekly basis and these are monitored by a specific pastoral assistant and duly overseen by the relevant Head of Year. We have 3 pupils who attend CAVC, 3 pupils who attended Work Experience provision for 1, and 2 days a week, and we have 2 pupils who attend Vale of Glamorgan Alternative provision on a dual registered basis.

St Cyres works hard to ensure all pupils who are educated or enriched off-site, remain safe and continue to thrive.

How do governors, management committees and supervisory boards hold the school / PRU to account for the quality and effectiveness of its safeguarding procedures?

Safeguarding is a standing item on the full governing body meeting agendas. The DSP provides regular updates on practises, procedure updates and ongoing training for staff and pupils.

The governing body approved the updated safeguarding policy in May 2026. The Governor Link, Mrs S Pengally, meets with the DSP to discuss and scrutinise MyConcern records, Staff Training Records, the school's Safeguarding Policy and this SER.
Meetings are held with Jason Redrup (Vale Designated Lead Officer) to discuss the school's procedures and use of MyConcern.
Jason Redrup is annually invited to carry out a school visit to scrutinise policies, practices and the school site.

Person completing the form:

Signature: SMD

Name: Mr Stu Mcdonald

Role: DSP

Date: 02/09/26

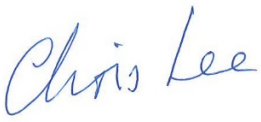
Headteacher

Signature: 

Name: Peter Lewis

Date: 14th September 2026

Chair of Governors

Signature: 

Name: Dr Chris Lee

Date: 14th September 2026

Additional notes provided by the school / PRU

Appendix A:
Briefing to staff
https://docs.google.com/presentation/d/18HvER7loSD_ntVQKpZ12IVCi_rktMpzf/edit?usp=sharing&ouid=110490604186016001152&rtpof=true&sd=true
Letter to parents
https://docs.google.com/document/d/1wp67QRv014oL4O4DEBUZ22keo26c4_Xg/edit?usp=sharing&ouid=110490604186016001152&rtpof=true&sd=true
Cards
https://docs.google.com/document/d/1g_L3dptf8ntUDRJDgX4NGeJAX5yz5ZIt/edit?usp=sharing&ouid=110490604186016001152&rtpof=true&sd=true
Governors presentations
https://docs.google.com/presentation/d/1Xy8s-nNMrU8Y2dxyaD_zNAwJ4ofG8ugo/edit?usp=sharing&ouid=110490604186016001152&rtpof=true&sd=true
Assemblies (specific)
https://docs.google.com/presentation/d/1xZuq20NGQs37zo1e0pNrL_TH51LdcmGT/edit?usp=sharing&ouid=110490604186016001152&rtpof=true&sd=true
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https://docs.google.com/presentation/d/1YT8iEzlejKRzr2G5kEf7SWRIAqn6w4EHQrRxf267UHw/edit?usp=sharing
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https://docs.google.com/presentation/d/1M-SZYsIzUOxt_6QriL6VDFDfAUZE_a1fz9pg6-L8HjA/edit?usp=sharing
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https://docs.google.com/presentation/d/1JfhiK1NzlDwxUypXItdT7stA6nQOT4dJu8oSCGFyJTY/edit?usp=sharing

Appendix B:
My Concern examples
https://docs.google.com/presentation/d/1M1wXBa01i0LZPe7rc2sIOX5oU-YrJgSB/edit?slide=id.p1#slide=id.p1

Appendix C
https://docs.google.com/spreadsheets/d/1egpmld7QILhvqccaeqElPJbnGxmXbtvY/edit?usp=sharing&ouid=110490604186016001152&rtpof=true&sd=true

Appendix D: Assembly Topics
https://docs.google.com/document/d/1skYk_29OB4LfBKw_E48KYdOiWJkbTdSkfkSS9bipk_c/edit?usp=sharing

Appendix E: Govs presentation
https://docs.google.com/presentation/d/1HFfesB9vGY5HQdHPSN0ZzZj60zrS1HiC/edit?usp=sharing&ouid=110490604186016001152&rtpof=true&sd=true

Appendix F: PSPs Log
https://docs.google.com/document/d/1qfPOPRsdGcXJTVTrW0iyAoqLQ3Wd8VqE6vkFkras7XU/edit?tab=t.0

Appendix G: Attendance Policy
https://www.stcyres.org/page/?title=Policies+%26amp%3B+Documents&pid=17

Appedix H: SHRN presentation
https://docs.google.com/presentation/d/17H6lL8vPbSNBSK8TqU9FxOCvHe2VFFzr/edit?usp=sharing&ouid=110490604186016001152&rtpof=true&sd=true

Appendix I:
Online Safety Policy
https://www.stcyres.org/page/?title=Policies+%26amp%3B+Documents&pid=17
Prevent Log
https://drive.google.com/drive/folders/1JdJ4KGNddKxx8q3e7P0OHhaIBwkVRxkO?usp=drive_link
Curriculum Audit

Appendix J
Safeguarding Policy
https://www.stcyres.org/page/?title=safeguarding&pid=87

Appendix K
Attendance Policy
https://www.stcyres.org/page/?title=Policies+%26amp%3B+Documents&pid=17
Online Safety Policy
https://www.stcyres.org/page/?title=Policies+%26amp%3B+Documents&pid=17
Anti-Bullying Policy
https://www.stcyres.org/page/?title=Policies+%26amp%3B+Documents&pid=17
Restrictive Practices Policy
https://www.stcyres.org/page/?title=Policies+%26amp%3B+Documents&pid=17
Anti-Racism Policy
https://www.stcyres.org/page/?title=Policies+%26amp%3B+Documents&pid=17
Behaviour For Learning Policy
https://www.stcyres.org/page/?title=Policies+%26amp%3B+Documents&pid=17

Appendix L
https://www.stcyres.org/attachments/download.asp?file=223&type=pdf

Appendix M
L1 record of training
https://docs.google.com/spreadsheets/d/1Sv8j29GpDYcJa6vtXaUANtkahyFAUtR0/edit?usp=sharing&ouid=110490604186016001152&rtpof=true&sd=true

Appendix N
Emergency Evacuation Planning
https://www.stcyres.org/page/?title=Policies+%26amp%3B+Documents&pid=17
Health and Safety Policy
https://www.stcyres.org/page/?title=Policies+%26amp%3B+Documents&pid=17

Appendix M
https://docs.google.com/document/d/1BsbfxBqxKVA9msvG8j8dSbDzv-ZLiV52X5Dj7d4y0xY/edit?usp=sharing

Appendix O
https://docs.google.com/presentation/d/1p2LmB31raLzDGEsw0ropr9G6vopMifP-/edit?usp=sharing&ouid=110490604186016001152&rtpof=true&sd=true

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Comprehensive intervention programme as follows:

Drop in Referrals to PSC from HoYs/DSP
Young carers Drop in – Monday lunchtimes HMT
Breakfast Club (eFSM/VL) Yrs 7-13 (TG and JM)
Break/lunchtime drop ins Yrs 7-11 in Learning Support – various LSA's supervise this.

External Providers

PMH sessions
These take place every Friday from 0900 to 1440.
HoYs refer names to triage pupils.

I2A VoG Youth Service STRIVE):
Ongoing for Pupils. Referrals made to VoG.

VoG YWS
Referrals made via Vale Compass helpline with parental consent

VoG parenting Service via Vale Compass to support families
Referrals made via Vale Compass with parental consent

Young Carers drop in clinics and 1:1 sessions with YC's.

Barnardos School-based counselling service
Tuesdays – Wednesdays -Thursdays – HoY/DSP referral system and online referral system. Pupils have access to phone line and email address if they wish to self refer. On TV slides, TLC and assemblies delivered to make pupils aware of the service. Available to pupils not receiving external intervention from CAMHS.

In-House INTERVENTION INFORMATION:

Emotional Literacy Support Assistants (ELSA) - To provide support and strategies for coping with the following issues:

- Self-esteem
- Social skills
- Friendship skills

- Anger management
- Loss and bereavement

Anxiety CBT - To provide pupils with a toolkit of strategies to manage their anxiety.

Four 1-hour sessions are delivered to groups of between 4-8 pupils with each session looking at how to manage the anxiety experienced by the young people. Cognitive Behaviour Therapy (CBT) will be used to support pupils in changing their thought process. This programme was designed by Angie from Primary Mental Health.

Anger CBT - To provide pupils with a toolkit of strategies to manage their anger.

Four 1-hour sessions will be delivered to groups of between 4-8 pupils with each session looking at how to manage the anger experienced by the young people. Cognitive Behaviour Therapy (CBT) will be used to support pupils in changing their thought process. The anxiety programme was designed by Angie from Primary Mental Health and this was adapted by myself to support angry feelings experienced by young people.

Restorative Approaches Group (Behaviour)
Aims: To support pupils to reflect on their behaviours and look at strategies to manage emotions in the classroom and within the school setting.

Case studies used to identify unacceptable behaviours with pupils working on ideas of how situations could be managed differently.

Bespoke sessions for Anger, Anxiety, Self-harm - To provide pupils with a toolkit of strategies to manage their Anger / Anxiety / Self harm.

Sessions to be designed on the needs of the individual.
Sessions are 30 minutes and can be between 4 and 10 sessions dependent on need.

PSC staff work very closely with the relevant HoY and liaise with home where appropriate.
HsoY and Assistants to HsoY closely monitor attendance and punctuality, first day absence calls are made, SIMS records are kept accurate with lates. Fortnightly reports are generated and HsoY analyse the data with their LT Link. Appropriate actions are taken to address concerns e.g. phone calls home, letters sent home, meetings with parents, monitoring reports, referrals to EWS, FPN warning.

Additional support provided by outside agencies:
Police School Liaison Officer as and when required to address incidents.
School nurse works very closely with the pastoral team with regards to A & E admissions; MARAC; LAC; immunisation services; medical needs directory.

Other agencies who the school liaises with include:

Social Services; CAMHS; South Wales Police, YoS, YWS, EWS, YMCA, ARC, CAVDAS, SHOT, YJESS...