Bwrdd Rhaglen - Cynllun Ymateb
Programme Board – Response Plan

Cyfarfod / Meeting

14:30, Dydd Llun 19 Hydref 2026 / 14:30, Monday 19 October 2026

Microsoft Teams

AGENDA

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<tr><td>3</td><td>14:25 – 14:35</td><td>Cofnodion a Phwyntiau Gweithredu 15/07/2026
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1. Adroddiad Cynnydd / Overview Report
2. Rhaglen Waith / Work Programme

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Thema 4	Llywodraethu ***Governance***	Alison Halliday
Thema 5	Arferion Cyfyngol ***Restrictive Practices***	Llion Williams
Thema 6	Cynllunio ac Ymateb i Argyfwng ***Emergency Planning and Response***	Catrin Love

Pecynnau Gwybodaeth (atodiadau eitem 4) ***/ Information Packs (Item 4 Attachments)***

- Cydweithio rhwng Ysgolion, yr Adran Addysg a Gwasanaethau Plant / ***Collaboration between Schools, the Education Department and Children's Services***
- Goruchwyliaeth Broffesiynol Personau Dynodedig Mewn Ysgolion / ***Professional Supervision of Designated Persons in Schools***

Dogfennau atodol er gwybodaeth yn unig / ***Additional documents for interest only***

- Cofrestr Risg ***/ Risk Register***
- Adroddiad Pwyllgorau Craffu: (Eitem 5: Rhaglen ar gyfer Pwyllgor Craffu Addysg ac Economi ar Dydd Iau, 8fed Hydref, 2026, 10.30 y.b.) ***/ Scrutiny Committees Report (Item 5: Agenda for Education and Economy Scrutiny Committee on Thursday, 8th October, 2026, 10.30 am)***
- Strategaeth Llais y Plentyn gyda atodiadau (Eitem 6: Rhaglen ar gyfer Y Cabinet ar Dydd Mawrth, 13eg Hydref, 2026, 1.00 y.h.) ***/ Voice of the Child Stratergy with Apppendicies (Item 6: Agenda for The Cabinet on Tuesday, 13th October, 2026, 1.00 pm)***
- ***Diweddariad Inffograff – Beth sydd wedi newid? / Updated Infograph – What has changed?***
- ***Diweddariad Inffograff – Beth fydd yn cael ei wneud yn y 6 mis nesaf? / Updated Infograph – What will be done in the next 6 months?***
- Datganiad Drafft – nodi blwyddyn ers cyhoeddi Adroddiad CTED / ***Draft Statement – marking one year since the publication of the OBBJ report***

TERMS OF REFERENCE – RESPONSE PLAN: OUR BRAVERY BROUGHT JUSTICE

Purpose:

- To verify and challenge the appropriate and timely progress of the 7 workstreams within the Response Plan: Our Bravery Brought Justice.
- To verify and challenge whether the implementation of individual issues within each workstream is thorough and appropriate.
- To review the contents of the Response Plan: Our Bravery Brought Justice as the situation develops and ensure that the Plan is adapted appropriately and in a timely manner and responds to the recommendations of the Child Practice Review.
- To report back to the Council's Cabinet regularly on the appropriate and timely progress of the workstreams.
- The Programme Board may collate observations and learning points that have implications beyond Gwynedd, and will report these to the appropriate national authorities – some of whom are represented on this Board.

Meeting organisation:

- Wherever possible, please arrange for a suitable senior-enough substitution who is able to report on your behalf, if you are unable to attend.
- The Board's minutes and documents will be made public on the Council's website after the meeting, except for any items that are exempt.
- All participants will be asked to declare any personal interest at the beginning of each meeting should it be necessary
- External members will meet quarterly for half an hour with the Chair before the meeting starts to discuss satisfaction with progress and any questions we may wish to raise. This pre-meeting is to be attended by Gwynedd secretariat and notes taken, for transparency. The same arrangements as above will also apply for Cabinet Members.
- Most meetings will include one or more substantial item per meeting, such as looking at one workstream in detail or considering a report (eg CPR).

Membership:

a. **Chairperson:**
Sally Holland, Chair

b. Elected Members:

- Nia Jeffreys (Council Leader) – CYNG/COUN
- Menna Trenholme (Deputy Council Leader) – CYNG/COUN
- Dewi Jones (Councillor) – CYNG/COUN
- Llio Elenid Owen (Councillor) – CYNG/COUN

c. Officials:

- Dafydd Gibbard (Chief Executive) – Leadership Team
- Dylan Owen (Corporate Director and Statutory Director of Social Services) – Leadership Team
- Gwern Ap Rhisiart (Head of Education) – Education Department
- Ian Jones (Head of Corporate Services) – Corporate Services Department
- Nia Grisdale (Legal Services Manager) – Leadership Team

- Sharron Williams Carter (Assistant Head – Supporting Families) – Children and Family Support Department
- Sion Gwynfryn Williams (Communications and Engagement Manager) - Corporate Services Department
- Sarah Marion Jones (Communications Team Leader) - Corporate Services Department
- Iwan Gwilym Evans (Legal Services Manager / Monitoring Officer) – Leadership Team
- Catrin Love (Assistant Head – Corporate Services) – Corporate Services Department
- Llion Williams (Safeguarding and Wellbeing Quality Leader) – Education Department
- Alison Halliday (Assistant Head of School Support) - Education Department

d. Representatives of the Education Sector:

- Elin Walker Jones (Chair of Governors – Ysgol Tryfan) – CYNG/COUN
- Margaret Davies (Head of Ysgol Friars)
- Dr Geraint Jones (Representative - School Headteachers Chairpersons Group)

e. External Representatives *(Active Observers):*

- Dyfrig Ellis, Estyn
- Sian Roberts, Care Inspectorate Wales
- Kevin Barker, Care Inspectorate Wales
- Lou Bushell-Bauers, Care Inspectorate Wales
- Taryn Stephens, Welsh Government
- Nicola Edwards, Welsh Government
- Georgina Haarhoff, Welsh Government
- Rocio Cifuentes, Children's Commissioner
- Lina Liu, Children's Commisioner
- Geraint Davies, Regional Safeguarding Board

It will be the responsibility of Cabinet Members to set the strategic political direction of the areas of work under their responsibility, while also scrutinizing the work of officers and supporting them.

External representatives will act as active observers offering advice and challenge to the work and operation of the Board.

Note - Board membership may allow flexibility for others to join for specific items (depending on the agenda).

Reporting Arrangements:
The Programme Board – Response Plan will report to the Cabinet once every quarter on the development of the workstreams.

The Programme Board– Response Plan may collate observations and learning points that have implications beyond Gwynedd, and will report these to the appropriate national authorities.

Timeline:
The Programme Board will continue to meet until all actions in the response plan are completed and Board members are satisfied that evidence in relation to the listed impact measures demonstrates

effectiveness of these actions. The Chair will review the likely timescales in the autumn of 2025, when the complexity and scale of work required following the publication of the Child Practice Review has been assessed, and report on this to the Board. This will continue to be reviewed at Board meetings.

Programme Board – Response Plan

Meeting

10:00, Wednesday 15 July 2026

Microsoft Teams

Present:

Chair:
Sally Holland (SH)

External:
Tom Davies - Children's Commissioner (TD), Dyfrig Ellis - Estyn (DE), Nicola Edwards - Welsh Government (NE), Sian Roberts – Care Inspectorate Wales (SR), Paul Jones - Care Inspectorate Wales (PJ), Geraint Davies (GD) – Regional Safeguarding Board

Councillors:

Cllr Nia Wyn Jeffreys (NWJ), Cllr Menna Trenholme (MT), Cllr Dewi Jones (DJ), Cllr Llio Elenid Owen (LlEO)

Representatives of the Secondary Sector:

Margaret Davies (MD)

Officers:

Dafydd Gibbard (DG); Gwern Ap Rhisiart (GApRh), Dylan Owen (DO), Sharron Williams Carter (ShC), Nia Grisdale (NG), Eleri Jones (EJ), Llion Williams (LlW), Alison Halliday (AH), Sion Gwynfryn Williams (SGW), Jennifer Rao (JR)

Lois Owens (LO), Sioned Jones (SJ), Bethan Mair Evans (Translator)

For Item 5 only:

Cllr Cai Larsen (CL), Bethan Adams (BA)

MINUTES AND NOTES FOR ACTION

	MINUTES	Action: BY WHOM	Action: BY WHEN
1	**Welcome and Introductions**		
	Everyone was welcomed to the meeting, introduced, and their roles stated. **Declaration of Interest:** There were no declarations of interest regarding the agenda items by the Board members.		

	MINUTES	Action: BY WHOM	Action: BY WHEN
	Terms of Reference: There were no further comments on the Terms of Reference.		
2.	**Updates**		
	Sally Holland (Chair of the Board) • SH welcomed the continued momentum of the Board's work and commended the quality of the papers presented, particularly the additional briefing notes supporting the agenda items. • It was noted that the Risk Register had been updated, with all amendments clearly highlighted for ease of reference. These included the addition of risks relating to Brynffynnon and the impact of the recent television programme. • An update was provided on the Transition Matrix. **DO is leading on the matrix, and members were invited to share any comments or feedback with him as the document continues to develop**. A further update will be brought to a future meeting. • The new appendices developed to support the Voice of the Child work were welcomed as evidence of the increasing maturity of this area of work. The importance of continuing to demonstrate and evidence the impact of the Board's actions was emphasised. • Members were advised that the Chair's Quarterly Report had been presented to Cabinet and circulated with the meeting papers. As SH was unable to attend the Cabinet meeting, she will attend the September Cabinet meeting to present the report in more detail and respond to any questions. • It was acknowledged that, following the Senedd election, new Ministers are now in post. The next meeting of the Ministerial Assurance Board is scheduled to take place later this month. • SH emphasised the importance of acknowledging the ongoing concerns regarding Brynffynnon and the way matters had been handled, together with the impact on the confidence of children, parents, residents and the wider community. **Dafydd Gibbard (Chief Executive, Cyngor Gwynedd)** • DG echoed SH's comments on the volume of papers presented, noting that the meeting pack exceeded 200 pages. Whilst not all items would be discussed in detail, this reflected the significant amount of work progressing across the programme. • DG noted the continued high level of media interest and provided	**All Board Members**	**Asap**

	MINUTES	Action: BY WHOM	Action: BY WHEN
	updates on a few related issues: o The proposed S4C drama due to be broadcast in approximately 18 months' time. The Board was advised that the Council had been contacted by the production company several weeks ago and expressed significant concerns about the proposed programme and the potential impact on victims, the school and the wider community. Concerns were also raised regarding the proposed use of the name of Ysgol Friars for the drama's setting. The Council had insisted victims were informed in advance through the victims' liaison group and consideration is being given to the support that may be required. Discussions with the production company remain ongoing, although it is unclear how successful these will be as filming is expected to begin shortly. The issue has also been discussed with the Regional Safeguarding Board and Welsh Government. o DG reiterated SH's comments regarding the recent *Y Byd ar Bedwar* programme on Brynffynnon. It was confirmed that further reviews have been commissioned and that any additional learning arising from these reviews will be cross-referenced with the Board's work. o Members were also updated on recent media enquiries relating to compensation for victims. It was clarified that suggestions that compensation was not being paid were inaccurate, as claims are managed through the Council's insurers and progressed appropriately and as promptly as possible. It was acknowledged, however, that the legal negotiation process can inevitably extend timescales. • Previous concerns about the future of the Ministerial Assurance Group. following the Senedd election were noted. Members were advised that the Leader of Cyngor Gwynedd had written to the Minister for Education urging that the Group continue, and that the first meeting with the new Ministers was scheduled for the following week. Feedback from that meeting will be reported to the next Board. • Members were reminded of the four briefing papers circulated with the agenda. These had been prepared in response to questions previously raised by Board members, including matters relating to referral forms and grooming awareness training. The papers were intended to provide comprehensive background information, and members were encouraged to raise any further questions during or after the meeting.		

	MINUTES	Action: BY WHOM	Action: BY WHEN
	• DG briefly introduced the proposed transition assessment matrix. It was noted that further discussion is required on how the matrix should be completed, and if a specific workshop with Board members will need to be arranged. • DG acknowledged that measuring impact is complex and that meaningful evidence of change will take time to emerge. It was proposed that a programme of focus groups should build on the recent engagement work with children and young people, providing qualitative evidence to complement existing measures and help demonstrate cultural and behavioural change across a wider range of safeguarding stakeholders. **It was agreed that a dedicated paper on impact measurement would be brought to the next Board to draw together the proposed approach** • NWJ supported DG's comments, noting that while updated policies, systems and training are important and demonstrate progress, the Board must also be able to evidence that behaviour and organisational culture have genuinely changed. It was emphasised that success should be measured not simply by the completion of training, but by increased confidence that the desired changes are being embedded in practice.	**DG**	**19.10.26**
3.	**Minutes and Action Points – 27042026**		
	• Actions from the previous meeting were reviewed. The majority of actions had been completed. • The action relating to Teams channels and multi-agency working remained ongoing; however, an update on this work had been provided through the MASH briefing paper circulated with the agenda.		
4.	**Work Programme**		
	Theme 1 - Voice of the Child and Supporting Victims ***Reporting Officer: Gwern ap Rhisiart*** • The supporting appendices (along with the Voice of the Child Strategy) has now been completed and circulated with Board Members in advance. Reference was made to an important meeting of the Youth Forum scheduled for the following day (16th of July). The intention is to work collaboratively with children and young people to “stress-test” potential challenges and scenarios, ensuring that the strategy is working for them as young people and, crucially, whether the strategy will ensure that their voices are being heard and are making a genuine difference. • The strategy will then be presented to the Board as a final document. It		

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	was acknowledged that the approach to measuring the strategy's impact remains an area for further development and has not yet been fully defined. Further work will be undertaken to produce a final appendix outlining a clear impact measurement framework. • It was noted that Bromcom has now been rolled out across the primary sector, and all schools in Gwynedd have an electronic recording system in place. While it would be preferable for all schools to use a consistent system, discussions are ongoing in the secondary sector regarding whether Bromcom should become the standard system across all settings. This will continue to be considered over the coming terms. • The Adverse Childhood Experiences (ACEs) e-learning module is now available through the organisation's e-learning portal. Consideration is being given to providing further trauma-informed training for Cabinet Members, the Management Team and others. • The quality assurance visits are continuing. Every school has been visited within the annual cycle. One focus of these visits is ensuring that information about support services is clearly available to pupils, including posters and signposting to sources of help both within and outside the school environment. • The challenges associated with sustaining the momentum of the Children and Young People's Forum were discussed, and the need to develop and support new Forum members was also highlighted. There is a risk that the momentum and effectiveness of the current Forum could be lost if succession planning is not effectively Managed. • The challenges of sustaining the momentum of the Children and Young People's Forum were discussed, particularly given the growing range of issues requiring the Forum's attention. While it is important that the Forum's priorities align with the wider strategy, young people must be empowered to set their own direction. The importance of developing and supporting new Forum members was highlighted, with a recognised risk that the Forum's current effectiveness and momentum could be lost without effective succession planning. Further observations: • DJ emphasised that the Forum is not simply a "talking shop" and that there needs to be clear evidence that young people's contributions have led to improvements. He also highlighted the ongoing challenges in recruiting an Engagement Worker and asked what contingency		

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	arrangements (a 'Plan B') GapRh has in place should recruitment continue to be unsuccessful. *GapRh explained that the new post in question had been created to improve engagement with children and young people who are less likely to participate in consultations, including those with care experience or disabilities. While recruitment has been challenging, with the role advertised three times, the latest campaign has attracted greater interest and there is optimism that the vacancy will be filled. GapRh also praised the significant contribution of Forum members and highlighted the effective support provided by Dan and Nia in ensuring young people's voices are heard and have a positive impact on services across Gwynedd.* • DJ also raised a separate question regarding support for victims, seeking assurance that victims are satisfied with the support available to them and that their needs are being met effectively. Building on this point, NWJ queried what further action could be taken to address the gap in therapeutic support services for victims that had been identified within the progress report. *ShC confirmed that regular contact with victims continues through MAPPA arrangements, with additional engagement recently undertaken in relation to the planned television drama programme. The support offer developed with RASASC remains in place and that direct contact is maintained with those victims who wish to engage with services. The main challenge, however, remains identifying appropriate therapeutic and tailored support, particularly through the medium of Welsh. Work is ongoing with SARC, Victim Support and the Probation Service to map available services and identify gaps in provision. ShC welcomed information from Board Members about any additional support services that may be available.* • Referring to the Children's Voice Strategy, DE suggested that pupil surveys should be repeated regularly to assess whether children and young people feel safer and more confident in raising concerns. *GapRh responded that, whilst the Forum had been involved in developing questionnaires, reflection on previous surveys suggested that more time could have been spent supporting young people to frame questions in a*		

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	balanced and non-leading way. They agreed that feedback from children and young people should be gathered more regularly and expressed support for working with the Forum to develop an annual evaluation process. This could be based on a representative sample of pupils rather than all pupils each year. It was noted that successful implementation would require the support of schools and governing bodies, although some schools may be cautious about participating in surveys that are not directly under their control. **Theme 2 - Managing Allegations and Concerns about Adults working with Children** ***Reporting Officer: Dylan Owen*** • DO noted that the progress report provides a comprehensive overview of the significant activity undertaken since the publication of the *Our Bravery Brought Justice* report. • Improvements to the WCCIS internal form and strengthened multi-agency discussions were highlighted, supporting earlier identification and intervention. This approach goes beyond statutory requirements and, exceeds the expectations set out in the recent Part 5 training guidance published very recently by Social Care Wales. • Overall, the majority of actions are progressing well and remain on track for delivery within the agreed timescales. • DO also presented the briefing paper on the Referral Form, outlining work to improve accessibility for professionals, the implementation of the national referral form, and changes to internal systems to better capture and consider historical information. Further observations: • SH welcomed the reported improvements in collaboration between Schools and Children's Services and asked for further comment on how these improvements are being experienced in practice and clarification was sought on whether there is evidence, data or examples demonstrating stronger partnership working on the ground. MT echoed this point, emphasising the importance of effective collaboration and asking for an assessment of how well joint working between services is currently operating.		

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	DJ also welcomed the positive discussions taking place between schools, the Education Department and Children's Services and asked whether a future report could provide further detail on the outcomes and impact of this work. Specifically, clarification was sought on whether there are examples of changes in practice within the Department as a result of the improved collaboration, together with evidence of any resulting improvements, such as the quality of referrals and information sharing. ***DO agreed to collaborate with GapRh and ShC to prepare a future report outlining the progress made in strengthening collaboration between Schools, Education and Children's Services, including examples of improved joint working and the impact this has had on practice and outcomes.***	**DO / ShC / GapRh**	**19.10.26**
	• MT asked for further information on the challenges arising from some partner agencies being unwilling to use Beam Notes to record meetings, and what impact this was having on multi-agency working and collaborative discussions. *DO explained that Beam Notes is currently being used within Social Services to capture key discussion points from meetings, reducing administrative burden and improving record-keeping efficiency. However, challenges have arisen in multi-agency settings, with some partner organisations, particularly the Health Board, expressing concerns about the use of Beam and its GDPR implications. While AI tools such as Copilot have generally been accepted, Beam has not yet received the same level of assurance from all partners. As a result, some partner agencies, including the Police, have requested that Beam recording be paused during sections of meetings where they are sharing information or contributing to discussions. This has created some frustration, although Beam Notes continues to be used where appropriate.* ***SH highlighted ongoing work at Cardiff University on AI ethics and safety and offered to facilitate an introduction between Cyngor Gwynedd Social Services and AI specialists to help explore some of the issues raised by DO.***	**SH**	**Asap**
	• MT expressed concern that the threshold decision-making approach set		

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	out in the new guidance promoted through Social Care Wales training is different to the collaborative approach suggested in *Our Bravery Brought Justice*. Concern was raised that this may represent a missed opportunity to retain an important element of professional scrutiny, and clarification was sought on whether the issue should be escalated. *DO clarified that the recently published training places responsibility for threshold decisions with the Designated Officer (LADO). This approach places significantly greater responsibility on the LADO, moving away from the previous expectation that all decisions should be discussed jointly.* ***Following the publication of the Social Care Wales training on Part 5 processes, NE to raise the matter on the threshold decision-making approach for LADO arrangements with TS.*** ***DO also agreed to raise the issue at the Ministerial Assurance Group meeting scheduled for the following week.*** **Theme 3 - Training and Policies** ***Reporting Officer: Eleri Jones*** • In IJ's absence, EJ provided an update on the work programme. A safeguarding awareness video produced by the Corporate Safeguarding Champion has been developed and is now being rolled out across the Council. To date, 67 staff have completed the training via the video. Progress has been slower than anticipated due to the Safeguarding Champion's absence from work. • EJ went through the dedicated safeguarding intranet page has been developed, providing guidance on how to make a safeguarding referral, alongside practical examples and safeguarding scenarios to support staff understanding. • The revised Corporate Safeguarding Policy was approved by Cabinet on 7 July 2025. Further work is underway to ensure all staff are aware of the new policy. • A separate briefing note has also been developed to raise awareness of child grooming and exploitation. • The Whistleblowing Policy has been adopted, and a supporting e-learning module is nearing completion. Awareness has been promoted through the Managers Network, with messages reinforcing the importance of the	**NE/ TS** **DO**	**Asap** **Asap**

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	policy and associated training. Specialist training, including Protect training, will continue to be provided where required. Further observations: • SH sought clarification as to the timeline for Number 34 - Professional Supervision for Designated Safeguarding Persons (DSPs) in Schools as it remains to be confirmed in the table. *ShC noted that discussions have taken place with GapRh regarding options for providing professional supervision for Designated Safeguarding Persons (DSPs), including delivery through an internal officer role or via an external provider. Uncertainty remains around the level of need, particularly within smaller schools where safeguarding cases may be infrequent. GapRh advised that work is ongoing to engage with schools and stakeholders to better understand demand and requirements. Given the challenges in recruiting Welsh-medium professionals, commissioning supervision may be a more sustainable option than direct recruitment.* *SH noted that alternative models for smaller schools, such as group supervision, which would bring the advantage of peer support,, could also be explored.* ***ShC and GapRh will provide a further update on recommendation number 34 (providing professional supervision for Designated Safeguarding Persons (DSPs) at the next meeting.*** • DE highlighted the importance of grooming training and queried how its impact is being evaluated. While acknowledging the challenges in measuring outcomes, he asked whether consideration had been given to assessing changes in staff confidence, knowledge, and ability to recognise and challenge inappropriate behaviours following training. He also reminded the Board that strengthening and evaluating grooming training was a recommendation arising from the recent Estyn/CIW inspection. *DO acknowledged the challenges of measuring the impact of grooming training. He advised that further audit work has been commissioned for the autumn to assess changes in workforce confidence, understanding and practice, including whether Safeguarding training has contributed to*	**ShC / GapRh**	**19.10.26**

	MINUTES	Action: BY WHOM	Action: BY WHEN
	reduced risk and increased professional curiosity. ShC added that the NSPCC e-learning module presents an opportunity to strengthen evaluation arrangements through the inclusion of a reflective element, enabling participants to identify key learning outcomes and any intended changes to their practice. • DE also asked whether Cyngor Gwynedd had been approached to contribute to the National Grooming Inquiry. *DO confirmed that a request for information had been received approximately two weeks earlier. He noted that the enquiry was detailed and complex, requiring a significant amount of officer input to gather and collate the information required. Gwynedd's response has now been submitted, despite the challenges involved. He added that the deadline has since been extended nationally, reflecting the difficulties experienced by authorities across the country in completing the return within the original timescales.* **Theme 4 - Governance** ***Reporting Officer: Alison Halliday*** • AH highlighted the positive impact of the newly appointed Governance Support Officer, whose role has strengthened capacity and provided additional support to governing bodies. • The governance questionnaire is now being rolled out and will establish a baseline assessment of governance practice across schools, helping to identify strengths, areas for development and future support needs. • AH acknowledged that measuring impact remains challenging at this early stage. However, the questionnaire, will provide valuable evidence of progress and inform future improvements. An update on the findings will be presented in the autumn. • Follow-up action has been taken with Chairs who had not completed the required training, and all outstanding matters will be resolved before Christmas. • In addition, the first clerk training session has been well attended and positively received, further strengthening governance arrangements across schools. Further observations:		

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	• DJ highlighted the important role of clerks in supporting effective governance and ensuring that governing bodies follow the correct procedures. He noted that clerks can sometimes be overlooked, despite often being best placed to identify recurring governance issues across schools. DJ queried whether there is a need to increase the number of professional clerks, noting previous recruitment challenges, and asked about plans for the pilot, and whether there is sufficient demand to justify two or three dedicated professional clerk posts instead of only one. *In response, AH advised that the Professional Clerk post is being introduced as a pilot initiative, with interviews scheduled for tomorrow. Subject to a successful appointment and positive evaluation of the pilot, there may be opportunities to expand the model and recruit additional Professional Clerks in the future. AH also reminded the Board that school governance clerks are remunerated for their role and confirmed plans to establish a Clerks' Forum to promote networking, share good practice and provide ongoing support. Dates are currently being finalised, with face-to-face sessions planned for September in Caernarfon and Dolgellau.* **Theme 5 - Restrictive Practices** ***Reporting Officer:*** **Llion Williams** • LlW provided the first progress update following receipt of feedback from the external review. It was noted that the review findings are set out within the theme 5 progress report. • The overall message from the external review was positive, confirming that policies are aligned with national guidance and are child-centred in their approach, while also highlighting areas where further operational improvements are required. • LlW advised that work is underway to implement the recommendations arising from the review, including strengthening the collection, analysis and use of data to better evidence impact, support quality assurance and inform service development. • The analysis and discussion of performance information now forms a standing item at monthly meetings, providing greater oversight of trends, outcomes and areas requiring further attention. • Additional training has been commissioned for Group C staff to support implementation of the revised procedures, with a particular focus on		

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	understanding their impact and evaluating the difference they are making to practice and outcomes. There were no further observations. **Theme 6 - Crisis Planning and Crisis Response** ***Reporting Officer: Eleri Jones*** • EJ advised that the Strategic Crisis Plan has now been developed and finalised following consultation and feedback from headteachers. • A series of workshops are planned for the autumn term to further strengthen awareness, communication and implementation arrangements across schools and services. There were no further observations. **Theme 7 – Ysgol Friars** ***Reporting Officer: Margaret Davies*** • SH noted a recent meeting with Cllr Elin Walker and MD, which provided an opportunity to discuss the school's situation. • MD thanked SH for her support and reflected on what had been a particularly long and demanding year for Ysgol Friars. MD also expressed appreciation for the support provided by the Estyn team during the inspection. • Looking ahead, maintaining stability across the school was identified as a key priority, particularly in light of the significant change and staff turnover experienced in recent years. • It was noted that Ysgol Friars is entering the summer period with greater clarity regarding its priorities, performance and improvement journey, whilst also still recognising the continuing impact of the challenges faced by the 2023 cohort. Further observations: • NWJ queried what actions are planned over the next six months to strengthen communication and engagement with parents, noting that this had been identified as an area for development.		

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	MD acknowledged that parental and community confidence in the school had been significantly affected and that rebuilding trust remains an ongoing priority. Steady progress has been made over the past year through a range of engagement activities with parents and the wider community, including participation in Gwynedd-wide forums, parent information sessions and targeted events to support pupils and families. Examples include dedicated sessions with Year 10 pupils and their parents. • DJ referred to a detailed discussion with the leadership team and thanked them for their openness. DJ noted that the progress report remains detailed and reflects the ongoing work by MD and the team.		
5.	***Reporting back: Scrutiny Investigation into Safeguarding in Schools***		
	• SH welcomed CL and BA to the meeting and invited them to introduce the Scrutiny Committee report and provide an overview of its key findings and conclusions. • CL thanked the Board for the opportunity to present the report and noted that it was intended to support discussion and reflection. • It was explained that the review was commissioned to provide a broader response to the concerns raised, focusing not on revisiting specific incidents, but on identifying what more could be done to strengthen arrangements across schools. The review considered the views of governors, staff, and young people across 11 schools. • The report is organised around nine strategic themes, which are intended to complement existing work and place additional emphasis on particular areas. • CL noted that the Scrutiny Committee had not made formal recommendations but had reached a number of conclusions aimed at strengthening safeguarding arrangements. Constructive discussions had taken place with the Education Department, which had welcomed the findings and shown a willingness to take them forward. • It was further noted that there was no evidence of a culture resistant to change. The report should be seen as a contribution to the Council's wider improvement programme, helping the Board respond to the findings and build on progress already made through practical and sustainable improvements. • CL noted that, from the Scrutiny Committee's perspective, publication of the report was not the end of the process. An update has been requested		

	MINUTES	Action: BY WHOM	Action: BY WHEN
	in six months' time to review progress against the findings, understand any barriers encountered and consider whether improvements are being realised in practice. Further discussion and observations: • NWJ thanked CL, the former Chair of the Scrutiny Committee, for their contribution to the work and acknowledged the positive spirit of collaboration throughout the review process. NWJ noted that the goodwill and collective commitment demonstrated would be beneficial in supporting the Council as a whole to take the work forward and deliver further improvements. • DJ also thanked CL and BA for their work and noted that the Board had held a detailed discussion on the report. All conclusions were accepted, with no significant concerns identified. It was acknowledged that while a number of actions have already been completed or are underway, some areas will require further work to achieve full implementation. DJ also noted that several of the conclusions align with recommendations from other reviews, including strengthening arrangements relating to the Low-Level Concerns Policy, and emphasised the importance of continuing to work collaboratively with Welsh Government and partners to embed improvements across services. • SH welcomed the report and noted the value of the earlier meeting presenting the work by Dr Ceryl Davies on voice of the child. SH also drew attention to the recommendation regarding the need for greater consistency in the use of systems and sought clarification on the reference to Bromcom. *CL explained that the review found that most schools are using the same digital system, although some continue to rely on paper-based records. This can create difficulties when pupils move between schools, both within and outside the county, as records often need to be scanned and transferred manually. Concerns were raised about the administrative burden this places on schools and the delays and frustrations that can arise in sharing important information. It was noted that this is a wider issue affecting schools across Wales and UK, and that more automated and streamlined arrangements for transferring information between schools would be beneficial.*		

	MINUTES	Action: BY WHOM	Action: BY WHEN
	In relation to the Voice of the Child, CL noted that this was a particularly important theme within the review. CL acknowledged some negative comments regarding the size of the sample; however, the focus groups provided valuable and positive insights that helped inform the findings. It was recognised that the sample was smaller than originally intended and did not include the full age range of learners, reflecting some of the challenges encountered during the commissioning of the review. Nevertheless, the findings highlighted a number of important themes, particularly in relation to emotional wellbeing and pupils' experiences of safeguarding education. • SH also highlighted the recommendation relating to the management of low-level concerns, noting that it was both relevant and timely given the current focus on governance and safeguarding arrangements. **It was agreed that the matter should be fed into ongoing ministerial discussions and that any relevant developments would be reported back to the Board in due course.**	**DG / DO / GapRh**	**Asap**

Next meeting: 19 October, Microsoft Teams

Summary: Action Points – BRhCY Meeting 15/07/2026

	Who	Action - General Matters	Completed ☑	Further comments
Updates				
1.	All Board Members	***Board members to provide any comments and feedback on the Transition Matrix to DO as the document continues to develop.***	☑	
2.	DG	***A dedicated paper on measuring impact to be brought to the next Board meeting.***	☑	***Included as Item 4***
Update – Work Programme				
3.	DO / ShC / GapRh	Theme 2 – Managing Concerns ***Prepare a report for the next Board meeting on progress in strengthening collaboration between Schools, Education and Children's Services, including examples of improved joint working and the resulting impact on practice and outcomes.***	☑	***Briefing Paper: Education and Children Collaboration, included in the document pack for information.***
4.	SH	Theme 2 – Managing Concerns ***Facilitate an introduction between Cyngor Gwynedd Social Services and Cardiff University AI specialists to explore issues relating to the barriers associated with Beam Notes.***	☑	
5.	NE / TS	Theme 2 – Managing Concerns ***Following the publication of the Social Care Wales training on Part 5 processes, NE to raise the matter on the threshold decision-making approach for LADO arrangements with TS.***	☑	***TS to provide a verbal update at the meeting.***
6.	DO	Theme 2 – Managing Concerns ***DO will also raise the LADO threshold decision-making issue at the next Ministerial Assurance Group meeting.***	☑	

7.	**GapRh / ShC**	**Theme 3 – Training and Policy** ***Provide a further update on Recommendation 34 (Professional Supervision for Designated Safeguarding Persons in Schools).***	☑	***Briefing Paper: Professional Supervision for Designated Safeguarding Persons in Schools, included in the document pack for information.***
Reporting back: Scrutiny Investigation into Safeguarding in Schools				
8.	**DG / DO / GapRh**	***Ensure that issues and recommendations relating to the management of Low-Level Concerns are fed into ongoing ministerial discussions and provide an update to the Board on any relevant developments.***	☑	

Mesur Effaith
Measuring Impact

Cyflwyniad i'r Bwrdd Rhaglen Cynllun Ymateb 19.10.26
Response Plan Programme Board Presentation 19.10.26

Cefndir / *Background*

- Mae nifer sylweddol o argymhellion, tasgau a ffrydiau gwaith wedi'u cyflawni. Mae polisïau, gweithdrefnau, hyfforddiant a threfniadau newydd wedi'u rhoi ar waith.
- Ond y cwestiwn pwysicaf yw: **pa wahaniaeth mae hyn wedi'i wneud?**
- **Bydd y cyflwyniad yn:**
  - *Crynhoi'r cynnydd a'r ffrydiau gwaith sydd wedi'u cwblhau.*
  - *Dangos sut y byddwn yn mesur effaith, gan symud y ffocws o gyflawni tasgau i werthuso canlyniadau.*
  - *Amlygu astudiaethau achos sy'n darparu enghreifftiau ymarferol o'r newidiadau sydd wedi digwydd.*
  - *Egluro'r comisiwn i gynnal grwpiau ffocws gyda staff, partneriaid a rhanddeiliaid.*

- *A significant number of recommendations, tasks and workstreams have been completed. New policies, procedures, training and arrangements have been implemented.*
- *But the most important question is: **what difference has this made?***
- **This presentation will:**
  - *Summarise the progress made and the workstreams completed.*
  - *Demonstrate how we intend to measure impact, shifting the focus from completing tasks to evaluating outcomes.*
  - *Highlight case studies that provide practical examples of the changes that have taken place.*
  - *Outline the comission to undertake focus groups with staff, partners and stakeholders.*

FFRYDIAU GWAITH – CYFANSWM YR HYN SYDD WEDI EI GYFLAWNI ***WORK STREAMS – WHAT HAS BEEN ACHIEVED IN TOTAL?***	Nifer Argymhellion *Number of Recommendations*	Wedi cwblhau / Ymgorffori'n barhaol *Completed / permanently incorporated*	Ar waith ac ar drac i gwblhau erbyn diwedd y flwyddyn *On track to complete by the end of the year*	Nifer fydd heb eu cyflawni / tu hwnt i reolaeth y Cyngor *Unfulfilled / Beyond Council Control*
Argymhellion CTED: Cyngor Gwynedd neu bob sefydliad *OBBJ Recommendations: Cyngor Gwynedd Council / All Organisations*	9	8	1	0
Argymhellion CTED: Rhanbarthol a Chenedlaethol *OBBJ Recommendations: Regional and National*	17	9	1	7
CYFANSWM ARGYMHELLION CTED *TOTAL OBBJ RECOMMENDATIONS*	26	17	2	7
Ffrydiau Gwaith Uwchlaw Argymhellion CTED *Workstreams Beyond OBBJ Recommendations*	29	26	2	1
CYFANSWM HOLL FFRYDAU GWAITH Y BWRDD YMATEB / *TOTAL RESPONSE BOARD WORKSTREAMS*	55	43	4	8

Thema 1: Llais y Plentyn

Theme 1: Voice of the Child



Beth rydym wedi ei wneud? (Tasgau) / *What have we done? (Actions)*

FFRYDIAU GWAITH THEMA 1 ***THEME 1 WORK STREAMS***	Nifer Argymhellion *Number of Recommendations*	Wedi cwblhau / Ymgorffori'n barhaol *Completed / permanently incorporated*	Ar waith ac ar drac i gwblhau erbyn diwedd y flwyddyn *On track to complete by the end of the year*	Nifer fydd heb eu cyflawni / tu hwnt i reolaeth y Cyngor *Unfulfilled / Beyond Council Control*
Argymhellion CTED: Cyngor Gwynedd neu bob sefydliad *OBBJ Recommendations: Cyngor Gwynedd Council / All Organisations*	6	6	-	-
Argymhellion CTED: Rhanbarthol a Chenedlaethol *OBBJ Recommendations: Regional and National*	1	-	-	1
Ffrydiau Gwaith Uwchlaw Argymhellion CTED *Workstreams Beyond OBBJ Recommendations*	2	2	-	-
CYFANSWM / *TOTAL*	9	8	-	1

Beth rydym wedi ei wneud? (Tasgau) / *What have we done? (Actions)*

CTED: Wedi Cyflawni / OBBJ: *Completed*

- ü Strategaeth Llais y Plentyn / *Voice of the Child Stratergy*
- ü Gweithiwr cymdeithasol yn siarad â phob plentyn sy'n rhan o gyfeiriad rhan 5* / *A social worker speaks with every child who is the subject of a Part 5 referral.**
- ü Pob ysgol â system rheoli data electroneg / *All schools have an electronic data management system in place.*
- ü Ymgynghori â disgyblion i gryfhau mynediad at gymorth annibynnol a chyfleoedd i godi pryderon / *Consulted with pupils to improve access to independent support and reporting mechanisms.*
- ü Cefnogi dioddefwyr / *Victim support*

Ffrydiau Gwaith Eraill / *Other Work Streams*

- ü Ymdrin â cheisiadau iawndal / *Handling compensation claims*
- ü Rhaglen waith trawma wybodus a hawliau plant mewn lle* / *Trauma-informed and children's rights work programme in place.**

Tu hwnt i Reolaeth y Cyngor / *Beyond Council Control*

- Datblygu'r cwricwlwm i alluogi disgyblion i adnabod ac adrodd am ymddygiad amhriodol yn ddiogel / *Develop the curriculum to enable pupils to recognise and safely report inappropriate behaviour.*

* Data Mesur Perfformiad mewn lle / *Data Performance measures in place*

Sut byddwn yn gwybod ein bod yn gwneud gwahaniaeth? (Mesurau effaith)
How will we know we are making a difference? (Impact measures)

Mesur Effaith / Impact Measure	**Sut byddwn yn mesur effaith?** / *How will we measure impact?*	**Amserlen** / ***Timescale***
Mae gan blant a phobl ifanc lais a dylanwad dros benderfyniadau sy'n effeithio arnynt. *Children and young people have a voice and influence over decisions that affect them.*	• **Holiadur Llais Plant a Phobl Ifanc drwy Ysgolion Gwynedd a chymharu canlyniadau dros amser (cylchdro blynyddol cynradd/uwchradd)** • **Adborth rheolaidd drwy gyfarfodydd Fforwm Ieuenctid Gwynedd.** • **Holiadur SHRN Cenedlaethol** • *Children and Young People's Voice Survey across Gwynedd Schools, comparing results over time (Primary/secondary annual rotation)* • *Regular feedback through Gwynedd Youth Forum meetings.* • *National SHRN Survey*	**Yn flynyddol (Dechrau Tymor Hydref 2026)** *Annually (Starting Autumn Term 2026)*
Ymwybyddiaeth a hyder plant a phobl ifanc o'r drefn codi pryderon neu ofyn am gymorth *Children and young people's awareness of and confidence in the arrangements for raising concerns or asking for help.*	• **Holiadur Llais Plant a Phobl Ifanc drwy Ysgolion Gwynedd a chymharu canlyniadau dros amser (cylchdro cynradd a uwchradd)** • **Holiadur SHRN Cenedlaethol** • **Ymchwiliad Craffu a Grwpiau Ffocws (gwaith Dr Ceryl Davies)** • *Children and Young People's Voice Survey across Gwynedd Schools, comparing results over time (Primary/secondary rotation)* • *National SHRN Survey* • *Scrutiny Review and Focus Groups (work undertaken by Dr Ceryl Davies)*	**Yn flynyddol (Dechrau Tymor Hydref 2026)** *Annually (Starting Autumn Term 2026)*
Ansawdd a digonolrwydd y cymorth a ddarperir i ddioddefwyr. *The quality and adequacy of support provided to victims.*	• **Casglu adborth gan ddioddefwyr (drwy ISVAs a Swyddogion Cefnogol) i asesu effeithiolrwydd y gefnogaeth a nodi meysydd i'w gwella.** • *Collect feedback from victims (through ISVAs and Support Officers) to assess the effectiveness of the support provided and identify areas for improvement.*	***Bob 6-mis (Gorffennaf 2026 ymlaen)*** *Every 6-months (July 2026 onwards)*

Tystiolaeth o'n heffaith hyd yma neu'r gwaelodlin (Mesurau effaith)
Evidence of Our Impact to Date or the baseline(Impact Measures)

Ymchwiliad Craffu – Gwaith Dr Ceryl Davies / *Scrutiny Scrutiny Investigation – Dr Ceryl Davies' Work*

- **Mae disgyblion yn dangos ymwybyddiaeth o ddiogelwch a lles, ac o'r cymorth sydd ar gael iddynt** / *Pupils demonstrate an awareness of safety and wellbeing, and of the support available to them.*
- **Mae plant a phobl ifanc yn adnabod pwysigrwydd cael oedolyn dibynadwy i droi ato** / *Children and young people recognise the importance of having a trusted adult to turn to*
- **Mae cefnogaeth fugeiliol a mannau lles yn cael eu gwerthfawrogi** / Pastoral support and wellbeing spaces are valued.
- **Mae disgyblion uwchradd yn nodi eu bod yn cael eu cefnogi, eu gwrando arnynt a'u parchu /** *Secondary pupils report feeling supported, listened to and respected.*
- **Gwaith pellach ei angen i sicrhau bod plant a phobl ifanc yn deall yn glir beth sy'n digwydd pan fyddant yn codi pryder, gan gynnwys cyfrinachedd, y camau nesaf a'r cymorth sydd ar gael /** *Further work is needed to ensure that children and young people clearly understand what happens when they raise a concern, including confidentiality, next steps and the support available.*

Aborth Dioddefwyr (drwy ISVAS / Swyddogion Cefnogi) / *Feedback from Victims (via ISVAs and Support Officers)*

- **Mae'r rhan fwyaf o ddioddefwyr (4/5) mewn cysylltiad ag ISVA neu Wasanaethau Cymdeithasol, gyda phecynnau cefnogaeth unigol yn cael eu teilwra i anghenion personol a theuluol** / *The majority of victims (4/5) are in contact with an ISVA or Social Services, with individual support packages tailored to personal and family needs.*
- **Prif her wedi ei adabod drwy'r adborth: Argaeledd gwasanaethau therapiwtig arbenigol yn lleol. Mae hyn wedi ei godi ar lefel rhanbarthol am sylw. /** *Key challenge identified through feedback: Availability of specialist therapeutic services locally. This has been raised at a regional level for further consideration.*

Pa wahaniaeth mae hyn wedi ei wneud yn barod? (Astudiaethau Achos)
What difference has this made already? (Case Studies)

Dywedodd Plant a Phobl Ifanc / *Children and Young People Said*:

"Dwi ddim yn teimlo'n saff ar drafnidiaeth gyhoeddus ac nid wyf yn gwybod pwy i fynd ato os byddaf yn gweld rhywbeth sy'n fy mhoeni."

"I don't always feel safe on public transport and I don't know who to go to if I see something that worries me."



Gwrandawsom a Gweithredom / *We Listened and Acted*

- **Gweithio gyda phartneriaid trafnidiaeth i ddatblygu a gosod poster diogelwch ar fysiau cyhoeddus** / *Worked with transport partners to develop and display a safety poster on public buses.*
- **Darparu gwybodaeth glir ar bob bws am ddiogelwch a sut i godi pryderon** / *Provided clear information on every bus about safety and how to raise concerns.*
- **Atgyfnerthu'r neges bod diogelwch plant a phobl ifanc yn flaenoriaeth.** / *Reinforced the message that the safety of children and young people is a priority.*

Thema 2: Rheoli Honiadau a Phryderon am Oedolion sy'n gweithio gyda Phlant

Theme 2: Managing Allegations and Concerns about Adults Working with Children



Beth rydym wedi ei wneud? (Tasgau) / *What have we done? (Actions)*

FFRYDIAU GWAITH THEMA 2 ***THEME 2 WORK STREAMS***	Nifer Argymhellion *Number of Recommendations*	Wedi cwblhau / Ymgorffori'n barhaol *Completed / permanently incorporated*	Ar waith ac ar drac i gwblhau erbyn diwedd y flwyddyn *On track to complete by the end of the year*	Nifer fydd heb eu cyflawni / tu hwnt i reolaeth y Cyngor *Unfulfilled / Beyond Council Control*
Argymhellion CTED: Cyngor Gwynedd neu bob sefydliad *OBBJ Recommendations: Cyngor Gwynedd Council / All Organisations*	1	1	-	-
Argymhellion CTED: Rhanbarthol a Chenedlaethol *OBBJ Recommendations: Regional and National*	6	4	-	2
Ffrydiau Gwaith Uwchlaw Argymhellion CTED *Workstreams Beyond OBBJ Recommendations*	8	7	-	1
CYFANSWM / *TOTAL*	15	12	-	3

Beth rydym wedi ei wneud? (Tasgau) / *What have we done? (Actions)*

CTED: Wedi Cyflawni / OBBJ: *Completed*

- ü Penderfyniadau diogelu yn cael eu gwneud ar y cyd, nid gan un unigolyn a cryfhau cydweithio aml-asiantaethol / *Safeguarding decisions are made collectively, not by one individual and strengthened multi-agency working.*
- ü Addasu systemau mewnol i sicrhau bod gwybodaeth hanesyddol yn cael ei hystyried ym mhob achos* / *Improved systems to ensure historical information is considered in every case.**

Ffrydiau Gwaith Eraill / *Other Work Streams*

- ü Cyflwyno fframwaith sicrwydd ansawdd ar draws Gwasanaethau Plant i gryfhau goruchwyliaeth, dysgu a gwelliant parhaus / *Introduced a quality assurance framework across Children's Services to strengthen oversight, learning and continuous improvement.*
- ü Penodi rheolwr sicrwydd ansawdd newydd / *Appointed a new Quality Assurance Manager.*
- ü Gwneud y ffurflen gyfeirio yn fwy hygyrch a'i hyrwyddo i ysgolion / *Made the referral form more accessible and promoted it to schools.*
- ü Cyflwyno Beam Notes i gefnogi cofnodi cyfarfodydd yn gyson ac yn effeithiol / *Introduced Beam Notes to support consistent and effective meeting records.*

Tu hwnt i Reolaeth y Cyngor / *Beyond Council Control*

- *Addasu'r ffurflen gyfeirio i'w wneud yn haws i lenwi / Simplify the referral form to make it easier to complete.*
- *Polisi Ymddygiad Lefel Isel / Low-Level Concern Policy*
- *Adolygiad Cenedlaethol o Weithdrefnau Rhan 5 / National Review of Part 5 Proceedures*

* Data Mesur Perfformiad mewn lle / *Data Performance measures in place*

Sut byddwn yn gwybod ein bod yn gwneud gwahaniaeth? (Mesurau effaith)
How will we know we are making a difference? (Impact measures)

Mesur Effaith / Impact Measure	**Sut byddwn yn mesur effaith?** / *How will we measure impact?*	**Amserlen** / ***Timescale***
Profiad gweithwyr o brosesau Rhan 5 (Gwasanaethau Plant): Gwneud cyfeiriad a cymryd rhan mewn cyfarfod strategol *Staff experience of Part 5 processes (Children's Services): Making a referral and participating in a strategy meeting*	• **Holiadur adborth yn dilyn gwneud cyfeiriad Rhan 5, yn cynnwys cwestiynau am unrhyw rwystrau a wynebwyd.** • **Holiadur adborth i gyfranogwyr yn dilyn cyfarfod strategol Rhan 5, i asesu effeithiolrwydd y broses, gan gynnwys a gafodd gwybodaeth gywir a pherthnasol ei rhannu.** • *Feedback questionnaire following a Part 5 referral, including questions about any barriers encountered.* • *Feedback questionnaire for participants following a Part 5 strategy meeting, to assess the effectiveness of the process, including whether accurate and relevant information was shared.*	**Wedi cychwyn casglu mis Medi 2026.** *Data collection commenced in September 2026.*
Hyder, ymwybyddiaeth a dealltwriaeth staff o'u cyfrifoldebau diogelu. *Staff confidence, awareness and understanding of their safeguarding responsibilities.*	• **Archwiliad mewnol (holiadur) o ymwybyddiaeth a dealltwriaeth staff o weithdrefnau diogelu, a mesur eu hyder i adnabod a gweithredu ar bryderon diogelu.** • *Internal audit (survey) of staff awareness of safeguarding procedures, together with an assessment of their confidence in identifying and responding to safeguarding concerns.*	**Blynyddol – Cylch Cyntaf wedi gwblhau Mehefin 2025. Nesaf: Hydref 2026** *Annual - First cycle completed June 2025. Next: October 2026.*
Bydd hefyd yn cael ei ddefnyddio i fesur hyfforddiant diogelu (Thema 3) / It will also be used to measure the effectiveness of safeguarding training (Theme 3).		

Tystiolaeth o'n heffaith hyd yma neu'r gwaelodlin (Mesurau effaith)
Evidence of Our Impact to Date or the baseline (Impact Measures)

Awdit Mewnol: Dealltwriaeth Staff o'r Polisi Diogelu (Meh 2025) / *Internal Audit: Staff Understanding of the Safeguarding Policy (June 2025*

- **Prif neges: Mae parodrwydd i adrodd pryderon yn gadarnhaol, ond mae'r darlun yn gymysg ar draws y gweithlu, gydag ymwybyddiaeth o'r broses a'r Polisi Diogelu yn isel mewn rhai adrannau /** *Main message: There is a positive willingness to report safeguarding concerns, but the picture is mixed across the workforce, with awareness of the process and the Safeguarding Policy low in some departments.*
- **Nodwyd her benodol o ran cyrraedd gwasanaethau rheng flaen /** *A particular challenge was identified in reaching frontline services.*
- **Rhoddodd yr archwiliad lefel sicrwydd "Cyfyngedig", gan nodi'r angen i wella cydymffurfiaeth a chryfhau rheolaethau er mwyn lleihau risg /** The audit provided a "Limited" assurance level, highlighting the need to improve compliance and strengthen controls to reduce risk.
- **Bydd canfyddiadau'r archwiliad yn darparu gwaelodlin ar gyfer mesur cynnydd /** *The audit findings will provide a baseline for measuring progress*

Adborth Trefniadau Rhan 5 (gweler hefyd sleid nesaf) / *Feedback on Part 5 Arrangements (See also next slide)*

- **Adborth cychwynnol cadarnhaol ar brofiad gweithwyr o brosesau Rhan 5, ond mae'r gyfradd ymateb hyd yma yn is na'r disgwyl. /** *Initial feedback on staff experience of Section 5 processes has been positive; however, the response rate has been lower than expected.*
- **7 allan o 7 yn nodi bod gwybodaeth berthnasol wedi'i rhannu ac eu bod wedi teimlo'n rhan o'r drafodaeth a'r penderfyniadau mewn cyfarfodydd strategol /** *7 out of 7 respondents reported that relevant information was shared and that they felt involved in the discussion and decision-making at strategy meetings.*
- **3 allan o 3 o ymatebwyr i'r holiadur cyfeirio yn fodlon gwneud cyfeiriad eto pe bai angen /** 3 out of 3 respondents to the referral questionnaire indicated that they would be willing to make a referral again if required.
- **Mae angen casglu rhagor o adborth cyn gallu asesu effaith yn gadarn /** *Further feedback is needed before the impact can be robustly assessed.*

Pa wahaniaeth mae hyn wedi ei wneud yn barod? (Astudiaethau Achos)
What difference has this made already? (Case Studies)



Adborth Ansoddol ar wneud cyfeiriad Rhan 5 / *Qualitative Feedback on making a Part 5 Referral*

“Cefnogaeth ac arweiniad amserol a chynhwysfawr”

"Timely and comprehensive support and guidance."

“Nesi ddim cael ymateb yn uniongyrchol gan y tîm cyfeiriadau plant ynglŷn a'r cyfeiriad ar ôl ebostio ond mi roeddwn mewn cysylltiad agos gyda'r gweithiwr cymdeithasol.”

“I did not receive a direct response from the Children’s Referral Team regarding the referral after submitting it by email, but I remained in close contact with the social worker throughout the process.”

Adborth Ansoddol i Gyfranogwyr Cyfarfod Strategol Rhan 5 / *Qualitative Feedback to Participants of the Part 5 Strategic Meeting*

“...Cyn y cyfarfod, rwy’n derbyn gwybodaeth am yr unigolion fydd yn cael eu trafod, sy’n fy ngalluogi i gasglu’r holl wybodaeth berthnasol ymlaen llaw a chyfrannu’n llawn at y drafodaeth.”

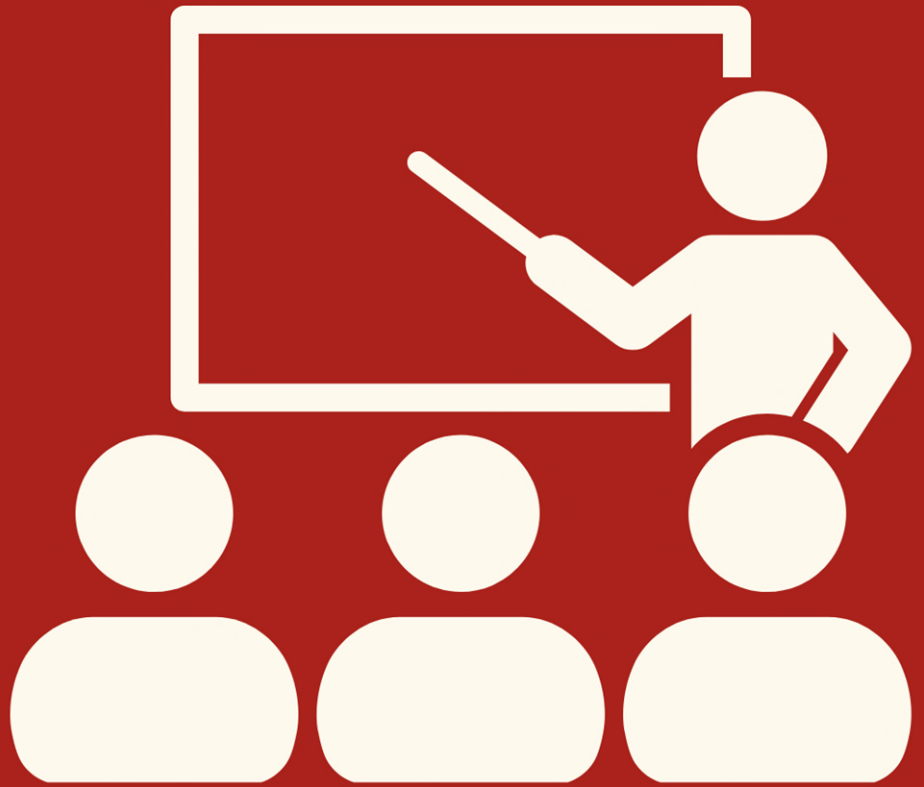
“...Prior to the meeting, I am provided with information about the individuals being discussed, which allows me to gather all relevant information in advance and contribute fully to the discussion.”

“.....Mae’r LADO yn ymatebol ac yn hygyrch pan ofynnir am gyngor. Mae cael pwynt cyswllt penodol ar gael ar gyfer cyngor ac ymgynghori yn gwneud y broses Adran 5 yn llawer haws i’w llywio....”

“... The LADO is responsive and accessible when advice has been requested. Having a available point of contact for advice and consultation makes the Section 5 process significantly easier to navigate....

Thema 3: Hyfforddiant a Pholisïau

Theme 3: Training and Policies



Beth rydym wedi ei wneud? (Tasgau) / *What have we done? (Actions)*

FFRYDIAU GWAITH THEMA 3 ***THEME 3 WORK STREAMS***	Nifer Argymhellion *Number of Recommendations*	Wedi cwblhau / Ymgorffori'n barhaol *Completed / permanently incorporated*	Ar waith ac ar drac i gwblhau erbyn diwedd y flwyddyn *On track to complete by the end of the year*	Nifer fydd heb eu cyflawni / tu hwnt i reolaeth y Cyngor *Unfulfilled / Beyond Council Control*
Argymhellion CTED: Cyngor Gwynedd neu bob sefydliad *OBBJ Recommendations: Cyngor Gwynedd Council / All Organisations*	2	1	1	-
Argymhellion CTED: Rhanbarthol a Chenedlaethol *OBBJ Recommendations: Regional and National*	5	2	1	2
Ffrydiau Gwaith Uwchlaw Argymhellion CTED *Workstreams Beyond OBBJ Recommendations*	10	9	1	-
CYFANSWM / *TOTAL*	17	12	3	2

Beth rydym wedi ei wneud? (Tasgau) / *What have we done? (Actions)*

CTED: Wedi Cyflawni / OBBJ: *Completed*

- ü Cydweithio â'r NSPCC i ddatblygu adnodd hyfforddi ar feithrin perthnasoedd amhriodol ("grooming") a Model Finkelhor. / *Develop a training resource on grooming and the Finkelhor Model in collaboration with the NSPCC.*
- ü Sicrhau bod polisïau Canu'r Gloch clir ac effeithiol ar waith.* / *Ensure that clear and effective Whistleblowing Policies are in place.**

Ffrydiau Gwaith Eraill / *Other Work Streams*

- ü Cynnal ymweliadau monitro blynyddol â ysgolion i gefnogi trefniadau diogelu (Tîm Diogelu a Lles Addysg)* / *Conduct annual monitoring visits to schools to support safeguarding arrangements (Education Safeguarding and Well-being Team)**
- ü Penodi Hyrwyddwr Diogelu Corfforaethol a chyflwyno hyfforddiant fideo diogelu* / *Appoinppoint a Corporate Safeguarding Champion and present a safeguarding training video.**
- ü Craffu rheolaidd ar lefelau hyfforddiant diogelu a VAWDASV* / *Regular monitoring of safeguarding and VAWDASV training levels**
- ü Adolygiad cyfnodol o Bolisi Diogelu Corfforaethol Cyngor Gwynedd / *Regular review of Cyngor Gwynedd's Corporate Safeguarding Policy*
- ü Hyfforddiant cadw cofnodion i staff / *Deliver record keeping training for staff*
- ü Ymchwiliad craffu i drefniadau diogelu. / *Scrutiny Investigation into Safeguarding Arrangements*

Tu hwnt i Reolaeth y Cyngor / *Beyond Council Control*

- *Creu adnodd hyfforddi cenedlaethol yn deillio o wersi CTED / Develop a National Training Resource arising from the OBBJ lessons*
- *Sicrwydd i Fyrddau Diogelu bod hyfforddiant "grooming" yn cael ei gyflwyno i swyddogion perthnasol / Provide assurance to the Safeguarding Board that grooming training is delivered to relevant officers.*

* Data Mesur Perfformiad mewn lle / *Data Performance measures in place*

Sut byddwn yn gwybod ein bod yn gwneud gwahaniaeth? (Mesurau effaith)
How will we know we are making a difference? (Impact measures)

Mesur Effaith / Impact Measure	**Sut byddwn yn mesur effaith? /** *How will we measure impact?*	**Amserlen /** ***Timescale***
Hyder staff i godi pryderon a defnyddio trefniadau Canu'r Gloch. *Staff confidence to raise concerns and use Whistleblowing arrangements.*	• **Trefniadau Holiadur Llais Staff, sydd eisoes mewn lle, byddwn yn ychwanegu cwestiwn fydd yn mesur lefelau hyder staff i godi pryderon "canu'r gloch".** • *By using the existing "Llais Staff" Survey arrangements, we will introduce a question to measure staff confidence in raising "Whistleblowing" concerns.*	**Blynyddol (Cylch arferol trefniadau Llais y Staff)** *Annually (in line with the normal Staff Voice arrangements cycle).*
Hyder, ymwybyddiaeth a dealltwriaeth staff o'u cyfrifoldebau diogelu. *Staff confidence, awareness and understanding of their safeguarding responsibilities.*	• **Archwiliad mewnol (holiadur) o ymwybyddiaeth a dealltwriaeth staff o weithdrefnau diogelu, a mesur eu hyder i adnabod a gweithredu ar bryderon diogelu.** • *Internal audit (survey) of staff awareness of safeguarding procedures, together with an assessment of their confidence in identifying and responding to safeguarding concerns.*	**Blynyddol – Cylch Cyntaf wedi gwblhau Mehefin 2025. Nesaf: Hydref 2026** *Annual - First cycle completed June 2025. Next: October 2026.*
Bydd hefyd yn cael ei ddefnyddio i fesur hyder yn defnyddio trefniadau diogelu (Thema 2) / Also used to measure staff confidence in using safeguarding arrangements (Theme 2).		

Tystiolaeth o'n heffaith hyd yma neu'r gwaelodlin (Mesurau effaith)
Evidence of Our Impact to Date or the baseline (Impact Measures)

Llais Staff 2026

- **Mae Llais Staff yn holiadur blynyddol sy'n mesur barn a phrofiad staff o'u swydd, y sefydliad a'u llesiant, gyda datganiadau'n cael eu sgorio allan o 5** / *Staff Voice is an annual survey that measures staff views and experiences of their role, the organisation and their wellbeing, with statements scored out of 5.*
- **Mae'r holiadur wedi'i gynnal ers 2019, er bod rhai mesurau wedi newid dros amser. Nid oes mesur penodol ar chwythu'r chwiban ar hyn o bryd, ond mae dau gwestiwn ar ba mor gyfforddus yw staff i godi pryderon ac i siarad â'u rheolwr yn darparu gwaelodlin ddefnyddiol** / *The survey has been conducted since 2019, although some measures have changed over time. There is currently no specific measure relating to whistleblowing, but two questions on how comfortable staff feel raising concerns and speaking to their manager provide a useful baseline.*
- **Bydd cwestiynau penodol ar chwythu'r chwiban yn cael eu hychwanegu at yr holiadur er mwyn gallu mesur profiad a hyder staff yn y maes hwn dros amser** / *Specific questions on whistleblowing will be added to the survey to enable staff experience and confidence in this area to be measured over time.*

Cwestiwn	2019	2021	2023	2024	2026
Rydw i'n gwybod beth sy'n ddisgwyliedig ohonof yn fy ngwaith	4.57	4.65	4.48	4.52	4.49
Rydw i'n trafod fy mherfformiad a fy natblygiad yn rheolaidd gyda fy rheolwr	3.67	3.81	3.84	3.80	3.73
Rydw i'n cael sgwrs rheolaidd hefo fy arweinydd tîm neu reolwr	4.07	4.16	4.18	4.05	4.02
Rydw i'n teimlo'n hapus i sôn am bethau sy'n fy mhoeni hefo fy arweinydd tîm neu reolwr	4.17	4.30	4.16	4.02	4.14

Pa wahaniaeth mae hyn wedi ei wneud yn barod? (Astudiaethau Achos)
What difference has this made already? (Case Studies)



Roedd y cwrs yn glir, yn addysgiadol ac yn hawdd ei ddilyn.

The course was clear, informative and easy to follow.

Teimlo fod y fideo ar diwedd y cwrs yn dda am rhoi enghraifft o sut bysai swydd criwiau ni yn gallu gweld achosion tebyg.

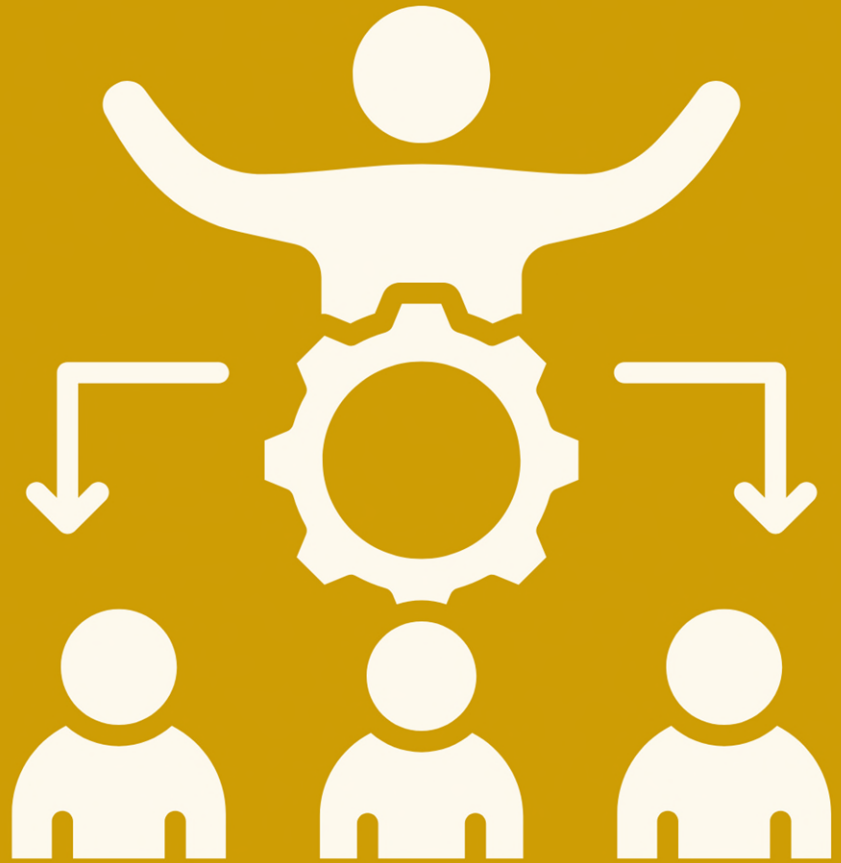
I felt that the video at the end of the course was effective in providing an example of how our teams might encounter similar cases in their roles.

Roedd edrych a gwrando yn ffordd gwell iw wneud mewn pwnc pwysig fel hwn.

Watching and listening was a better way to learn about an important topic like this.

Thema 4: Llywodraethiant mewn Ysgolion

Theme 4: Governance in Schools



Beth rydym wedi ei wneud? (Tasgau) / *What have we done? (Actions)*

FFRYDIAU GWAITH THEMA 4 ***THEME 4 WORK STREAMS***	Nifer Argymhellion *Number of Recommendations*	Wedi cwblhau / Ymgorffori'n barhaol *Completed / permanently incorporated*	Ar waith ac ar drac i gwblhau erbyn diwedd y flwyddyn *On track to complete by the end of the year*	Nifer fydd heb eu cyflawni / tu hwnt i reolaeth y Cyngor *Unfulfilled / Beyond Council Control*
Argymhellion CTED: Cyngor Gwynedd neu bob sefydliad *OBBJ Recommendations: Cyngor Gwynedd Council / All Organisations*	-	-	-	-
Argymhellion CTED: Rhanbarthol a Chenedlaethol *OBBJ Recommendations: Regional and National*	3	2	-	1
Ffrydiau Gwaith Uwchlaw Argymhellion CTED *Workstreams Beyond OBBJ Recommendations*	4	4	-	-
CYFANSWM / *TOTAL*	7	6	-	1

Beth rydym wedi ei wneud? (Tasgau) / *What have we done? (Actions)*

Ffrydiau Gwaith Eraill / *Other Work Streams*

- ü Dyblu maint y tîm cefnogi llywodraethwyr ysgolion o 2 i 4 swyddog / *Double the size of the school governor support team from 2 to 4 officers.*
- ü Cynnal adolygiad cynhwysfawr o anghenion cyrff llywodraethu a gweithredu rhaglen hyfforddi gynhwysfawr i ymateb i'r anghenion hynny* / *Conduct a comprehensive review of governing bodies' needs and implement a comprehensive training programme to address those needs.**
- ü Mabwysiadu argymhellion adolygiad yr ICP wrth ymdrin â chwynion yn y dyfodol / *Adopt the recommendations of the ICP review when dealing with complaints in the future.*
- ü Treialu dangosfwrdd GovernorHub gyda detholiad o gyrff llywodraethu / *Pilot the GovernorHub dashboard with a selected group of governing bodies.*
- ü Cynnal fforymau rheolaidd ar gyfer cadeiryddion llywodraethu a chlercod er mwyn rhannu profiadau, arferion da a dysgu ar y cyd / *Hold regular forums for governing body chairs and clerks to share experiences, good practice and collective learning.*

Tu hwnt i Reolaeth y Cyngor / *Beyond Council Control*

- *Bod Llywodraeth Cymru yn cychwyn adolygiad o drefniadau llywodraethu mewn ysgolion ledled Cymru / That the Welsh Government should initiate a review of governance arrangements in schools across Wales.*

* Data Mesur Perfformiad mewn lle / *Data Performance measures in place*

Sut byddwn yn gwybod ein bod yn gwneud gwahaniaeth? (Mesurau effaith)
How will we know we are making a difference? (Impact measures)

Mesur Effaith / Impact Measure	**Sut byddwn yn mesur effaith?** / *How will we measure impact?*	**Amserlen** / ***Timescale***
Hyder a gallu llywodraethwyr i gyflawni eu rôl fel cyfeillion beirniadol effeithiol. *Governors' confidence and ability to fulfil their role as effective critical friends.*	• **Trefn flynyddol newydd ar gyfer hunanasesu llywodraethwyr. Bydd ailadrodd yr holiadur yn galluogi mesur effaith y rhaglen hyfforddi newydd ar hyder llywodraethwyr i herio, craffu a dwyn arweinwyr ysgolion i gyfrif, gan gefnogi eu rôl fel cyfeillion beirniadol effeithiol.** • *New annual process for governor self-assessment. Repeating the questionnaire will enable us to measure the impact of the new training programme on governors' confidence to challenge, scrutinise and hold school leaders to account, supporting their role as effective critical friends.*	**Blynyddol – Cylch Cyntaf wedi gwblhau Mehefin 2026** *Annual - First cycle completed June 2026*

Tystiolaeth o'n heffaith hyd yma neu'r gwaelodlin (Mesurau effaith)
Evidence of Our Impact to date or the baseline (Impact Measures)

- **Holiadur Llywodraethwyr (Tymor Haf 2026) – ymateb gan ganran uchel o Gyrff.** / *Governor Questionnaire (Summer Term 2026) – high response rate across Governing Bodies.*
- **Darlun cadarnhaol ar y cyfan: mae'r rhan fwyaf o lywodraethwyr yn hyderus yn eu rôl fel cyfaill beirniadol, gan gynnwys cefnogi a herio arweinwyr ysgolion.** / *Overall positive picture: most governors report confidence in their role as a critical friend, including supporting and challenging school leaders.*
- **Meysydd i'w cryfhau: Nodwyd galw cryf am hyfforddiant pellach ym meysydd diogelu, ADY, cyllid a llywodraethiant strategol.** / *Areas for development: A strong demand was identified for further training in safeguarding, ALN, finance and strategic governance.*

Pa wahaniaeth mae hyn wedi ei wneud yn barod? (Astudiaethau Achos)
What difference has this made already? (Case Studies)

Tymor yr haf / *Summer Term* **2026**

Holiadur Hunanasesu Llywodraethwyr: Sefydlu gwaelodlin a adnabod anghenion hyfforddi

Governor Self-Assessment Survey: *Establish baseline and identify training needs.*

Meh – Awst / *June-Aug* **2026**

Dadansoddi'r Canlyniadau: Dylunio rhaglen hyfforddi wedi'i theilwra i ofynion Llywodraethwyr.

Analyse Findings: *Develop a training programme tailored to the needs of governors.*

Blwyddyn Ysgol **2026/27**
School Year

Cyflwyno'r Rhaglen Ddatblygu: Hyfforddiant, Fforymau, Cymorth a Chanllawiau

Deliver the Development Programme: *Training, Forums, Support and Guidance*

Tymor yr haf / *Summer Term* **2027**

Mesur yr Effaith: Ailadrodd yr holiadur hunanasesu, cymharu â gwaelodlin 2026 a nodi meysydd i'w datblygu ymhellach

Measure Impact: *Repeat the self-assessment survey, compare results against the 2026 baseline, and identify areas for further development.*

Cylch Gwelliant Parhaus
Continuous Improvement Cycle

Tymor 1

Hyfforddiant	Cynulleidfa Darged
Anwytho Llywodraethwyr	Llywodraethwyr newydd
Anwytho Cadeiryddion	Cadeiryddion newydd
Hyfforddiant Cynrychiolydd ALI	Cynrychiolydd ALI
Diogelu	Cadeirydd a Llywodraethwr dynodedig Diogelu
Deddf ADY	Llywodraethwyr dynodedig ADY
Fforwm Cadeiryddion	Cadeiryddion
Cyllid	Aelodau is banel Cyllid
Iechyd a Diogelwch	Llywodraethwyr dynodedig Iechyd a Diogelwch
Gwaharddiadau	Aelodau is banel Gwaharddiadau
Delio gyda cwynion	Cadeirydd ac aelodau is banel cwynion
Cydraddoldeb	Llywodraethwyr dynodedig Cydraddoldeb
Bod yn ffrind beirniadol drwy gwestiynu a herio'n effeithiol	Holl Lywodraethwyr
Fforwm Llywodraethwyr	Holl Lywodraethwyr

Tymor 2

Hyfforddiant	Cynulleidfa Darged
Prosesau Gormodedd	Cadeiryddion, aelodau Panel Disgyblu a Diswyddo a Panel Cyllid
Anwytho Llywodraethwyr	Llywodraethwyr newydd
Anwytho Cadeiryddion	Cadeiryddion newydd
Hyfforddiant Cynrychiolydd ALI	Cynrychiolydd ALI
Diogelu	Cadeirydd a Llywodraethwr dynodedig Diogelu
Deddf ADY	Llywodraethwyr dynodedig ADY
Fforwm Cadeiryddion	Cadeiryddion
Cyllid	Aelodau is banel Cyllid
Iechyd a Diogelwch	Llywodraethwyr dynodedig Iechyd a Diogelwch
Gwaharddiadau	Aelodau is banel Gwaharddiadau
Delio gyda cwynion	Cadeirydd ac aelodau is banel cwynion
Cydraddoldeb	Llywodraethwyr dynodedig Cydraddoldeb
Bod yn ffrind beirniadol drwy gwestiynu a herio'n effeithiol	Holl Lywodraethwyr
Fforwm Llywodraethwyr	Holl Lywodraethwyr

Tymor 3

Hyfforddiant	Cynulleidfa Darged
Anwytho Llywodraethwyr	Llywodraethwyr newydd
Hyfforddiant Cynrychiolydd ALI	Cynrychiolydd ALI
Diogelu	Cadeirydd a Llywodraethwr dynodedig Diogelu
Deddf ADY	Llywodraethwyr dynodedig ADY
Fforwm Cadeiryddion	Cadeiryddion
Cyllid	Aelodau is banel Cyllid
Iechyd a Diogelwch	Llywodraethwyr dynodedig Iechyd a Diogelwch
Gwaharddiadau	Aelodau is banel Gwaharddiadau
Delio gyda cwynion	Cadeirydd ac aelodau is banel cwynion
Cydraddoldeb	Llywodraethwyr dynodedig Cydraddoldeb
Bod yn ffrind beirniadol drwy gwestiynu a herio'n effeithiol	Holl Lywodraethwyr
Fforwm Llywodraethwyr	Holl Lywodraethwyr

Thema 5:
Arferion Cyfyngol

Theme 5:
Restrictive Practices



Beth rydym wedi ei wneud? (Tasgau) / *What have we done? (Actions)*

FFRYDIAU GWAITH THEMA 5 ***THEME 5 WORK STREAMS***	Nifer Argymhellion *Number of Recommendations*	Wedi cwblhau / Ymgorffori'n barhaol *Completed / permanently incorporated*	Ar waith ac ar drac i gwblhau erbyn diwedd y flwyddyn *On track to complete by the end of the year*	Nifer fydd heb eu cyflawni / tu hwnt i reolaeth y Cyngor *Unfulfilled / Beyond Council Control*
Argymhellion CTED: Cyngor Gwynedd neu bob sefydliad *OBBJ Recommendations: Cyngor Gwynedd Council / All Organisations*	-	-	-	-
Argymhellion CTED: Rhanbarthol a Chenedlaethol *OBBJ Recommendations: Regional and National*	1	-	-	1
Ffrydiau Gwaith Uwchlaw Argymhellion CTED *Workstreams Beyond OBBJ Recommendations*	5	5	-	-
CYFANSWM / *TOTAL*	6	5	-	1

Beth rydym wedi ei wneud? (Tasgau) / *What have we done? (Actions)*

Ffrydiau Gwaith Eraill / *Other Work Streams*

- ü Sefydlwyd is-grŵp mewnol i ymchwilio i arferion cyfyngol ac adnabod arferion gorau / *An internal working group was established to review restrictive practices and identify best practice.*

- ü Cwblhawyd adolygiad allanol o'r Polisi Arferion Cyfyngol / *An external review of the Restrictive Practices Policy was completed.*

- ü Mabwysiadwyd y Polisi Arferion Cyfyngol newydd gan ysgolion, yn unol â'r polisi enghreifftiol / *The new Restrictive Practices Policy was adopted by schools in line with the model policy.*

- ü Rhoddwyd trefniadau monitro ar waith i oruchwylio gweithrediad y polisi a sicrhau arferion da parhaus / *Monitoring arrangements were implemented to oversee the operation of the policy and ensure the continued application of good practice.*

Tu hwnt i Reolaeth y Cyngor / *Beyond Council Control*

- *Mae'r argymhelliad yn galw ar Lywodraeth Cymru i gyhoeddi canllawiau a threfniadau cenedlaethol ynghylch ffilmio digwyddiadau a chyfnodau cadw fideos o'r fath. / The recommendation calls on the Welsh Government to publish national guidance and arrangements relating to the filming of incidents and the appropriate retention periods for such recordings.*

Sut byddwn yn gwybod ein bod yn gwneud gwahaniaeth? (Mesurau effaith)
How will we know we are making a difference? (Impact measures)

Mesur Effaith / Impact Measure	**Sut byddwn yn mesur effaith? /** *How will we measure impact?*	**Amserlen /** ***Timescale***
Effeithiolrwydd trefniadau ysgolion mewn perthynas ag arferion cyfyngol. *Effectiveness of school arrangements in relation to restrictive practices.*	• **Drwy drefniadau monitro y Grŵp Arferion Cyfyngol mewnol, sy'n adolygu tueddiadau, data digwyddiadau ac ansawdd cofnodion a gedwir gan ysgolion. Bydd y gwaith monitro yn cynnwys ystyriaeth o lais y plentyn, cydymffurfiaeth â'r polisi a priodoldeb yr ymyraethau a ddefnyddiwyd.** • *Through monitoring arrangements by the internal Restrictive Practices Group, which reviews trends, incident data and the quality of records maintained by schools. Monitoring includes consideration of the child's voice, compliance with policy requirements and the appropriateness of interventions used.*	**Bydd y Grŵp yn cyfarfod yn fisol o Hydref 2026 ymlaen** *The Group will meet monthly from October 2026 onwards*

Tystiolaeth o'n heffaith hyd yma neu'r gwaelodlin (Mesurau effaith)
Evidence of Our Impact to date or the baseline (Impact Measures)

- **Arfarniad allanol wedi ei cwblhau mis Ebrill 2026. /** *External evaluation completed in April 2026.*
- **Sail gadarn: Mae'r asesiad allanol yn cadarnhau bod y polisi presennol yn gadarn ac yn cyd-fynd â'r fframwaith a'r gofynion statudol perthnasol** */ Strong foundation: The external evaluation confirms that the current policy is robust and aligned with the relevant framework and statutory requirements.*
- **Prif faes i'w gryfhau: Mae angen datblygu trefniadau mwy cadarn ar gyfer gweithredu, monitro a gwerthuso er mwyn sicrhau bod y polisi'n cael ei weithredu'n effeithiol. /** Key area for improvement: More robust arrangements for implementation, monitoring and evaluation are needed to ensure the policy is implemented effectively.

Thema 6:
Cynllunio Argyfwng

Theme 6:
Crisis Planning



Beth rydym wedi ei wneud? (Tasgau) / *What have we done? (Actions)*

FFRYDIAU GWAITH THEMA 6 ***THEME 6 WORK STREAMS***	Nifer Argymhellion *Number of Recommendations*	Wedi cwblhau / Ymgorffori'n barhaol *Completed / permanently incorporated*	Ar waith ac ar drac i gwblhau erbyn diwedd y flwyddyn *On track to complete by the end of the year*	Nifer fydd heb eu cyflawni / tu hwnt i reolaeth y Cyngor *Unfulfilled / Beyond Council Control*
Argymhellion CTED: Cyngor Gwynedd neu bob sefydliad *OBBJ Recommendations: Cyngor Gwynedd Council / All Organisations*	-	-	-	-
Argymhellion CTED: Rhanbarthol a Chenedlaethol *OBBJ Recommendations: Regional and National*	1	1	-	-
Ffrydiau Gwaith Uwchlaw Argymhellion CTED *Workstreams Beyond OBBJ Recommendations*	-	-	-	-
CYFANSWM / *TOTAL*	1	1	-	-

Beth rydym wedi ei wneud? (Tasgau) / *What have we done? (Actions)*

CTED: Wedi Cyflawni / OBBJ: *Completed*

- ü Mae Cynllun Ymateb i Ddigwyddiadau Difrifol ar gyfer Ysgolion wedi ei ddatblygu, mewn ymgynghoriad â Phenaethiaid Ysgol, a'r Undebau Llafur gyda threfniadau clir ar gyfer gofalu am ddioddefwyr, diogelu tystiolaeth a rheoli'r troseddwr honedig. / *A Serious Incident Response Plan for Schools has been developed, in consultation with Headteachers, with clear arrangements for supporting victims, preserving evidence and managing the alleged perpetrator.*

- ü Mae protocolau rhannu gwybodaeth a data cadarn ar waith gyda'r Heddlu i gefnogi ymateb amlasiantaethol effeithiol a chydlynol mewn digwyddiadau difrifol. / *Robust information and data-sharing protocols are in place with the Police to support an effective and coordinated multi-agency response to serious incidents.*

- ü Mae'r Cynllun Ymateb i Ddigwyddiadau Difrifol yn cynnwys trefniadau i sicrhau cefnogaeth brydlon a hygyrch i blant ac oedolion yr effeithir arnynt yn dilyn digwyddiad trawmatig difrifol / *The Serious Incident Response Plan for Schools includes arrangements to ensure timely and accessible support for children and adults affected by a serious traumatic incident.*

- ü Lle bo'n briodol, ystyrir secondio gweithiwr cymdeithasol i weithio ochr yn ochr â thîm ymchwilio'r Heddlu er mwyn sicrhau bod safbwyntiau diogelu a throseddol yn llywio'r ymchwiliad / *Where appropriate, consideration will be given to seconding a social worker to work alongside the Police investigation team to ensure that both safeguarding and criminal justice perspectives inform the investigation.*

Sut byddwn yn gwybod ein bod yn gwneud gwahaniaeth? (Mesurau effaith)
How will we know we are making a difference? (Impact measures)

Mesur Effaith / Impact Measure	**Sut byddwn yn mesur effaith?** / *How will we measure impact?*	**Amserlen** / ***Timescale***
Dealltwriaeth a gweithrediad y Cynllun Argyfwng mewn ysgolion *Understanding and implementation of the Emergency Response Plan in schools*	• **Drwy asesu dealltwriaeth ac hyder staff mewn perthynas â'r Cynllun Argyfwng yn dilyn gweithdai hyfforddi, gan gasglu adborth ar eu parodrwydd i weithredu eu cyfrifoldebau mewn sefyllfa argyfwng.** • **Bydd hyn yn cael ei ategu gan ymweliadau monitro ag ysgolion i wirio i ba raddau y mae'r trefniadau wedi'u hymgorffori'n ymarferol, gan gynnwys ymwybyddiaeth staff, hygyrchedd y cynlluniau a pharodrwydd ysgolion i ymateb yn effeithiol.** • *By assessing staff understanding and confidence in relation to the Emergency Response Plan following training workshops, and gathering feedback on their preparedness to carry out their responsibilities in an emergency situation.* • *This will be supported by monitoring visits to schools to evaluate the extent to which arrangements have been embedded in practice, including staff awareness, accessibility of plans, and schools' readiness to respond effectively.*	**Hydref 2026 ymlaen, gyda monitro a sicrwydd parhaus drwy raglen ymweliadau ysgolion.** *From October 2026 onwards, with ongoing monitoring and assurance through the school visits programme.*

Mesurau Effaith Ehangach: Wider Impact Measures:

SHRN

Beth yw SHRN a sut gallwn ei ddefnyddio?/ *What is SHRN and how can we use it?*

- **Rhwydwaith Ymchwil Iechyd mewn Ysgolion (SHRN) yw partneriaeth genedlaethol sy'n casglu data rheolaidd am iechyd, lles a phrofiadau plant a phobl ifanc mewn ysgolion yng Nghymru.**

- **Mae'n darparu ystod eang o ddangosyddion, gan gynnwys mesurau sy'n ymwneud â bywyd ysgol, ymddiriedaeth mewn oedolion, cefnogaeth a llais y plentyn.**

- **Gallwn ddefnyddio data SHRN i sefydlu gwaelodlin ac olrhain newid dros amser, gan ategu mesurau effaith Holiadur Ysgolion Gwynedd a darparu darlun ehangach o brofiadau plant a phobl ifanc.**

- **Mae SHRN hefyd yn darparu meincnod annibynnol, gan ein galluogi i gymharu Gwynedd â chyfartaledd Cymru ac awdurdodau lleol eraill, a deall a yw newid yn lleol neu'n rhan o duedd ehangach.**

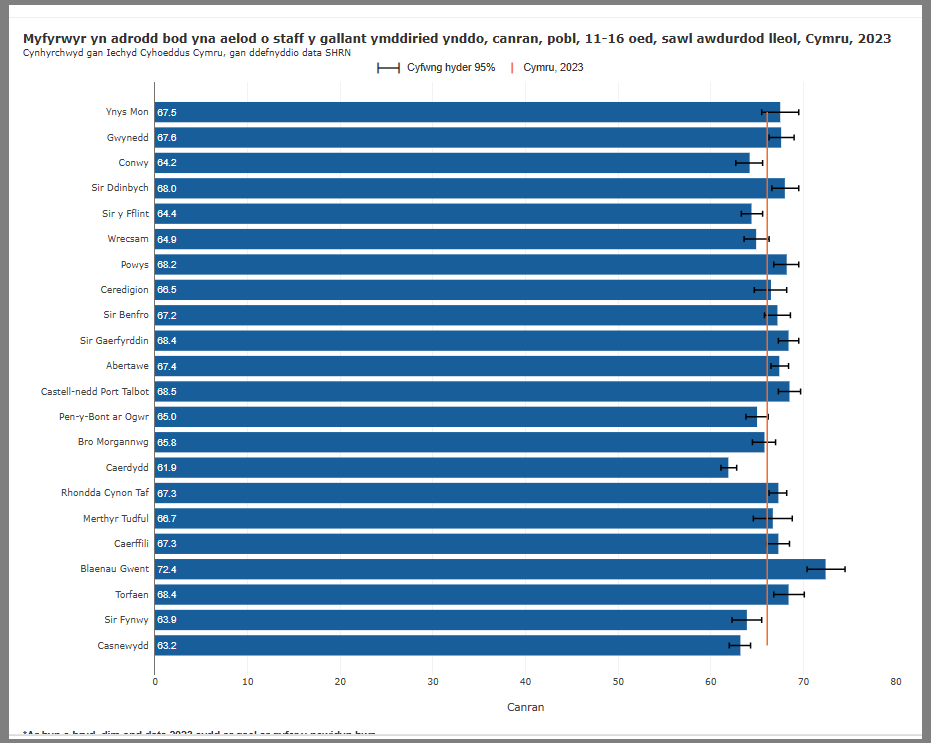
- *The School Health Research Network (SHRN) is a national partnership that regularly collects data on the health, wellbeing and experiences of children and young people in schools across Wales.*

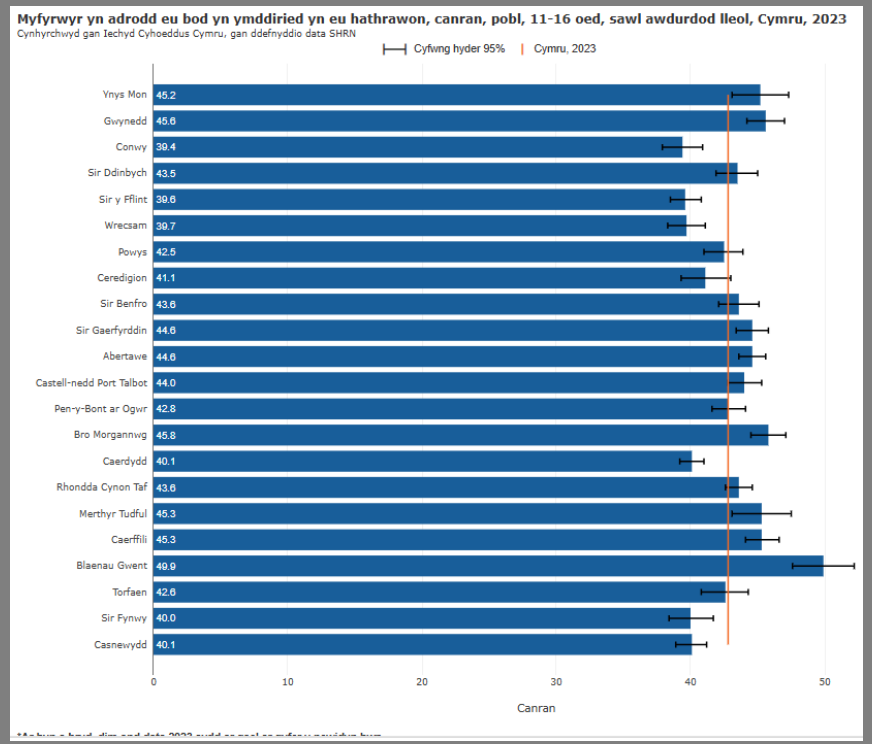
- *It provides a wide range of indicators, including measures relating to school life, trust in adults, support and children's voice.*

- *We can use SHRN data to establish a baseline and track change over time, complementing the impact measures from the Gwynedd Schools Questionnaire and providing a broader picture of children and young people's experiences.*

- *SHRN also provides an independent benchmark, allowing us to compare Gwynedd with Wales as a whole and other local authorities, and understand whether changes are local or part of wider trends.*

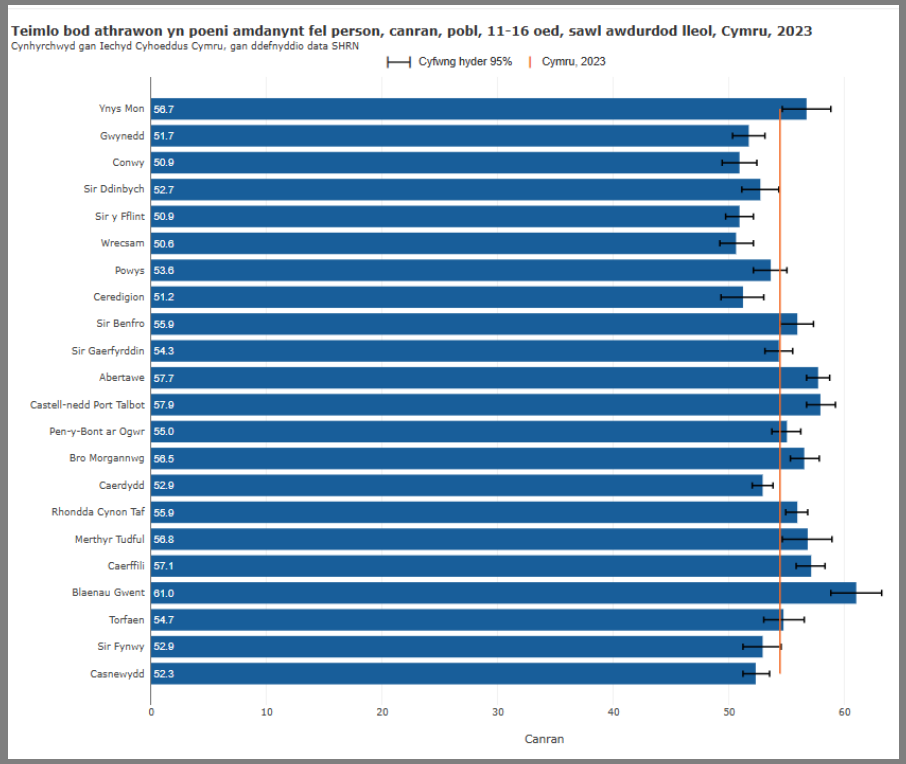
Codi Pryderon ac Ymddiriedaeth mewn Athrawon / *Raising Concerns and Trust in Teachers*

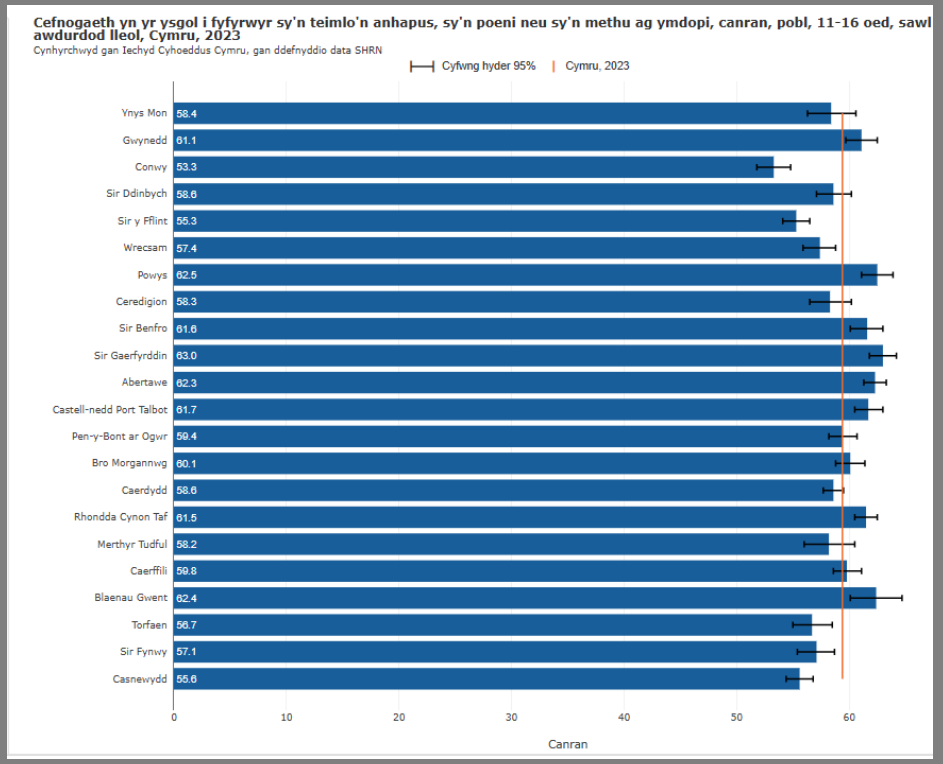




***Disgwyl canlyniadau SHRN 2025 (Uwchradd) ar 22 Hydref 2026** / *Awaiting the SHRN 2025 results (Secondary) on 22 October 2026.*

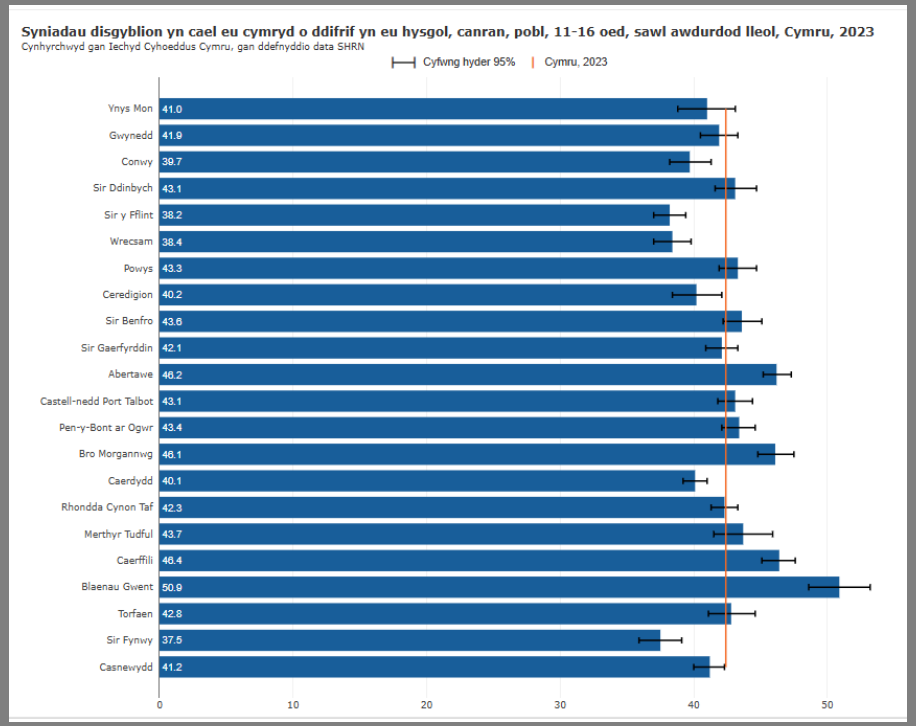
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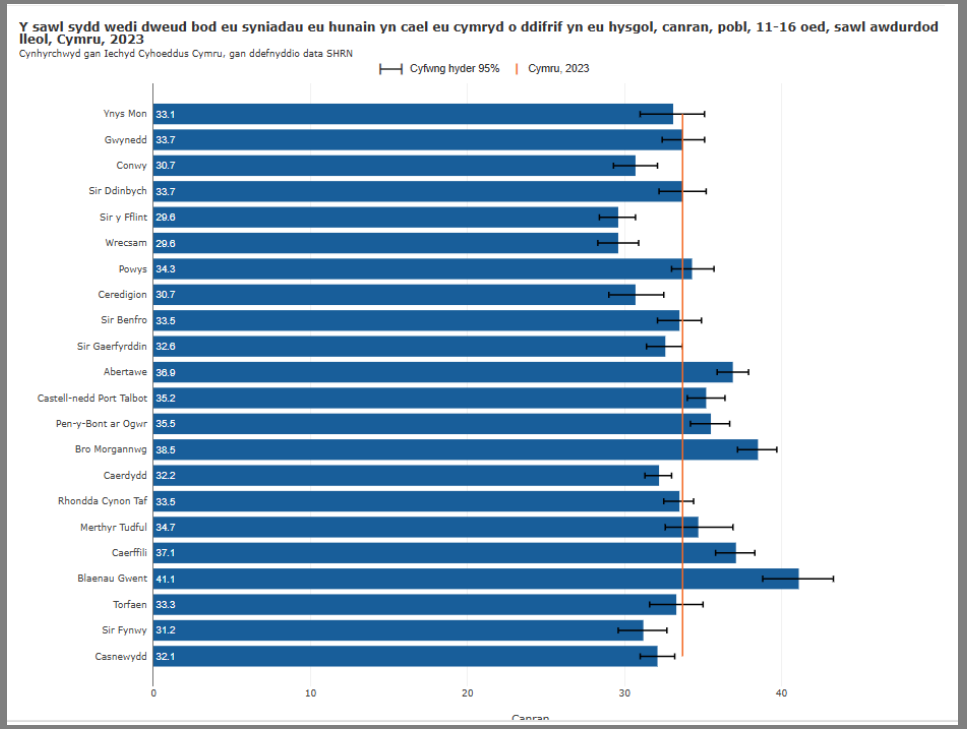




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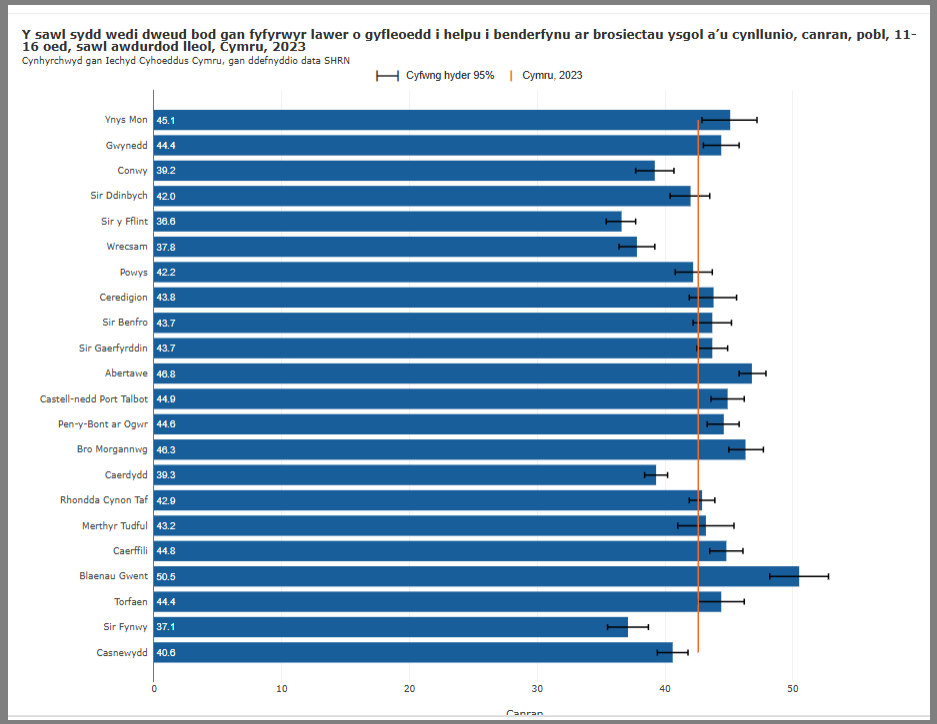
Llais y Plentyn a Cyfleoedd Rhoi Barn / *Children's Voice and Opportunities to Express Their Views*

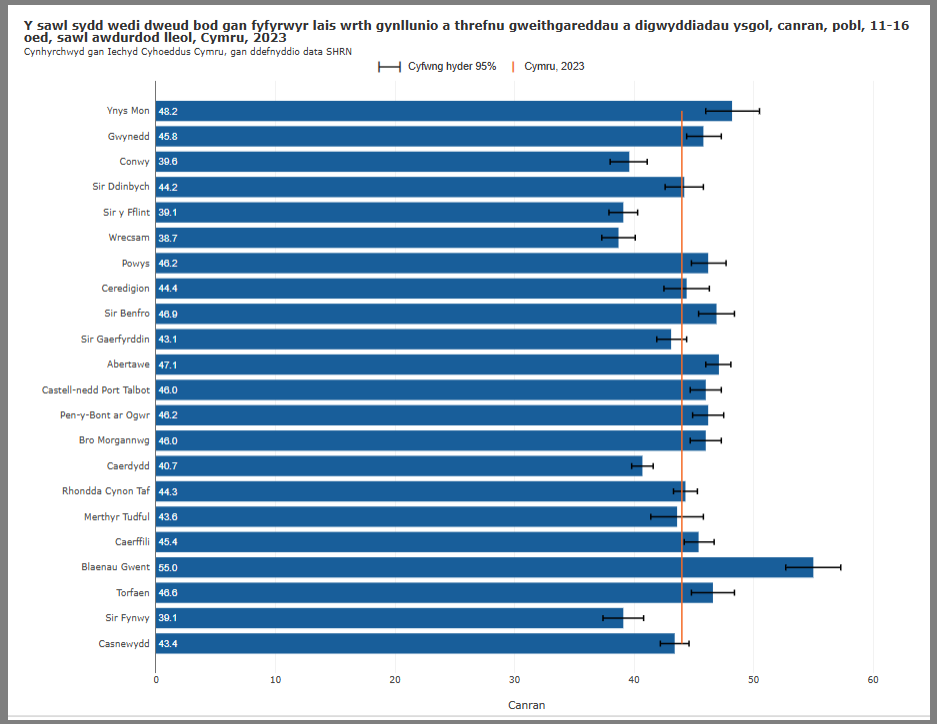




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Llais y Plentyn a Cyfleoedd Rhoi Barn / *Children's Voice and Opportunities to Express Their Views*





***Disgwyl canlyniadau SHRN 2025 (Uwchradd) ar 22 Hydref 2026** / *Awaiting the SHRN 2025 results (Secondary) on 22 October 2026.*

Comisiynu Grwpiau Ffocws / Focus Groups Comission

Bwriad y Grwpiau Ffocws / *Purpose of the Focus Groups*

- Casglu tystiolaeth annibynnol o effaith gwaith y Cynllun Ymateb.
- Asesu a yw'r newidiadau a gyflwynwyd wedi arwain at newid diwylliannol ac yn cael eu hadlewyrchu mewn ymarfer bob dydd.
- Nodi beth sydd wedi gweithio'n dda a lle mae angen rhagor o ddatblygiad.
- Darparu argymhellion annibynnol i lywio cam nesaf y rhaglen waith.

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Rhanddeiliaid / *Stakeholders*

Pwy? / *Who?*	**Beth?** / *What?*
Lywodraethwyr Ysgolion *School Governors*	Asesu hyder i gyflawni eu rôl ac i ddeall eu profiad o'r gefnogaeth, yr hyfforddiant a'r trefniadau diogelu *Assess their confidence in fulfilling their role and understand their experience of the support, training and safeguarding arrangements in place.*
Staff y Cyngor *Council Staff*	Asesu eu hyder mewn perthynas â diogelu a chodi pryderon, a'u barn ar y newidiadau a wnaed i'r trefniadau presennol *Assess their confidence in relation to safeguarding and raising concerns, and their views on the changes made to existing arrangements.*
Aelodau Etholedig *Elected Members*	Archwilio eu dealltwriaeth o'u cyfrifoldebau diogelu, Canu'r Gloch a'u hyder yn nhrefniadau'r Cyngor *Explore their understanding of their safeguarding and whistleblowing responsibilities, and their confidence in the Council's arrangements.*
Staff y Gwasanaeth Cynhwysiad *Inclusion Service Staff*	Asesu hyder wrth wneud penderfyniadau ac ymateb yn unol â'r Polisi Arferion Cyfyngol. *Assess confidence in decision-making and responding in line with the Restrictive Practices Policy.*
Rhieni **Parents**	Asesu eu canfyddiadau o ddiogelwch, cyfathrebu a'r gefnogaeth sydd ar gael i blant a theuluoedd. *Explore their perceptions of safety, communication and the support available to children and families.*

Amserlen / *Timeline*

- **Hydref 2026:** Dyfarnu'r comisiwn.
- **Hydref i Ragfyr 2026:** Cynnal grwpiau ffocws a chyfweliadau.
- **Chwefror 2027:** Cyflwyno'r adroddiad terfynol i'r Bwrdd Ymateb.

- **October 2026:** Commission awarded.
- **October to December 2026:** Focus groups and interviews conducted
- **February 2027:** Final report presented to the Response Board.

Our Bravery Brought Justice - Cyngor Gwynedd's Response Plan

Progress Report

19.10.2026

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 final form, with the following specific appendices developed to support the Strategy as a whole: • The Voice of the Learner in Education • The Voice of the Child in Children Services • The Voice of Children and Young People Forums • The Voice of the Child Strategic Integration and Governance A copy has been shared with the Board for information. 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. Following the latest meeting of the Board, a workshop was held with the Gwynedd Young People Forum to discuss the Strategy and ascertain what the voice of the child means to them. An opportunity was provided to challenge the draft content, note measures to strengthen it and influence the content of the final document. The young people agreed with the general direction of the Strategy, but several practical matters that needed to be strengthened were noted. These included: • the need for a clearer structure and purpose for school council meetings, instead of them being held as a tick-box exercise. • give children and young people more control and actual influence, not just roles or titles without any powers to influence decisions; • ensure that schools respond to the observations of the school council and show clearly what steps have been taken as a result; • improve other pupils' understanding of the school council's work;

- ensure fairer and more inclusive processes for selecting representatives;
- develop appropriate arrangements in colleges for hearing the views of young people; and
- provide a practical and clear guide for schools on how to implement school councils effectively.

The young people emphasised that having a voice related to their rights, that their views matter and that listening to their experiences and feelings can also be an issue that relates to their safety.

The young people also drew attention to positive practices. It was noted that some schools selected representatives based on what they can contribute to the role and the changes they wished to see. There was also a feeling that school councils were often stronger in primary schools, where the children were more likely to see action and impact after meetings, as well as better connections between different pupil councils.

This feedback was used to refine the final version, strengthening the emphasis on actual influence, inclusive and fair arrangements, accountability for responding to the views of children and young people and the need to clearly show the difference made by their input. The Strategy also acknowledged the need for clearer practical guidance to assist schools to implement school councils consistently and effectively.

As a result, the Strategy reflects the priorities expressed by young people themselves, including the need for real influence on decisions, clear feedback on the outcomes of their contribution, and ensuring that all children have an equal opportunity to be heard.

The next step was to present a Voice of the Child Strategy before the Cabinet during this term, in order to seek formal approval and support its implementation across Council services.

Measuring the Impact of the Strategy (see also the presentation in item 4)

In order to measure the impact of the Voice of the Child Strategy over time, the intention was to conduct an annual questionnaire with children and young people across Gwynedd. The questionnaire focused on four key areas: do adults listen to their views, are they included in decisions that affect them, can they see evidence of change as a result of the voices of children and young people, and do they know how to voice their opinion? The results will provide a consistent measure of the impact of the Strategy and enable the Council to monitor progress and note areas to develop further from year to year.

The questionnaire will be launched for Gwynedd secondary school pupils during the autumn term. The results will provide an initial picture of the experiences and views of young people, helping us to monitor progress over time and measure the impact of the Recovery Board's work to ensure that the voices of children and young people are heard.

www.gwynedd.llyw.cymru/HoliadurPlantAPhoblIfanc

www.gwynedd.llyw.cymru/ChildrenAndYoungPeopleSurvey

We advertised the post of Engagement Officer three times, and we committed to an extended recruitment process in order to secure a suitable candidate.

Recruiting to the role was challenging, with two advertisement campaigns and two interviews failing to lead to an appointment. During the third campaign, we also used the Council's Communication team to promote the post via our social media channels, in order to attract a broader range of applicants. After the third round of advertisements, we managed to appoint and the new officer commenced in post on 1 September.

Trauma-informed and Child Friendly

To date, over 300 staff members have completed the Trauma-Informed e-module on the e-learning portal, contributing towards developing a common understanding of trauma-informed principles and practice across the organisation.

Following discussions with Trauma Informed Schools (TIS), the intention was to hold training sessions for Cabinet Members, Headteachers and Assistant Headteachers at the start of 2027. Although the original intention was to hold the sessions in the autumn, we had to re-schedule due to the lack of trainers.

In addition, initial discussions have been held with Bangor University to investigate good practices which support the development of a compassionate culture and environment across the Council's services.

Children's rights

There is a need to continue to support and enable every department to incorporate the rights of the child in their day-to-day work and strengthen corporate awareness of these principles across the organisation. The Rights of the Child e-module is available via the Welsh Government Hub, and the intention is to promote the module further over the autumn to increase understanding amongst staff.

In order to strengthen capacity and ensure that the momentum of the work is sustained in the longer term, the intention is to appoint an additional resource to support the equality field (Corporate Services). It is expected that this will increase the ability to coordinate, support and develop the Rights of the Child agenda across the Council, building on the arrangements that were already in place and support the incorporation of the rights of child more systematically across services.

Recording

There is no further update to submit in relation to this work stream. The work of ensuring that every school has access to an appropriate system for recording relevant information has been completed, and the arrangements have now been established across all schools.

Schools continue to use either Bromcom or existing systems such as MyConcern, in line with their local arrangements. As a result, every school is in a position to record concerns, incidents and relevant information electronically.

	As the original aim has been realised, this work stream has now reached its natural end and no more significant development work has been planned at present. However, the focus from now on will be on monitoring and ensuring that schools make appropriate, consistent and effective use of the systems available to them, using the information recorded to support decisions, identify patterns and risks, and improve outcomes for children and young people. This will help to ensure that the recording arrangements have a positive and meaningful impact on practice, instead of being an administrative process only.
4. Challenges faced:	The increasing demand for input from the Children and Young People Forum across a range of services continues to be a challenge. There will be a need to ensure balance between applications for their contribution and their educational and personal commitments. As more services seek to include the voices of children and young people in their work, there will be a need to ensure that the priorities of the young people themselves remain at the centre of the Forum's work programme. Although the Voice of the Child has now been completed, ensuring that it is implemented consistently across the Council services will be a key challenge over the coming period. Firm arrangements will need to be developed to measure the impact of the Strategy over time, including using an annual questionnaire to evaluate to what degree children and young people feel that their voice is being heard and influences decisions. Although the new Engagement Officer is now in post, building capacity and ensuring sufficient resources to respond to the increasing demand for engagement work remains important.
5. Next steps / key milestones:	• Submit the Voice of the Child Strategy and associated appendices to the Cabinet for formal approval. • Implement the Strategy across the Council's services and ensure a clear understanding of the relevant expectations and responsibilities. • Develop an annual work programme for the Children and Young People Forum in order to ensure sustainable participation and balance between the priorities of the young people and the Council's priorities. • Conduct an annual questionnaire with children and young people to measure the impact of the Strategy and monitor to what degree their voice is being heard and influences decisions. • Continue to strengthen corporate arrangements for the voice of the child, ensuring that the views of children and young people influence service planning, decisions and governance arrangements. • Continue to monitor and promote good practice through schools and youth services, including children and young people's access to information, advice and support.
6. Risks / Resources:	• Lack of evidence of impact, unless firm arrangements will be in place to measure and show how the voice of the child and young people has influenced policies, services and decisions. • Excess pressure on the Children and Young People Forum due to the increasing demand for their input across several services and projects, which can lead to participation fatigue or reduce the level of engagement over time.

	• Adults' priorities trump young people's priorities, creating a risk that the Forum will be used mainly to respond to the Council's needs instead of representing the issues that matter most to children and young people themselves. • Inconsistent action across the Council's services, with the risk that the principles of the Voice of the Child Strategy will not be incorporated consistently or has meaningful influence on local decisions.
7. Communication Considerations	Adults' priorities trump young people's priorities, creating a risk that the Forum will be used mainly to respond to the Council's needs instead of representing the issues that matter most to children and young people themselves. Inconsistent action across the Council's services, with the risk that the principles of the Voice of the Child Strategy will not be incorporated consistently or has meaningful influence on local decisions.
8. Timelines:	

No.:	Priority	What?	Timetable
7	3	**Welsh Government** to implement changes to the National Curriculum	WG noted September 2026
1	4	The Voice of the Child Strategy	Completed
2	4	Systems / measures / reporting - the voice of the child	Put in place (see above)
4	4	System for recording a change in behaviour	Completed - monitoring
5	4	Social Worker to speak with every child	Completed - monitoring
6	4	Contact outside school (reporting concerns)	Completed - monitoring
8	4	Support for victims	Ongoing
9	4	Compensation claims	Ongoing
10	4	Working on the corporate culture: Trauma-informed and The Right Way (Children's Rights)	Long-term work programme

Grey = Delay until a national / regional change is implemented

Green = Completed, monitoring or permanent

Measures (Impact)

See Item 4 for impact measures

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.



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



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



The Council has developed a **Children's Voice Strategy.**



The Council now has a programme of work in place to **embed children's rights** across the Council.



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



The Council has an **extra member of staff to listen to more children and young people**, including children in care and disabled children.

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:	**OBBJ Recommendations** As noted in the July progress report, the majority of the tasks deriving from the OBBJ recommendations have now been completed and incorporated in the Department's operational arrangements, including: • WCCIS forms have been amended to ensure, when receiving a referral, that broader, historical and associated information has been checked and considered. • Multi-agency collaboration has been strengthened, including establishing a specific single point of contact (SPOC) for every agency. • No safeguarding decisions are made by only one worker. • The referral form and the referral methods have now been presented clearly on the Council's corporate website and on the intranet. • The new Quality Assurance Framework has been developed for the Children's Department, and it is now operational. • A quality assurance board has been established and has created an annual audit plan; board members will scrutinise the work of the audit programme and create and review action plans. • Additional funding has been secured for the Referrals Team,12 and a Quality Assurance Manager / DOS have been appointed. Although the main actions have now been completed, these arrangements will continue to be monitored and reviewed regularly through the Department's Quality Assurance arrangements. This will ensure that the changes are embedded in day-to-day practices, that they are implemented consistently, and that any areas requiring further attention can be identified and addressed. **Strengthen the collaboration between Education and the Children's Services** ***(See the Briefing Paper that explains the proposal in detail)*** The collaboration and information sharing between schools, the Education Department and the Children's Services was strengthened, with clearer communication pathways and stronger work relationships between key officers. Now, Education is making a more direct contribution towards safeguarding processes, including Section 5 Strategy Discussions, ensuring that schools' information is considered earlier when risk assessing and making decisions. More focus was seen on early intervention, with schools being more confident to

seek advice and raise concerns earlier, helping children and families to obtain the best support at the right time.

The strategy collaboration arrangements were also strengthened, with representation from Education and Children's Services at each other's management meetings, along with work to strengthen the attendance of Children's Services at headteacher forums.

Both services are collaborating to implement the Right Door Strategy, with the aim of reducing barriers between services and ensuring a more coordinated response to the needs of children and young people.

Additional capacity was developed jointly to support the work, including resources for the Referrals Team, children and young people participation, supervision for Safeguarding Designated Persons and training on grooming. This provides a stronger and more sustainable foundation to our collaboration.

To date, the operational evidence suggests a positive impact, with better quality when sharing information and making decisions, stronger professional practices and more timely and coordinated responses for children and their families.

Section 5 Procedures
New Section 5 procedures have been introduced nationally, as well as e-module training to support the arrangements. As noted at the Board's meeting before the summer, when reviewing the changes, we have identified some differences between the procedures and what is noted in OBBJand have raised these with the Welsh Government officers in an attempt to obtain clarity and ensure a consistent understanding.

Internally, the Children's Safeguarding Team, Education Safeguarding and Welfare Team and Human Resources have met to consider the practical implications of the new procedures, changes and what action is needed within the Council. Specific attention was given to point 4 of the criteria, namely transferable risk, to ensure a consistent understanding of how this risk should be identified, assessed and managed across services.

The discussions have highlighted some challenges in terms of existing information systems and the ability to share or link information effectively. Work continues to consider options to address this, including the piloting of iTrent. Further work will be undertaken to raise awareness of School Headteachers of the new Part 5 procedures.

We are also awaiting further guidance from the Welsh Government in relation to the low-level concerns policy, and any implications deriving from that will need to be considered as part of this work.

Section 5 Audit

The Regional Safeguarding Board has commissioned Val Owen to undertake an independent audit of Section 5 processes, between October and early December:

	The audit will review 18 cases across the region, including cases that did and did not meet the threshold for a strategy discussion. It will assess the quality and consistency of the process, including decision-making, strategy meetings, engagement, information sharing, timescales and the role of the LADO. Thematic findings will be presented to the Delivery Group to identify good practice and areas for improvement.
4. Challenges faced:	• 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. There has been no update on this since the last period.
5. Next steps / key milestones:	• 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.
7. Communication Considerations	

8. Timelines:

No.	Priority	What?	Timetable
18	3	Ensure that the Section 5 referral form will be easy to find and easy to use.	National / Regional
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 LA allegations	RSB
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
20	4	**Welsh Government** to review the Section 5 procedures	Published
21	4	**Welsh Government** to publish the 10-Year Strategy on preventing the sexual abuse of children	Published
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
25	4	Quality of Strategy Discussion recording (Section 5)	September-2026

Grey = Delay until a national / regional change is implemented

Green = Completed (monitoring)

Measures (Impact)

See Item 3 for impact measures

Outputs to date



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.



The **Council, the Police and other services are now working better together** to keep children and young people safe.



"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.



Managers from the Children's and Education Departments meet regularly to strengthen collaboration.

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:	**The Safeguarding Intranet** • During the period, the new Safeguarding Intranet was launched, providing information, guidance and safeguarding resources in one place for staff. • Posters with a QR code are shared across Council buildings, depots and offices to direct staff directly to the relevant page and information. These will be available to front-line staff as well as office staff. • The intranet and resources available will also be promoted as a part of the National Safeguarding Week in November. **Video Training** • The video training is continuing to be presented to employees who do not have regular access to the Council's digital systems. The feedback to date has been very positive, with several people noting that this method is more convenient and that the messages are easier to understand. • The method has also contributed to an increase in the percentage of employees completing the training, with the percentage now at **80% of the workforce.** • Further work is in the pipeline to extend the method to other groups of staff, including school cooks, cleaners and street workers. **Grooming Training** • A e-module on grooming, jointly developed with the NSPCC, is now live and available to all Council staff and Elected Members. • The module has been promoted in-house and completion levels will be monitored in order to steer any further promotion work. • The next step of the plan will be to develop more specialised training for key staff, including social workers, headteachers and Safeguarding Designated Persons. This is a part of the NSPCC commission. **Supervision of Designated Persons in Schools** ***(See the Briefing Paper that explains the proposal in detail)*** • Following discussions, the Education Department and Children's Services have agreed to develop a commissioning arrangement to provide external supervision for Safeguarding Designated Persons and their deputies. • The arrangement will provide access to a competent and independent social worker when the need arises. This will offer an added tier of reflection, challenge and professional support, reiterating the existing arrangements available through schools, Education and the Children's Services. • Implementing the arrangement by means of a formal agreement, clear confidentiality protocol and simple access process will help ensure that the

	provision is independent, safe and accessible. This is expected to strengthen the well-being and confidence of those leading on safeguarding, improve the quality of schools' practices and contribute to more consistent and effective responses to the needs of children and young people. **Training Levels** • The work of identifying cohorts of staff who require different levels or specialist training on safeguarding continues. • The original intention was to use external expertise to support the work, but this has now caused some delay. • In order to move the work forward, an in-house task-force is now being established, with representatives from the Training Service, the Social Services field and departmental Safeguarding Designated Officers. The task-force will lead on the development of training arrangements. **Whistle-blowing** • The new e-module on the policy is now live. This is a mandatory module. • The module has been widely promoted with managers, heads and staff, and the completion levels will be monitored to steer any further promotion work.
4. Challenges faced:	The availability of appropriate external expertise has been challenging and has led to some delay when moving the work of safeguarding training levels forward. In response, in-house arrangements are now being developed to keep the momentum and ensure that the work continues.
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. 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.
3. Risks / Resources:	
4. Communication Considerations:	

5. Timelines:

No.:	Priority	What?	Timetable
38	1	Safeguarding Training - higher levels and training	December 2026
34	2	Supervision of Designated Safeguarding Persons by social workers	December 2026
29	3	**Welsh Government** to Commission a Training Resource	-
31	3	Assurance for the **Regional Safeguarding Board** of the grooming training that will be held	-
33	3	**Regional Safeguarding Boards** have assurances that the LADO has received training	-
30	4	Grooming Training	Completed - ongoing monitoring
32	4	Whistle-blowing Policy	Completed - ongoing monitoring
35	4	Training on keeping safeguarding records	Completed - ongoing monitoring
36	4	Departmental safeguarding/VAWDASV training level	Continuous 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	Continuous monitoring
44	4	Visits to monitor safeguarding arrangements in schools (Safeguarding and Welfare Team)	Continuous monitoring
45	4	Safeguarding Scrutiny Investigation	Completed

Grey = Beyond the Council's control

Green = Completed, monitoring or permanent

Measures (Impact)

See Item 4 for impact measures

Outputs to date



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



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



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



The Council has adopted a revised **Corporate Safeguarding Policy.**



The Council has worked with the NSPCC to create **specific training on recognising the signs of grooming.**



The Council has adopted a **new Whistleblowing Guide** for Gwynedd Councillors.



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



The Council has introduced **training on the Whistleblowing Policy** for all Gwynedd staff and Councillors.



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 in March 2026** - 4 members of staff now work for the team.



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:	**Governor Support Team** Following the successful appointment to the role of Governance Advisory Officer (Professional Clerk), the Governance Team is now complete, with the team's capacity growing from 2 to 4 since September 2026. The two professional clerks respond to the clerking needs of 10 schools via the Service Level Agreement, with the Governance Advisory Officer also available to increase the capacity to clerk at various school independent panels. **Analysis of the Governance Questionnaire, June 2026** The findings of the questionnaire provides a positive picture of the effectiveness of governance across Gwynedd schools. Most responders note a high level of confidence in their role as critical friends, suggesting that most governing bodies feel confident to provide constructive support and challenge to school leaders. There were marked strengths, including focus on strategic priorities, understanding of governing responsibilities and willingness to challenge in order to improve provision and outcomes. The questionnaire has also highlighted clear areas for development, in particular in relation to using and interpreting data, effective questioning and challenging, understanding of statutory responsibilities and preparing for inspections. A strong call for further training in the fields of safeguarding, ALN, finance and strategic governance, was noted. As the questionnaire was based on self-evaluation, rather than external measures, the findings will act as an important baseline for monitoring the impact of the amended training programme and extended support to governing bodies over the coming years. **Amended Training Programme for Governors** The analysis of the questionnaire has steered the development of a comprehensive training programme which responds directly to the needs noted by governors. The programme combines statutory training and broader development, to strengthen the ability of governing bodies to achieve their strategic role and function as critical friends. Clear expectations have now been established for the completion of mandatory training, including the induction of new governors, training for chairpersons, safeguarding and training for clerks. In addition, there will be an extended programme including high-demand areas such as data, ALN, finance, dealing with complaints and health and safety. The programme will be provided through a combination of face-to-face, virtual and recorded sessions, responding directly to the choices noted by governors in

	the questionnaire. As a result of the increase in the team's capacity, it will be possible to offer more targeted support to governing bodies where there is a need to develop confidence or strengthen governance practices. **Meeting Agendas for the Year** Amended meeting agendas have been introduced at every school to ensure greater consistency in governance and to strengthen the focus on safeguarding, well-being and the voice of the child within the Governing Body's work. The agendas have been shared with headteachers, chairs, clerks and governors as a part of the amended governance pack. The new arrangements are expected to support more systematic scrutiny of key priorities, increase consistency between governing bodies and ensure appropriate attention to statutory and strategic responsibilities, as well as giving a prominent place to safeguarding, well-being and the voice of the child throughout the year. **Clerks Forum September 2026** Three regional face-to-face forums and one virtual session have been held since the beginning of term, with almost every clerk in attendance. The feedback has been very positive indeed, with clerks reporting improved understanding of procedures, more confidence in their role and more consistency in the governance arrangements implemented across schools. Early signs show a positive impact on administrative practices, including an increase in the number of clerks who present governance minutes and documents promptly to the Authority. **Governor Hub Pilot** Since the last meeting, 12 schools, including one Secondary school, have started to pilot the Governor Hub dashboard this year. Headteachers and clerks received training early in September. The initial feedback is positive.
4. Challenges faced:	Concerns were expressed by a minority of headteachers that the training programme appeared burdensome for our governors. Clarity will need to be sought in terms of what training is mandatory and what training is optional and at the request of governors.
5. Next steps / key milestones:	• Hold a Chairperson's Forum • Offer guidance to governing bodies and headteachers on the statutory self-evaluation procedure • Implement the training programme • Await an update to the Review of Governing Bodies by the Welsh Government
6. Risks / Resources:	**Risk** • Adapt the Authority's arrangements in terms of excessive governance before receiving national guidance following the review. • Overwhelming governors with training.
7. Communication Considerations:	• Any change in our expectations will need to be communicated clearly and unambiguously so that every Chair and governor understands that there is a deadline for completing any mandatory training.

8. Timelines:

No:	Priority	What?	Timetable
46	2	**Welsh Government** to highlight the responsibilities of Governors	To be confirmed by WG
52	3	Compare the Governance arrangements of YF and other schools	To be confirmed
47	4	Governors dashboard on the health and well-being of schools	Piloting
48	4	Governors to keep accurate records of safeguarding decisions	Ongoing Training Programme
49	4	Highlight the role of Governors in an investigation and suspension procedure	June 2026 / Ongoing
50	4	Learn lessons when dealing with future complaints	Ongoing - a case similar to ICC 2019 has not happened
51	4	Training and Support for Governors	Awaiting the findings of the WG review

Grey = Beyond the Council's control

Green = Completed, monitoring or permanent

Measures (Impact)

See Item 4 for impact measures

Outputs to date



A **new Officer has been appointed** to support School Governors.



Chairs and Governors with responsibility for safeguarding **receive additional training** to support them in their role.



A **new Governor's Handbook** has been created and shared with all Gwynedd School Governors.



A **Professional Clerk** is now in place to support School Governors.



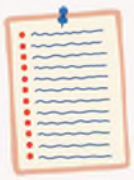
The Council is piloting GovernorHub to support School Governors by providing them with clear information about the **health and wellbeing** of their school.



Clerks' and Chairs' Forums have been established to share good practice and strengthen the support available.



Since September 2026, a **stronger training programme** has been in place for School Governors.



Each Governing Body now receives a **clear list of the important things** they should discuss regularly.

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 was commissioned to conduct a comprehensive review of the Authority's arrangements in relation to the policy and practices relating to reducing restrictive intervention. The review included evaluating the current policy against national guidelines, analysing the strengths and weaknesses of the arrangements, assessing training and monitoring arrangements, and making recommendations to strengthen governance, accountability, data use and restorative practice. The review found that the Authority has a strong policy basis that is in line with the legislative requirements and the Reducing Restrictive Practices (Wales, 2022) Framework. Substantial strengths were noted, including a commitment to human rights, emphasis on prevention and early intervention, and a firm understanding of the legal framework. However, the review concluded that the main challenges were the shortcomings in implementation, monitoring, data analysis, governance and consistency in practice between schools, instead of any fundamental weaknesses in the policy itself. In response to these findings, the Authority has implemented the recommendations noted by the review. A clear governance structure has now been established with roles, responsibilities and supervision arrangements defined at school, service and authority level. A central data system was developed which enables the collection, monitoring and analysis of information consistently across every school, with a multi-agency working group meeting regularly to review data, identify trends and target support and training where needed. The policy has also been updated to strengthen the operational element, including clarity on the governance and monitoring arrangements, more detailed recording requirements, clear guidelines on the intervention thresholds, and specific expectations regarding recording incidents. In addition, a whole-authority training strategy has been established with a three-level development pathway which ensures awareness, competency and appropriate leadership across the workforce. A detailed action plan was drawn up by the working group, with clear outcomes, responsibilities and timetables. The actions noted for the short and medium term have now been completed, including amending the policy, establishing the governance arrangements, developing the data system and putting the training framework into practice. As a result, the Authority has shifted its focus from policy development to a more robust operational system that enables monitoring, challenging and improving practice in a consistent and systematic manner across every school. Further ongoing arrangements are now in place to

	evaluate impact and ensure consistency and ongoing improvement 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:	• Implement the monitoring and impact evaluation arrangements in order to identify; Further training requirements, trends, good practice and compliance. • Monitor the standard and quality of the reports being presented by the schools.
6. Risks / Resources:	• Schools' continuous compliance - Monitoring system established to respond to this
7. Communication Considerations:	
8. Timelines:	

No.	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 ongoing	
53.5	"	Monitoring	September 2026 and monthly	

Grey = Delay until a national / regional change is implemented

Green = Completed, monitoring or permanent

Measures (Impact)

See Item 4 for impact measures

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



A group of officers from across the Council meets to **review and monitor cases where restrictive practices are used.**

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 share and communicate with schools and governors with a plan in place to do so during the Autumn Term. Work is underway to review our strategic arrangements to ensure that all relevant elements are incorporated within the existing Strategic Emergency Plan. Findings have been shared with the Emergency Planning Group, with a clear programme of work in place. Initial presentations on the Plan are being delivered to schools during September and October through Headteacher business meetings. A Primary Headteachers meeting was held on 30 September 2026, with agreement to hold a series of workshops after half-term, which are currently being arranged. A Secondary Headteachers meeting is scheduled for 7 October 2026.
4. Challenges faced:	
5. Next steps / key milestones:	1. Deliver a series of workshops across the county. 2. 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. 3. 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:

No.:	Priority	What?	Timetable
54	4	Review the strategic serious incidents plan	Consultation period ***31/3/26.*** Training Programme ***Summer Term 2026***
57	4	Arrange a secondment for a social worker to work with the Police (in accordance with need)	September 2026
55	4	Official protocol to share information	Completed
56	4	Plan in force which sets out steps to obtain swift support during a traumatic event	Completed

Grey = Delay until a national / regional change is implemented

Green = Completed (monitoring)

Measures (Impact)

See Item 4 for impact measures

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.



A **new School Emergency Plan** is now in place to help schools know what to do in an emergency.



The Council is providing an **Emergency Plan training workshop** for every school.

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. At the beginning of this term, we were deeply saddened by the passing of a Year 11 pupil at Ysgol Friars which is an incredibly difficult time for our school community. Our thoughts and heartfelt condolences remain with his family and friends, as well as all members of our school community who have been affected by this tragic loss. The wellbeing of our pupils remains our highest priority. Specialist counselling and additional pastoral support are available in school and will continue for as long as needed. Pupils and families are encouraged to access this support through their Progress Leader.
3. Progress to date:	**Continue to clerk the Governing Body until sustainable arrangements are in place – completed** • The school has joined the Local Authority SLA for the provision of a Clerk to Governors service. **Review the Governing Body's ability to implement recommendations arising from the CPR – ongoing** • The Local Authority Safeguarding Officer attends Governing Body and sub-committee meetings to provide support and monitor progress. **Strengthen training and support for governors in safeguarding, strategic accountability and performance monitoring – ongoing** • All governors and new governors will be asked to complete the NSPCC safeguarding training by October half term. • Overview given to Governing Body on the schools Safeguarding Arrangements. • All Governors are required to complete Group A training, Grooming training provided by the local authority as well as prevent training • Our designated and deputy designated safeguarding governors attend training facilitated by the local authority • All governors have attended the LA induction training. All new governors since September will be expected to complete their induction training by the end of term one.

	• The LA comprehensive training offer has been shared with governors on the 6/10/2026 with encouragement that they attend as many sessions as possible. • The school has requested support from its designated improvement officer to work directly on developing the body as a critical friend. A change in SIA means that this support will begin during the second half of the Autumn term. **Support the Headteacher, Deputy and Assistant Headteachers in developing a strong leadership team – ongoing** • The SIA continues to provide support and advice as re-quired. • Half-termly trauma-informed sessions are in place for members of the leadership team, alongside independent supervision for the DSP. • The school continues to work with partner schools through the A55 Alliance and other local school partnerships in Gwynedd. • The team is providing stability and consistency and is now it its second year at school. **Support recruitment and transition to a permanent Headteacher during 2026 – completed** • A permanent Headteacher was appointed and took up post on 1 September 2026. **Strengthen middle leadership and ensure management processes are operational and transparent** • Link Governors have been appointed and guidance for supportive governor visits has been adopted. • Staff development needs are being identified through the PDR process. • The school is working closely with Dysgu to support middle leaders and ALNCO new to post. **Review and strengthen counselling and emotional support arrangements – ongoing** • The Wellbeing Centre provides counselling, mental health and other support services for pupils, and is also used to support pupils with attendance difficulties and to facilitate meetings with families and external agencies.

	• It is also used by a range of agencies, including school nursing, substance misuse services and other specialist support. • The school works closely with the local authority and the LA have been very proactive in supporting when we reach out. We are grateful for the level of support provided during the difficult start to September 2026. **Ensure that the role of the temporary additional Safeguarding Officer is effectively integrated, with a clear framework for accountability and oversight – ongoing** • Group C safeguarding training is in place. • Weekly meetings between the Headteacher and Designated Safeguarding Person (DSP) are in place. • Whilst the school is in a difficult financial situation, the role of the safeguarding officer is a critical part of the school's safeguarding response. The number of concerns have been very high since returning in September, with a significant rise in self-harm. The safeguarding officer supporting the DSL provides the capacity to respond to all concerns raised at school. **Carry out regular safeguarding audits and provide ongoing assurance to the Authority and the Programme Board** • The Estyn safeguarding self-evaluation is reviewed annually and presented to governors as part of the school's safeguarding self-appraisal process. • A school safeguarding audit is in place and feeds into the safeguarding action plan. • A Local Authority safeguarding visit has been completed. • The safeguarding self-evaluation has been shared with the local authority in the Summer term as part of the LA monitoring processes. **Strengthen communication methods with parents, pupils and the wider community** • The school website has been updated and continues to be revised in response to feedback. • ClassCharts has been introduced, with staff training completed. The system is available to parents and carers and is being developed further to support communication. • Regular parent drop-in sessions have been introduced, and parent information sessions have taken place. • Regular correspondence with parents ongoing.

	• Morning registration arrangements have been extended to provide additional opportunities for communication and engagement. **Publish regular updates on the school's progress and actions, including responses to the CPR recommendations** • The school is continuing to work with the Local Authority Communications Department on communication arrangements.
4. Challenges faced:	• Significant rise in safeguarding concerns from September 2026
5. Next steps / key milestones:	
6. Risks / Resources:	
7. Communication Considerations	
8. Timelines:	

Strengthening the joint working between Schools, Education and the Children's Services

A Briefing Paper for Estyn's Response Plan Programme Board

Background

Estyn's inspection and the associated Response Plan have set a clear expectation that services are to work using a more integrated approach to ensure that children and young people receive timely, appropriate and coordinated support.

Over the last two years, considerable work has been carried out to strengthen the relationship between schools, the Education Department and the Children's Services. This has involved developing stronger working relationships, improving lines of communication, increasing Education's involvement in statutory processes and ensuring that information is shared more effectively between partners.

The work has focused on strengthening the current working arrangements, developing a shared understanding of roles and responsibilities, and ensuring that concerns are discussed at the appropriate time. The aim is to enable schools and services to gain a fuller insight into the needs of the child and the family, and to coordinate a proportionate response at the earliest opportunity.

What has changed?

Stronger working relationships

The Safeguarding and Well-being Quality Team have played a crucial role in strengthening relationships between schools, the Education Department and the Children's Services. The Team facilitates communication and the flow of information, supports schools to access appropriate advice, and helps to resolve operational matters where clarity or a multi-agency approach is required.

The flow of information between services has improved and more open working relationships have been established between:

- Designated Safeguarding Persons in schools;
- the Safeguarding and Well-being Quality Team;
- managers and officers in the Children's Services;
- the Referral Intake Service;
- Independent Reviewing Officers;
- social workers.

One example of this is the attendance of officers from the Children's Services in training for Designated Safeguarding Persons. This has developed regular opportunities to develop a shared understanding of thresholds, responsibilities and expectations. It has also enabled schools to ask direct questions, discuss practical challenges and build professional relationships with the officers involved in the relevant processes.

Operational feedback from schools suggests that staff are more confident in seeking advice and are more certain of the processes in place. This has created a stronger foundation for raising concerns promptly and ensuring a joint response when necessary.

Joint working and sharing information at a strategic level

The joint working arrangements are also being reinforced at a senior management level. The Safeguarding and Well-being Quality Lead, or an appropriate senior officer from the Education

Department, has and intends to continue to attend meetings of the Children's Services' Management Team on a regular basis. This is aimed at ensuring that relevant information, emerging risks and matters requiring a joint response are discussed at a strategic level, and that the Education Department's perspective is included in the Children's Services' decision-making and priority-setting processes.

This two-way approach will mean that a representative from the Children's Services also attends the Education Department's Management Team meetings. This will offer a consistent approach to sharing information at a high level, identifying cross-service matters at an earlier stage, and ensuring that strategic decisions by both services are informed by a shared understanding of the needs of children, young people and families.

The intention is to also ensure representation from the Children's Services at school headteachers' meetings or forums. This will enable school leaders to obtain first-hand information about developments, expectations and support pathways, and will allow the Children's Services to hear first-hand about schools' experiences and needs.

These arrangements move the joint working beyond contact on individual cases, and create a more structured approach for joint planning, constructive challenge and joint decision-making.

Sharing information more effectively

Education's involvement in formal safeguarding processes has increased. The attendance of the Safeguarding and Well-being Quality Lead in Section 5 Strategy Discussions have ensured that relevant educational information is considered at an earlier stage in risk assessment and decision-making processes.

This enables information about attendance, behaviour, well-being, learning needs and any change in the child's day-to-day experience at school to contribute to the multi-agency picture. Where necessary, the Lead can also facilitate further contact with the school to ensure that the most up-to-date information is available.

Stronger working relationships have been developed between the Safeguarding Officers of the Safeguarding Team, the Manager of the Referral Intake Service and the Independent Reviewing Officers. This has enabled:

- faster responses to information requests;
- more effective discussions regarding risk and needs;
- more informed decisions to be made;
- a better understanding of children's circumstances and experiences;
- operational matters to be resolved at an earlier stage.

Consequently, there are clearer lines of communication and more opportunity to ensure that relevant information from schools is used appropriately in planning and decision-making.

A stronger focus on early support

There has been a positive change in how schools engage with support services. More schools are now getting in contact at an earlier stage when concerns start to develop, rather than waiting until family circumstances have become complicated or the level of the risk has escalated.

This has enabled earlier professional discussions regarding the most appropriate type of support, the information needed and the services that could be involved. This change helps to shift the focus towards prevention, early intervention and proportionate support.

The contribution of officers from the Children's Services to Group C training, which is training for school Designated Safeguarding Persons, has helped schools to improve the:

- quality of Early Support referrals;
- quality and relevancy of reports;
- information presented in Child Protection Conferences;
- understanding of the expectations of services;
- way the voice, experience and needs of the child are presented.

This direct input has provided schools with practical guidance on what information helps services to assess needs, make decisions and plan an appropriate response.

Contribution to the Right Door Strategy

The Education Department and the Children's Services work closely to implement the Right Door Strategy locally. The joint working focuses on ensuring a coordinated and timely response to cases, by sharing relevant information, coordinating the involvement of services and agreeing on the most appropriate response to the needs of the child and the family. Both services also work together to identify and remove barriers that could prevent or delay access to the appropriate support, minimising the need for children and families to repeat their story or be directed unnecessarily between services.

Education's involvement is important as schools often identify changes in attendance, behaviour, well-being or family circumstances early on. Strengthening links between schools, Education and the Children's Services enables this information to be used to inform a more timely, coordinated and proportionate response.

Work on the Strategy provides a wider context for the developments outlined in this paper. It links in with the work on safeguarding, early support, participation and information sharing, and reinforces the expectation that services take joint responsibility for helping children and families to access the appropriate support.

Strengthening the capacity and infrastructure of joint working

New posts and resources have been developed to strengthen capacity across Education and the Children's Services and to provide a more sustainable foundation for the joint working arrangements. These developments include:

- an officer for the Referral Intake Team, funded by a contribution from Education;
- a joint children and young people's participation post between the services;
- a post or resource within Social Services to provide supervision for designated officers.

These posts and resources maximise the capacity to coordinate activity, sustain a focus on the voice of children and young people, and provide more consistent support and supervision for the workforce. They also demonstrate a practical commitment by both services to be jointly investing in areas where there is an overlap of responsibilities and objectives.

Case study

Support and strategic scrutiny in Ysgol Friars

The Safeguarding and Well-being Quality Lead attends the meetings of the Governing Body of Ysgol Friars, as well as the school's regular Well-being Panel. This arrangement has strengthened the link between the school, the Education Department and the Children's Services, and has provided a clear pathway for the school to access timely advice, guidance and support.

Contributing to these meetings allows the Lead to provide professional challenge and support in relation to the school's safeguarding and well-being arrangements. This includes scrutiny of internal processes,

consideration of the quality and consistency of safeguarding reports, and ensuring that roles, responsibilities and escalation routes are clearly understood.

The Lead's attendance at the Well-being Panel also enables concerns or operational matters to be identified and discussed early on. When additional input or support is required, the Lead can facilitate timely links with the Children's Services and other relevant services. This minimises the risk of any delay or lack of clarity and supports a more coordinated response to the needs of children and young people.

Impact

The arrangement has further assured governors that the school's safeguarding processes and reports are subjected to independent and professional scrutiny. It has also reinforced the Governing Body's ability to undertake its function to oversee, challenge and ensure quality in relation to safeguarding and well-being.

For the school, this arrangement has provided more direct access to timely advice, guidance and support. It has strengthened the links with the Children's Services, facilitated the earlier resolution of matters, and ensured that the school can access the appropriate support when concerns or needs surface.

On a wider scale, the example demonstrates how the strategic and operational involvement of Education in school governance and well-being arrangements can strengthen accountability, improve safeguarding practices and support a more timely and coordinated multi-agency approach.

What is the impact of reinforcing the joint working between Schools, Education and the Children's Services?

On professional practices

The work has resulted in:

- maturer working relationships between services;
- an improved understanding of roles and responsibilities;
- more professional trust;
- improved quality of multi-agency discussions;
- more informed decision-making;
- more joint responsibility for ensuring an appropriate response to children's needs;
- more alignment between the strategic priorities of Education and the Children's Services.

On children and families

The operational evidence thus far suggests:

- that more children and families are accessing support at an earlier stage;
- a more timely response to concerns;
- better coordination between services;
- that support plans are more coordinated;
- that decisions are based on a more holistic understanding of the child's experiences;
- that the risk of relevant educational information being omitted from key discussions is minimised;
- that the voice of children and young people is included more consistently in the development of services.

There is a need to continue to develop the quantitative evidence to measure the impact over time. However, the operational examples, the new strategic arrangements and the investment in joint capacity points to positive evidence of progress.

The next steps

In order to build on this progress, it is proposed that we:

- Continue to develop joint training between schools and the Children's Services, including practical contributions from the officers of the services.
- Further strengthen Education's involvement in statutory safeguarding processes and ensure clear delegation arrangements when needed.
- Establish the regular attendance of senior officers from Education at the Management Team meetings of the Children's Services and representation from the Children's Services at Education Team Management meetings.
- Support the new posts and resources to become established, explaining their roles, accountability arrangements and the expected outcomes.
- Continue to develop the joint working between the Education Department and Children's Services, ensuring a consistent two-way input into the strategic decisions of both services.

Conclusion

Considerable work has been carried out to strengthen the joint working between schools, the Education Department and the Children's Services. The improvements are based on stronger relationships, more effective communication, more timely sharing of information and more input from Education into safeguarding and well-being processes.

The new arrangements at a senior management level provide an opportunity to proceed further with this joint working, by ensuring that the points of view of Education and the Children's Services contribute consistently to the strategic decisions of both services. Representation at headteachers' forums will also strengthen the direct link between schools and the Children's Services.

The joint involvement in the Right Door Strategy, along with the new posts and resources, provide a stronger foundation upon which to provide more integrated support, and put the voices of children and young people at the heart of developments.

The arrangements enable schools to seek advice earlier, strengthen the information available during a risk and needs assessment, and support more coordinated responses to children and families. The operational evidence shows that this change improves professional practices and increases the opportunity for children and families to receive the right support at the right time. The next step will be to embed these developments and strengthen the quantitative and qualitative evidence of their impact.

External Supervision for Designated Safeguarding Persons and their Deputies

Education Department and Children Services

What is the recommendation?

Ensure that the Designated Safeguarding Persons for schools and their deputies can have access to external supervision from a qualified, independent and external social worker, when the need arises.

Background

Designated Safeguarding Persons and their deputies play a key part in ensuring that schools respond appropriately and timely to concerns regarding the safety and welfare of children. The role could include dealing with complex situations, making professional decisions, coordinating with statutory services and supporting other staff members.

Guidance, training and operational support is already available through the Safeguarding and Well-being Quality Team and through connections with Children Services. However, it is acknowledged that external supervision offers a different type of professional support. It can provide a confidential and structured place for the Designated Safeguarding Person or their deputy to do the following:

- reflect on practice;
- discuss the impact of complex cases;
- consider decision-making processes;
- identify professional development needs;
- consider their own well-being in the context of the role;
- confirm which further steps are required.

The arrangement is not intended to replace safeguarding procedures, case management advice, escalation arrangements or the school's responsibilities. Its intention is to add an independent layer of reflection, professional challenge and support to those who carry out the designated role.

What has been developed?

The Education Department and Children Services intend to commission a qualified and external individual to be available to provide supervision when the need arises.

It is intended for the Authority to come to an agreement with an independent social worker who has the qualifications, the experience and the relevant understanding of child safeguarding practices. The provider will be able to conduct professional supervision sessions with Designated Safeguarding Persons and their deputies in schools.

Using an external provider will help to ensure:

- the independence of the process;
- appropriate confidentiality;
- objective professional reflection and challenge;
- support from an individual with a relevant qualification and experience;
- a safe place to discuss the emotional and professional impact of the role;
- consistency in terms of the purpose and quality of the sessions.

The arrangement will operate according to the need, instead of as a regular mandatory programme for every officer. This will enable the provision to respond proportionately to individual circumstances, the complexity of cases and the requirements of the role.

How will the arrangement be implemented?

Before implementing the provision, the Education Department and Children Services will agree on a clear implementation framework with the independent social worker.

The framework will note:

- the purpose of the supervision sessions;
- who is eligible to use the service;
- how to apply for a session
- how sessions will be arranged;
- expectations in terms of confidentiality;
- boundaries in terms of confidentiality and the circumstances where information will need to be shared;
- data protection and record-keeping arrangements;
- the difference between professional supervision and urgent advice on cases;
- escalation paths when an operational safeguarding matter arises;
- the arrangements for monitoring the use and quality of the service;
- the financial arrangements.

Schools will receive the provider's contact details, as well as a clear explanation of the purpose of the service and the process to get access to it. The information will also explain that a supervision session should not be used instead of making safeguarding referrals, seeking advice on an urgent matter or following existing escalation arrangements.

Financial arrangements

It is intended for the independent social worker to contact the Authority to process payments in accordance with the number and duration of sessions held.

The following will need to be agreed beforehand:

- the rate of the session;
- the normal length of a session;
- arrangements for cancelling or re-arranging;
- the necessary information to authorise payments;
- the service or the budget responsible for the cost;
- arrangements for invoicing and approving payments.

To safeguard confidentiality, only the minimum necessary information for administrative and payment purposes should be provided. Invoices must not include the details of children, families or any confidential content discussed during the session.

Confidentiality and the service's boundaries

Confidentiality will be a central principle of the arrangement. The individual receiving supervision should be able to discuss their practice openly, knowing that the session is conducted in a professional and independent manner.

However, there will be a need to explain that confidentiality is not absolute. If the information shared suggests that a child or another individual is in danger, that there is a serious concern about

professional practice or that another safeguarding or legal obligation is relevant, the provider will be expected to act in accordance with the agreed protocol.

The protocol should also ensure that:

- no unnecessary personal information is recorded;
- any records are kept safe;
- the length of the retention period is clear;
- the individual receiving supervision understands what information is recorded;
- any action or concern that needs to be escalated is clearly conveyed.

The expected impact

The arrangement is expected to provide many advantages to schools and the Designated Safeguarding Persons.

Impact on individuals

The provision will:

- provide timely access to qualified external support;
- offer a safe place to reflect on cases and practices;
- help individuals to manage the emotional impact of safeguarding responsibilities;
- increase confidence when making professional decisions;
- help to identify training or development needs;
- reduce the risk of professional isolation.

Impact on school practices

The arrangement will:

- strengthen the quality and consistency of safeguarding practices;
- support a culture of reflection, learning and improving;
- offer an independent professional challenge;
- help schools to identify systemic issues or gaps in arrangements;
- confirm the advice and support that is already available;
- provide additional assurance to leaders and governors that the well-being and professional development of those who lead on safeguarding receive appropriate attention.

Impact on children and young people

By supporting those who carry out the designated role, the arrangement is expected to contribute to:

- more consistent responses to concerns;
- more informed decisions;
- identifying risks earlier;
- practices that continue to focus on the child's experience and needs;
- more effective collaboration between schools, Education and Children Services.

Measuring and evaluating the provision

To assess the effectiveness of the arrangement, it is proposed to gather limited and anonymous information regarding:

- the number of sessions held;

- the number of schools using the provision;
- the timeliness of access to a session;
- anonymous feedback from those using the service;
- general themes arising, without including the details of cases or individuals;
- any systemic development or training needs;
- the perceived impact of the sessions on confidence, well-being and professional practice.

The evaluation arrangements should not compromise confidentiality or include the details of children, families, staff members or individual cases.

Next steps

1. Identify a qualified, experienced and independent social worker to provide the sessions.
2. Complete the relevant competency, registration, insurance and safeguarding checks before starting the arrangement.
3. Agree on a commissioning agreement that notes the scope of the work, the provider's responsibilities and the financial arrangements.
4. Develop a supervision protocol that explains the purpose of the sessions, confidentiality, record keeping, data protection and the escalation paths.
5. Agree on a simple and confidential process for the Designated Safeguarding Persons and their deputies to apply for a session.
6. Share contact details, the purpose of the service and the admission arrangements with schools.
7. Explain the difference between supervision, operational advice on cases and the need to make a referral or escalate concerns.
8. Establish payment arrangements based on the sessions conducted, without disclosing confidential content.
9. Review the arrangement after the initial operational period to consider use, accessibility, quality and impact.

Conclusion

The Education Department and Children Services have agreed in principle to develop a commissioning arrangement to provide external supervision to Designated Safeguarding Persons and their deputies.

The arrangement will provide access to a qualified and independent social worker when the need arises. This will offer an added tier of reflection, challenge and professional support, confirming the existing arrangements that are available through schools, Education and Children Services.

Implementing the arrangement by means of a formal agreement, clear confidentiality protocol and simple access process will help ensure that the provision is independent, safe and accessible. This is expected to strengthen the well-being and confidence of those leading on safeguarding, improve the quality of schools' practices and contribute to more consistent and effective responses to the needs of children and young people.

Theme 1 - Voice of the Child and Supporting Victims

No.	Task Ref	Theme	Recommendation / Objective	Action	Can CG implement:	Relevant to:	Responsibility - Cyngor Gwynedd	Timetable	RAG	Task / Ongoing	Measure	Resources	What has already changed?	What still needs to be done?
1		**Theme 1 - Voice of the Child and Supporting Victims**	All organisations working with children must ensure that their policies in relation to listening to the voice of the child are revised, implemented in full and reflect what has been learned from this Review See also that a recent (November 2025) Estyn / CIW report set out the recommendation Establish a corporate policy on the voice of the child and rectify arrangements to listen to the voice of the child under the Safeguarding Procedures for Wales to ensure consistency across the education and children and families departments; using messages from children and young people's forums to directly influence strategic planning	The Council will develop a policy on listening to the voice of the child and ensuring that it is implemented effectively.	Yes	All organisations	Gwern Ap Rhisiart	October 26		Task	YES	YES	A first draft of the strategy has been produced which will form the basis for discussion with our Children and Young People's Forum moving forward. Two things are needed really, a clear strategy that addresses all the requirements and responds to the statutory requirements along with something simple and clear that will signal our clear commitment to ensuring the voice of the child in our every day work. This draft was submitted to the Board in March 2026. We have moved from using the word policy to using the word strategy. There are 5 parts to the strategy. Headings: 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 The Strategy has now been completed, and the following draft appendices are also in place: The Voice of the Child in Children's Services The Voice of the Learner in Education Children and Young People's Voice Forums Strategic Integration and Governance of the Voice of the Child A meeting was held with the Gwynedd Children and Young People's Forum to go through the Strategy. All of their comments have been incorporated into the final version following a full-day session on 16 July. By the time of the Board meeting, the Strategy will have been presented to Cabinet, with the expectation that it will be formally adopted.	Ongoing monitoring will be required to ensure that we continue to adhere to the Strategy. The appendices to the Strategy set out in detail how we will measure its impact across the Council.
2		**Theme 1 - Voice of the Child and Supporting Victims**	Organisations must be able to show evidence to their professional Board and Regulators that they have a process in place for listening to children and that it is embedded and operational in the organisation	Cyngor Gwynedd will need to establish and evidence systems for listening to children, with clear measures in place and regular reporting to the relevant professional boards and regulators.	Yes	All organisations / Regulators	Gwern ap Rhisiart / Dylan Owen	Ongoing		Ongoing	YES	YES	The measures will be developed in conjunction with the Voice of the Child Strategy (appendix: Strategic Integration and Governance of the Voice of the Child) and the Children's Department's Quality Assurance Framework. These are now in place.	We will work with the Regional Safeguarding Board and relevant regulators to ensure that the agreed measures are embedded within their reporting, monitoring and assurance arrangements.
5		**Theme 1 - Voice of the Child and Supporting Victims**	When a referral is made under Wales Safeguarding Procedures Section 5, and is third party, the child who is subject of the referral must be spoken to by children's social care, even where they have not made a disclosure themselves. See also that a recent (November 2025) Estyn / CIW report identified a very similar recommendation namely that it is necessary to: engage with the child when he or she declares a risk of harm/abuse/neglect		Yes	All Local Authorities	Dylan Owen / Sharron Carter					Corporate bid approved	The procedure is now in place for Section 5 allegations. However, some challenges have been raised. 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. Some other local authorities have also pushed back when the child lives in a neighbouring county. 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. The numbers of those who refuse are now monitored through the Children's Department's Performance Challenge arrangements.	Completed - Monitoring through performance management.
4		**Theme 1 - Voice of the Child and Supporting Victims**	In schools, these changes must be recorded on an electronic data management system	Record any behavioural changes that may be indicative of grooming on an electronic data management system	Yes	Schools	Gwern ap Rhisiart	Sept-26		Ongoing		The system has been purchased from a budget we already had.	Regarding the recommendation **all schools** are now in a position to record changes in behaviour, concerns, or other relevant information digitally, either through Bromcom or via existing systems such as MyConcern. It is important to note that the majority of schools continue to use MyConcern at present, but there are no longer any schools without access to a suitable electronic recording system. This provides a more consistent basis for record-keeping and reduces the risk of relying on paper-based arrangements or inconsistent processes.	Continue to provide training to schools on the use of the Bromcom system for recording changes in children's behaviour. Secondary schools will be prioritised for the transition to Bromcom.
6		**Theme 1 - Voice of the Child and Supporting Victims**	LA1 should consult with pupils to identify the best way to enable them to access an individual/service outside school to report concerns. Contact details should be prominently displayed in all schools	Cyngor Gwynedd should consult with pupils to identify the best way to enable them to access an individual/service outside school to report concerns. Contact details should then be prominently displayed in each school.	Yes	Cyngor Gwynedd	Gwern ap Rhisiart	July26		Task	YES		We have developed an Education Safeguarding and Wellbeing Team comprising four members of staff, rather than designating a single individual officer. This approach ensures that a child's access to support is not dependent on the availability of one person. A presentation has been delivered to headteachers, during which we reinforced the need to ensure that contact details for external sources of support are readily available in locations that are easily accessible to children. An initial response has been received from over 1,000 young people to a questionnaire developed by the Forum. More than 14% indicated that they would not feel confident speaking to someone if they were worried about something. This is a relatively high figure and differs from what we would normally expect to see in questionnaires conducted at school or authority level. Unfortunately, as the questionnaire was designed by the young people themselves, it did not include a question exploring the reasons why respondents felt this way. The scrutiny investigation into safeguarding in schools also recommended that contact details for the Education Safeguarding and Wellbeing Team, the Referral Intake Team and the out-of-hours service should be clearly displayed within training materials. This has now been implemented. Posters displaying the contact details for the Education Safeguarding and Wellbeing Team are being displayed in every school. The Education Safeguarding and Wellbeing Team undertakes an annual visit to every school to check that all appropriate arrangements are in place and understood. The findings from these visits are consistent with those of the recent scrutiny investigation into safeguarding in schools, namely that children are able to identify trusted adults they can speak to, sources of support within school, and external sources of support. A pack of posters has been provided to schools to raise awareness of the support services available to children and young people. The Team will continue to monitor and promote their effective use as part of the quality assurance process. This is intended to further strengthen pupils' awareness of the sources of support available to them, both within and outside school, and to increase their confidence in seeking help when needed. Rhowch eich adborth ar BizChat	We will now consider the recommendations of the Scrutiny Committee Investigation in more detail , now that it has been completed.
8		**Theme 1 - Voice of the Child and Supporting Victims**	Local Authorities should show evidence of how they support and advocate for victims of trauma, on a case-by-case basis, where their ability to access education has been limited due to their experiences. This would include ensuring that victims have access to further and higher education, and the funding needed to do so, when the requirements for grades and attendance have not been met due to the trauma they have been through	Supporting trauma victims and tailoring support to match the individual's needs.	Yes	All Local Authorities	Gwern ap Rhisiart	Ongoing		Ongoing	Yes	Yes	An apology and an offer to meet have been extended to everyone involved. Support has been offered directly through partner organisations, and the Council has also supported requests for specialist therapeutic services. A letter has been sent to the boys who were victims. Individual discussions have now taken place with the Independent Sexual Violence Advisers (ISVAs) to develop tailored support packages. In addition, one-to-one contact is taking place with some of the victims, either face-to-face or via Microsoft Teams, depending on the individual's preference, to discuss their needs at both an individual and family level. One of the greatest challenges is identifying specialist therapeutic services and interventions for victims within the local area. Agreement has been reached to map the availability of therapeutic services both locally and across the region.	Continue meetings with the victims' advocates, with ongoing discussions about the level of support available and any additional support required, including the needs of both the individual and their family.
9		**Theme 1 - Voice of the Child and Supporting Victims**	Dealing with claims for compensation - Resolving outstanding cases in a timely manner	Process claims for compensation and resolve ongoing cases promptly.	Yes	Cyngor Gwynedd	Nia Grisdale	Ongoing		Task			Any issues received are now in the hands of expert lawyers, who will work towards a timely resolution, supported by the Council's legal department.	There is a procedure in place to work with the solicitors when a claim is received.
10		**Theme 1 - Voice of the Child and Supporting Victims**	**Voice and Experience of Children and Young People** In addition to the content of the CPR report, ongoing work is being done with: - Supporting the growth and confidence of the County Youth Forum - School Councils - Child Friendly County Initiatives - Promoting children's rights - Trauma Informed County training programme	Co-ordinate a strategic, cross-Council approach to the Voice and Experiences of Children and Young People (Children's Rights Approach), embedding a strong child-centred culture across all services.								Possible - training costs	Trauma-Informed and Child-Friendly A work programme has been developed which focuses on: a) developing Gwynedd as a child-friendly county, placing children's rights at the heart of decision-making; and b) progressing towards becoming a trauma-informed, compassionate and empathetic organisation. The programme focuses on delivering long-term cultural change through: A corporate and specialist training programme; Reviews of policies and procedures; Self-assessment; Monitoring and evaluation of impact. The Action Plan and its implementation will continue under the Caring Gwynedd Priority Area and through the cross-departmental Supporting People Working Group, to embed a whole-Council approach to these themes. To date, the Adverse Childhood Experiences (ACEs) e-learning module has been promoted to all Council staff, with Heads of Service encouraged to raise awareness of it within their departments. Elected Members are also being encouraged to complete the module.	The Action Plan and its delivery will continue under the Caring Gwynedd Priority Area and through the cross-departmental Supporting People Working Group, to embed a whole-Council approach to these themes. The Work Programme has been presented as part of the Scrutiny Committee Papers - Autumn 2026

7		**Theme 1 - Voice of the Child and Supporting Victims**	Welsh Government to develop the curriculum to ensure pupils have the knowledge to understand grooming behaviour by adults and know how to report this safely to an adult	Curriculum changes to ensure pupils understand and report the behaviours of adults who groom and report this	Yes	Welsh Government	Gwern ap Rhisiart	Sept - 26		Ongoing	NO	None at the moment		Cyngor Gwynedd follows the National Curriculum and is keen to implement any changes introduced by the Welsh Government once they have fully considered the matter. We continue to await any further developments to the curriculum.

Theme 2 - Managing Allegations and Concerns About Adults Working with Children

No.	Task Ref	Theme	Recommendation / Objective	Action	Can CG implement :	Relevant to:	Responsibility - Cyngor Gwynedd	Timetable	RAG	Task / Ongoing	Measure	Resources	What has already changed?	What still needs to be done?
18		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	Ensure that the referral form is easy to access and not difficult to complete	Ensure that the public are aware of the referral process, and that the referral form for professionals is accessible and simple to complete.	Yes	Cyngor Gwynedd	Dylan Owen	To be confirmed – awaiting a national update to the Referral Form.		Task	Yes	Not at the moment	**Accessibility of the Referral Form** Feedback suggested that the general referral form for professionals was difficult to locate. In response, the referral pathways have been made clearer on the public website and the staff intranet. It is now being made more explicit **that the process for members of the public is to contact the Duty and Assessment Team to raise a concern or make a referral by telephone**, whereas only professionals are required to use the referral form. This form is not solely for safeguarding referrals under Part 5, it is used for all referrals and requests for services for children and families made by professionals. The professional referral form has also been circulated to all schools, and a Word version that can be completed easily is available on the Hwb platform for all school staff. **Development of the Referral Form** The current referral form is a regional form used by all North Wales local authorities and the Health Board. Due to the high number of referrals received from the Police, it has been agreed that they will continue to use the CID16 (Combined Assessment and Referral Form) for submitting referrals. Any changes to this process would need to be led by the Regional Safeguarding Board. A new national referral form has been developed and is being introduced gradually by the National Safeguarding Board. As noted above, this is not solely a form for safeguarding referrals under Part 5, but a form that will be used for all referrals and requests for services for children and families. Gwynedd has expressed an interest in acting as a pilot site for its introduction through the North Wales Regional Safeguarding Board. There is no intention to wait for the new MOSAIC system, and the aim is to introduce the form as soon as possible. However, there is currently no confirmed date for the introduction of the National Referral Form.	We are awaiting confirmation regarding the national development of the referral form and whether Gwynedd Council will be included as part of the pilot to test its implementation. No indicative date has been provided at this stage.
	18.1	"	"	Ensure that the form is easy to access under Child Abuse, Children and Supporting Families and Keeping Pupils Safe on the Council's website.	Yes	Cyngor Gwynedd	Sharron Carter	Nov-25		Task				
	18.2	"	"	E-mail all schools in Gwynedd to raise awareness of the amended form, and ensure that a copy goes on the schools hub.	Yes	Cyngor Gwynedd	Sharron Carter	Nov-25		Task				
	18.3			Apply to be part of a National Pilot for a new referral form.	Yes	Cyngor Gwynedd	Dylan Owen	March-26		Task				
	18.4	"	"	Transition to the new MOSAIC System for Social Services	Yes	Cyngor Gwynedd	Sharron Carter	March-27		Task			There have been delays, and the transition to the MOSAIC data system will not take place until March 2027.	
	18.5	"	"	Developing a new digital form. (Depending on the direction of the national form)	Yes	Cyngor Gwynedd	Sharron Carter	tbc		Task			There is currently no confirmation as to whether the pilot will proceed or whether the Council will be included, as of October 2026.	
13		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	The regulatory body (ESTYN) carries out inspections in individual schools and reports on whether safeguarding arrangements at a local (school) level meet the requirements.	Work with ESTYN to support and respond to inspections at a school level, ensuring that safeguarding arrangements in individual schools meet regulatory requirements.	Yes	Cyngor Gwynedd / Estyn	Gwern ap Rhisiart	Ongoing		Ongoing	Yes	Dependent on findings per School	Estyn shares any safeguarding concerns from school inspections with the Council and these are discussed during their termly meetings with the Authority. Monitoring and risk mitigation arrangements are in place. An annual system is in place to monitor all schools through our Quality Assurance visits and ensure that any school that has safeguarding findings following an Estyn visit receives support to address those issues. This is now part of the Response Board's measures.	Implemented with an ongoing monitoring procedure in place.
15		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	Decisions about the threshold for using the procedures are required to be made at a multi-agency meeting and not by the LADO alone, and to take into account previous concerns, complaints and allegations		Yes	Welsh Government	Dylan Owen / Sharron Carter	Ongoing		Ongoing	Yes	Corporate bid approved	The Children's Department has already implemented a number of internal measures to ensure that decisions are not made by the LADO alone. This includes increasing capacity through the use of additional Designated Officer (DOS) roles within the safeguarding unit, as well as adapting strategic discussion meeting templates to ensure that all relevant historical information is captured and shared appropriately. Discussions are also now taking place to review the Adult Safeguarding Team arrangements in order to strengthen and align Part 5 work. A corporate bid was approved at the Full Council meeting in March, which will enable the Department to appoint additional staff to help manage increasing pressures. The Children's Department has also commenced discussions with North Wales Police, exploring the possibility of replicating arrangements already in place in neighbouring counties —namely " Open Line Access" —through the establishment of a dedicated Microsoft Teams channel. However, following further discussion and a reflective review of our existing processes with the Police, it was concluded that this would not add value to current arrangements, which are already working effectively and where partnership working remains strong. A paper was presented to the Board in July to highlight the decision and outline the next steps	Although Cyngor Gwynedd has revised its arrangements in line with the CTED recommendations, the new national procedures for Part 5 do not fully reflect or address those changes. The new Guidance states: " The Local Authority Designated Officer/Safeguarding Designated Officer is responsible for receiving, responding to, making decisions on and monitoring all reports relating to allegations against practitioners/persons in a position of trust." This is a matter of concern for the Council, as the procedures do not recognise or reflect the operating model that has been established locally in response to the CTED recommendations.
16		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	When a referral is made under Section 5 of the Safeguarding Procedures for Wales, all safeguarding information on the child's record on the data management system must be taken into account when assessing risk and vulnerability	When a referral is made under Section 5 of the Safeguarding Procedures for Wales - Section 4, ensure that all safeguarding information kept on the child's record is reviewed when assessing risk and vulnerability	Yes	All organisations	Dylan Owen	Sep-25		Task	Yes	No	Practice now includes consideration of previous referrals. An internal audit was carried out to review previous referrals to ensure proper consideration was given. The Part 5 discussion forms and strategic meetings have been updated to confirm that the child's records have been checked, reviewed and considered, and that this has been clearly recorded. They are also an incentive for other attendees, such as Education or HR representatives, to review any relevant background information and records. The practice will continue to be monitored.	Implemented/completed.
17		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	The Our Bravery Brought Justice report has identified a number of missed opportunities, some of which relate to shortcomings in the Part 5 implementation arrangements. Specifically: - Too much emphasis on the criminal threshold, more consideration needed for "suitability to work with children" - Rigidity and lack of flexibility in discussing thresholds - Ensure that other LAs are invited to part 5 meetings discussions and strategy meetings if they involve a child in their area - Ensure that chairs of governors are invited to formal part 5 Meetings Similarly, the November 2025 Estyn / CIW review identified the need to: - notify the referrer within seven working days of the outcome of a referral - ensure the regular contribution of key practitioners to strategy discussions - Establish corporate quality assurance arrangements that measure the impact of safeguarding and child protection work on practice and on children's well-being and use the findings to inform decision-making, prioritise resources and strengthen governance at all levels.	Looking at the issues raised in the Report on Part 5 arrangements will form part of the Quality Assurance Framework and an audit programme that the Children's Department will put in place.	Yes	Cyngor Gwynedd	Sharron Carter	Ongoing		Ongoing	Yes	Yes - employ a DOS who will also lead on the Audit Framework for the Department	A second draft of the Quality Assurance Framework was presented to the Response Plan Programme Board and the Ministerial Assurance Group in March. The final Framework has now been completed. Part of the Framework focuses on the review and monitoring of Part 5 meeting arrangements. In addition, further measures have been incorporated into the progress report to enable effective scrutiny and ensure that these arrangements are implemented consistently and appropriately. Further work is also required to consider how we will ensure that the referrer receives notification of the outcome of a referral within seven working days. In practice, this presents a challenge, particularly in complex Part 5 cases. We have successfully recruited to the Quality Assurance Manager role, which will also have responsibility for developing an audit and review programme across the Children's Department. The postholder has now started in the role.	Monitor and evaluate – a meeting has been arranged in January with Children's Department managers.
19		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	Ensuring a transparent and open culture when dealing with referrals – being open to information over the phone		Yes	Cyngor Gwynedd	Dylan Owen / Sharron Carter	Ongoing		Ongoing	No	No	The Department is available to provide advice and receive referrals by telephone. There are also professional and ethical requirements for individuals raising concerns about a child to record key information, ensuring that clear written evidence is available and enabling the Department to respond appropriately and accurately. The safeguarding page on the Council's website provides the Referral Intake Team's telephone number, 01766 772577, with option 1 for children and option 2 for adults. Our Safeguarding Policy (2026), adopted by Cabinet in July, also promotes the telephone number and encourages staff to have a discussion with the Referral Intake Team.	Part of our ongoing work includes raising awareness across the wider workforce to ensure everyone understands the correct procedures, for example by training staff on what information needs to be recorded (see Theme 3).
22		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	Restructure and establish the Gwynedd Schools Safeguarding and Well-being Service		Yes	Cyngor Gwynedd	Lion Williams	Ongoing		Completed		The restructuring has already taken place. Additional WG funded post.	Reported at the meeting that the restructuring of the Education Services in order to establish the Gwynedd Schools Safeguarding and Well-being Service had been completed. This provides capacity to check the quality of school arrangements annually as well as durability in terms of staffing. Appointed for the fourth team member to start in their role at the beginning of February 2026.	Implemented - continuously review the team's structures.
23		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	Ensure a better working relationship with Schools so that referral is not perceived to be troublesome/referrals refused.		le	Cyngor Gwynedd	Sharron Carter / Gwern ap Rhisiart	Ongoing		Ongoing		No	Team managers already meet regularly with heads and arrangements are planned to be in place for the schools that request them. There is also close collaboration between the Schools Safeguarding and Well-being Team and the Children's Services Teams.	A specific paper will be presented to the Board (19 October) to clarify the collaborative working arrangements.
24		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	Ensure better communication/co-ordination between the education and children's departments.		Yes	Cyngor Gwynedd	Sharron Carter / Gwern ap Rhisiart	Ongoing		Ongoing		No	There is evidence of close collaboration between the two Departments in order to deliver a number of the recommendations, for example, the Voice of the Child Strategy. In March, the Director of Social Services and the Head of Children's Services attended a meeting of the Special Schools Headteachers Forum. It was agreed that the meeting was beneficial, and close collaboration will continue. With Sharron Carter appointed as interim Head of Children's Services, the Department's Management Team meetings will invite the Education Management Team to join quarterly meetings from April onwards. We have worked jointly with Education to develop the content and commission the NSPCC to deliver training on Grooming (as referenced under recommendation 30, Theme 3).	A specific paper will be presented to the Board (19 October) to clarify the collaborative working arrangements.
25		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	Ensure that Strategy Discussions are recorded clearly and clarity regarding the decisions made at these meetings	Introduce Magic Notes across the workforce to support the effective and consistent recording of meetings.	Yes	Cyngor Gwynedd	Sharron Carter	Ongoing		Ongoing	Yes	Yes - Magic Notes costs	The pilot to trial Magic Notes for recording Strategy Meetings within the Children's Department has commenced. Initial feedback has been very positive, and it is likely that the service will be purchased on a permanent basis. The Quality Assurance Framework states: " Audit activity will be undertaken regularly by team managers through the scrutiny of case files created by social workers, to ensure that case records are up to date and comply with statutory and local requirements." An evaluation of the Magic Notes pilot has identified that it is a valuable tool for staff and the wider workforce. We have now signed an agreement with Beam, and the software is being rolled out across the Council, with Social Services being prioritised. Training continues to be provided to Beam Notes users and includes a specific section on recording safeguarding matters, to ensure consistent and effective record-keeping. A challenge has arisen as neither the Police nor the Health Board is willing to participate in meetings where Beam Notes is being used. This will be explored further, as the situation presents a significant barrier to effective multi-agency working. These discussions are ongoing.	In the longer term, consideration will need to be given to how the use of Beam Notes could be expanded or integrated with the MOSAIC system. It is not anticipated that this will be possible before March 2027.
		Theme 2 - Managing Allegations and Concerns About Adults Working with Children	The Welsh Government is considering requiring schools to develop an 'Adult Conduct of Concern Policy' (known in England as the 'Low-level Concerns Policy'), and is considering providing guidance on safe working practices. **Barrister's Report - Recommendation 2:** Ensure that records relating to safeguarding issues are stored in a secure central location, rather than being kept separate in individual staff members' files The Barrister's Report also stated that the Council should implement clearer guidance for dealing with informal concerns, which are issues that reveal a safeguarding risk raised outside the context of the formal referral process.	The Welsh Government is considering requiring schools to develop an 'Adult Conduct of Concern Policy' (known in England as the 'Low-level Concerns Policy')	Not directly.	Welsh Government	Dylan Owen	Ongoing		Task	Yes	No	Following discussion at the Response Board (February 2026), and due to complexities arising from potential conflicts between national safeguarding and human resources procedures, it was agreed to pause this work pending further guidance from the Welsh Government. We are awaiting confirmation of the Welsh Government's timetable. This has been reported to the Ministerial Assurance Group (March 2026 and July 2026).	This matter continues to be raised with the Welsh Government.
	14.1	"	"	Circulate a copy of the policy used in England to relevant officers for consideration and identify if anything can be done in the meantime.	Yes	Cyngor Gwynedd	Dylan Owen	Oct-25		Task				
	14.2	"	"	Meet with the HR Department to look at what can be done corporately and whether it is possible to maintain a centralised list of staff who are subject to a safeguarding claim.	Yes	Cyngor Gwynedd	Dylan Owen	Oct-26		Task				

	14.3	"	"	Meeting with Safeguarding Officers (Children and Adults), the Head of Education and the Head of Corporate Services (HR) to decide on a way forward.	Yes	Cyngor Gwynedd	Dylan Owen	Nov-25		Task				
	14.4	"	"	Work with the Data Protection Team to consider any measures/guidance that need to be put in place and for how long it will be possible to store information etc.	Yes	Cyngor Gwynedd	Dylan Owen	Dec-25		Task				
	14.5	"	"	Reintroduce the list corporately and ensure that HR manages it as an operational process.	Yes	Cyngor Gwynedd	Dylan Owen / Ian Jones	Feb-26		Task			Following a discussion on 4.2.26 it was decided to delay the reintroduction of the central list system, given that it was not being used pre-Covid. Historical information is now checked by Social Services every time a Part 5 referral comes in, and with new systems developments underway (MOSAIC and HR System) it will be possible to look at and make use of technology to facilitate flagging the information centrally.	
	14.6			Look at further technology (e.g. The new HR system when it is in place) that can simplify the process as much as possible.	Yes	Cyngor Gwynedd	Dylan Owen / Ian Jones	March-27 onwards		Ongoing				
	14.7	"	"	The North Wales Safeguarding Board has also indicated that further discussions will take place within the Wales Safeguarding Procedures Project Board.	Not directly.	Regional Safeguarding Board	Dylan Owen	To be confirmed		Ongoing				
11		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	The revised procedures state that the voice of the child must be heard, even if the child has not made any disclosure.		No (but see No. 5 to see what the Council is doing to strengthen the Voice of the Child)	Welsh Government	Dylan Owen	Ongoing		Ongoing	Yes	Yes - See Theme 1 (No. 5)	This recommendation relates to the modification of national procedures (which is a matter for the Welsh Government). See Theme 1 (No. 5) to see how the Council is strengthening the Voice of the Child in the referral process.	See Theme 1 (No. 5).
12		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	Safeguarding Boards receive and scrutinise Local Authority reports on managing claims at least once a year, and that reporting of the allegations becomes part of the regulatory requirements of Estyn and CIW.		Not directly	Regional Safeguarding Board / Regulators	Dylan Owen	Ongoing		Ongoing	Yes	No	In line with the requirement, the Council provides quarterly updates to the Regional Safeguarding Board, which include information on activity, outcomes and emerging trends relating to Part 5 matters.	The Council will work with the Regional Safeguarding Board, Estyn and Care Inspectorate Wales (CIW) to respond to any further reporting requirements that may arise in the future.
20		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	The Welsh Government ensures that the review of Section 5 procedures is shaped by the lessons from this Review and takes them into account		No	Welsh Government	Dylan Owen	To be confirmed		Ongoing	None at the moment	Dependent on the findings of the Review	Cyngor Gwynedd has implemented the new procedures; however, due to inconsistencies with the CTED recommendations, the Council is going beyond the requirements set out in these procedures.	There are inconsistencies between the new Part 5 procedures and the CTED recommendations, and Cyngor Gwynedd has raised this matter with the Welsh Government.
21		**Theme 2 - Managing Allegations and Concerns About Adults Working with Children**	The Welsh Government's new Strategy (10 Year Strategy 2025-2035 for the prevention of child sexual abuse (which builds on the National Action Plan for Preventing and Responding to CSA, July 2019) is going through a stress test against the findings of this review and any lessons learned are incorporated into the new strategy		No	Welsh Government	Dylan Owen	Sept-26		Ongoing			The Council has already responded to the consultation and stated that it is essential that the Welsh Government's Child Sexual Abuse Prevention Strategy 2025–2035 is thoroughly tested against the findings of the CPR. The strategy must take account of the local lessons to be learned in order to ensure meaningful improvements in practice. Following the Welsh Government's publication of the Strategy in March 2026, further work is required to identify any areas requiring action. The Children's Department, Education Department and Adults' Department will meet during May to consider the Report in greater detail. The strategy has now been published, and a group of internal officers is ensuring that its objectives are being implemented. These are being taken forward through the Board's procedures and the work of Cyngor Gwynedd's Departments.	We were pleased to see the influence of the CTED review reflected in the Strategy, ensuring that the activities align with the wider strategic direction.

Theme 3 - Training and Policies

No.	Task Ref	Theme	Recommendation / Objective	Action	Can CG implement:	Relevant to:	Responsibility - Cyngor Gwynedd	Timetable	RAG	Task / Ongoing	Measure	Resources	What has already changed?	What still needs to be done?
30		**Theme 3 - Training and Policies**	All agencies must ensure that their staff are trained to detect and record a change in a child's behaviour that may indicate that adults are grooming them and/or that they are being abused That all staff, volunteers (including administrative and facilities officers) and school Governors receive training on sex offenders' modus operandi and their methods of grooming using the Finkelhor model. See also that a recent report (November 2025) by Estyn / CIW stated in the recommendations that it is necessary to: Strengthen safeguarding training for all staff and governors, ensuring it is fit for purpose and includes information on exploitation as well as establishing robust processes to evaluate the impact of training on practice.	Ensure that all staff, volunteers (including administrative and facilities officers) and school Governors receive training on sex offenders' modus operandi and their methods of grooming using the Finkelhor model.	Yes	All oranisations	Ian Jones / Sharron Carter / Llion Williams	Sept-2026		Ongoing			As there was no existing training package specifically covering this topic, the NSPCC was commissioned to develop a comprehensive training package. This has resulted in some delay in developing the package. However, to ensure that school staff receive the necessary training in the meantime, we adapted the existing safeguarding training to cover the main requirements and key messages relating to grooming. The package will be delivered in two parts: firstly, a webinar for all Council staff to raise awareness of grooming; and secondly, more specialised sessions tailored to specific groups, including social workers and designated safeguarding persons in schools. The webinar training has now been published and shared with staff. The package will also be available for other authorities to use or purchase, ensuring that the investment contributes to improving practice more widely.	Time is needed to embed the training and measure its impact. Completion rates among key staff will need to be monitored. As the webinar is still in its early stages, it will need to continue to be promoted to increase awareness and participation. Part 2 of the training will build on the webinar content, providing a higher level of more detailed training for key staff.
	30.1	"	"	Review existing training within the Children's Department	Yes	Cyngor Gwynedd	Sharron Carter	September 2025		Task				
	30.2	"	"	Include information about grooming in school safeguarding packs	Yes	Cyngor Gwynedd	Gwern Ap Rhisiart	September 2025		Task		If we are required to move more quickly than the Welsh Government in terms of training materials we will need to commission this.	Cross-departmental work has been undertaken to commission an appropriate training resource for the Council's workforce at two levels. Providers have applied for the work with one meeting the criteria.	Further work to be done before the resource is operational through the central training system and in schools.
	30.3	"	"	Investigate the range of training and resources offered by external providers.	Yes	Cyngor Gwynedd	Sharron Carter	October 2025		Task				
	30.4	"	"	Deciding on a training pack for 2026/27	Yes	Cyngor Gwynedd	Sharron Carter	December 2025		Task				
	30.5			Comission the NSPCC to provide a 2-layer training package	Ie	Cyngor Gwynedd	Sharron Carter	March-2026		Task				
	30.6			Receive a draft of the training webinar NSPCC	Ie	Cyngor Gwynedd	Sharron Carter	July-26		Task				
	30.7			Translation of the webinar	Ie	Cyngor Gwynedd	Sharron Carter	Aug-26		Task				
	30.8			Training ready to share and monitor	Ie	Cyngor Gwynedd	Sharron Carter	Oct-26		Task			Presented in September	
	30.5	"	"	The North Wales Safeguarding Board has also announced it is intention to develop a regional training programme for the safeguarding workforce across Children's Services and Education, which is a welcome benefit.	Not directly.	Regional Safeguarding Board	Dylan Owen (as the representative on the Safeguarding Board)	Tbc		Ongoing				
32		**Theme 3 - Training and Policies**	That the Safeguarding Board is reassured that Local Authorities have clear Whistleblowing policies, and that attention is drawn to them and that all staff can use them safely	Cyngor Gwynedd's Whistleblowing Policy has been addressed and can be used safely by all staff.	Yes	Regional Safeguarding Board	Ian Jones	April 2026		Ongoing	Yes		Corporate (staff) The Whistleblowing Policy is already in place and the Council has undertaken an Internal Audit on the awareness of it in June 2024. A Task and Finish Group was established in July 2025 and a work programme is in place to review the Corporate 'Whistleblowing' Policy and the Model Policy for Schools. This includes inviting external experts (PROTECT) to provide views and ensure that the policy is fit for purpose and undertaking a consultation process with Unions. The revised Whistleblowing Policy was approved by Cabinet in January 2026. Work is also underway to promote the Policy, including through the Managers' Network and the Council's weekly staff bulletin. Elected Members To complete a review of the existing arrangements to enable Councillors to raise concerns, including independently where necessary, and that the review is carried out in partnership with the Protect organisation and in consultation with Councillors. Education/ Schools: The Task and Finish Group has made a comparison with the Welsh Government's policy in terms of schools and at present does not consider it necessary to introduce a new policy for Gwynedd schools. Rather, it is recommended that all schools move to adopt Government policy as soon as possible.	Monitor and implement a programme to raise awareness and provide training for Heads of Department, Assistant Heads, Managers, Team Leaders and staff will continue. The Council will continue to work with the Safeguarding Board to respond to any future assurance or reporting requirements that may arise.
35		**Theme 3 - Training and Policies**	Barrister's Report - Recommendation C1: Introduce **additional training for staff** on record-keeping procedures and ensuring that staff are trained to an adequate standard	Add additional safeguarding record-keeping training to the existing e-module.	Yes	Cyngor Gwynedd	Ian Jones/ Dylan Owen	Sept 2026 onwards		Task			An options appraisal has been completed for the delivery of this training. A key constraint is that we are unable to amend the core training content ourselves, as it is a standard national Social Care Wales e-learning module. It was originally thought that additional information could be included on the module's landing page; however, following further consideration, it was concluded that this content would appear before the core safeguarding training and therefore would not be appropriate. Our intention was to ask Social Care Wales to incorporate additional wording into the online e-learning module, but we did not receive a response to our request. We have therefore proceeded with the development of an appendix to accompany the Corporate Safeguarding Policy, setting out clear expectations for recording information, including what was heard, observed and any other relevant information that should be documented. The appendix was formally adopted as part of the Corporate Safeguarding Policy by Cabinet in July. Specific training on recording practice continues to be delivered regularly to social workers and care staff through the Training Unit. More recently, additional training on recording standards has been provided to Children's Services staff as part of the Beam Notes training programme, reinforcing the importance of accurate, timely and effective record-keeping.	Further work to raise awareness of the appendix (e.g. QR Code) and refinement following any feedback from the workforce. This will happen through the Corporate Safeguarding Champion.
38		**Theme 3 - Training and Policies**	Barrister's Report - Recommendation D: Ensure that all staff who may be involved in safeguarding decision-making have completed **the mandatory minimum level of safeguarding training** (including advanced training for specific staff who need it)		Yes	Cyngor Gwynedd	Ian Jones			Ongoing	Yes		We have successfully recruited a Safeguarding Champion, and positive work is underway to increase training completion rates and promote safeguarding training across the Council. The Safeguarding Operational Group agreed that further work is required to map the level of safeguarding training required for different roles across the organisation. The original intention was for the Learning and Development Team, with the support of the Director of Social Services, to commission an external provider to undertake this work. The Recruitment and Selection Policy has also been revised to reflect the requirement for mandatory safeguarding training on commencement of employment. Work has now commenced with the Director of Social Services to review and map the current training levels. Attempts were made to commission an external provider to undertake this work; however, this was not possible. As a result, it has been agreed that the exercise will instead be undertaken collaboratively with the Designated Safeguarding Persons from each Department during the autumn.	We will complete the mapping exercise to identify the level of safeguarding training required for each role across the organisation. Further work is also required to address access to email accounts for staff, particularly frontline staff, to enable them to complete mandatory training. A significant funding bid has been submitted through the Council's 2026/27 and future budget-setting process to improve these arrangements.
	38.1	"		Data Correction - significant work on cleaning and correcting data is underway to give a full picture of the Council's reach.		Cyngor Gwynedd	Ian Jones	End of October 2025					Completed	
	38.2	"		Adapt the Recruitment and Selection Policy to reflect the need to complete Mandatory Training at the commencement of employment		Cyngor Gwynedd	Ian Jones	End of September 2025		Ongoing			Draft has been created but dependent on availability of IT equipment	
	38.3			Mapping safeguarding training levels (groups A to F) across the Council		Cyngor Gwynedd	Dylan Owen / ME	Nov-26		Task			It was not possible to commission an external provider to undertake this work; as a result, the exercise will now need to be completed in-house.	
	38.4	"		Email accounts - a high percentage of the Council's workforce do not have an official email account which is a significant obstacle in trying to ensure that training is available in a timely and convenient manner for all members of staff.		Cyngor Gwynedd	Ian Jones	December, 2026		Ongoing		Yes - IT equipment		
34		**Theme 3 - Training and Policies**	**That the Welsh Government undertake a review of governance arrangements in schools across Wales, which:** Ensure that the Designated Safeguarding Persons and their deputies are subject to external supervision by qualified Social Workers from the relevant local authority	Ensure that the Designated Safeguarding Persons and their deputies receive external supervision from qualified Social Workers.	Yes	Welsh Government	Gwern ap Rhisiart / Sharron Carter	To be confirmed		Ongoing	Yes	Yes - corporate bid approved	Interim arrangements are in place to provide support, advice and assistance to Designated Safeguarding Persons in schools through the Education Safeguarding and Wellbeing Team. This arrangement is unique to the county, and the Team Manager is in ongoing contact with Gwynedd's Child Protection Team. If Designated Safeguarding Persons in schools express a need for more specialist supervision, this can be arranged as required. Funding has been allocated to strengthen the support and supervision available to Designated Safeguarding Persons and their deputies. Following discussions, the Education Department and Children's Services have agreed to develop a commissioning arrangement for the provision of external supervision for Designated Safeguarding Persons and their deputies. The arrangement will provide access to a qualified and independent social worker when required. This will provide an additional layer of professional reflection, challenge and support, complementing the existing arrangements available through schools, Education and Children's Services. Implementing the arrangement through a formal agreement, a clear confidentiality protocol and a straightforward access process will help ensure that the provision is independent, safe and accessible. This is expected to strengthen the wellbeing and confidence of those leading on safeguarding, improve the quality of practice in schools, and contribute to more consistent and effective responses to the needs of children and young people.	A more detailed paper will be presented to the Board on 19 October 2026. A national update on this recommendation is also awaited, as the Welsh Government completes its review of governance arrangements in schools across Wales.
29		**Theme 3 - Training and Policies**	That Welsh Government commission a training resource based on the findings of this Review, for use by all schools in Wales. It should be adaptable so that other agencies working with children can use it		No	Welsh Government	Ian Jones / Llion Williams / Sharron Carter	To be confirmed by WG		Ongoing				The Council fully supports this recommendation and is keen to implement or pilot such training, once the Welsh Government has considered the matter.
31		**Theme 3 - Training and Policies**	That assurances are given to Safeguarding Boards that this training is delivered to Local Authority Education, Children and Human Resources Services officers, who lead on managing concerns or responding to concerns about adults working with children	That the Safeguarding Board be assured that all staff, volunteers (including administrative and facilities officers), HR staff and school Governors receive training on sex offenders' modus operandi and their methods of grooming using the Finkelhor model.	Yes	Regional Safeguarding Board	Gwern ap Rhisiart / Dylan Owen / Ian Jones	to be confirmed (see CPR 18)		Ongoing	YES	Yes	See Number 30	See Number 30
33		**Theme 3 - Training and Policies**	Safeguarding Boards are assured that their area's LADO officers receive regular training and supervision		No	Regional Safeguarding Board	Dylan Owen / Sharron Carter	To be confirmed		Ongoing			The Safeguarding Board facilitates professional networks focusing on Part 5 practice and procedures. Council officers attend and contribute to these networks in order to support continuous improvement in practice and processes.	
36		**Theme 3 - Training and Policies**	The Safeguarding Executive Group scrutinises levels of safeguarding and VAWDASV training in each Department and reports to the Corporate Safeguarding Strategic Panel on a quarterly basis;	Safeguarding Executive Group scrutinises levels of safeguarding and VAWDASV training in each Department and reports to the Corporate Safeguarding Strategic Panel on a quarterly basis;	Yes	Cyngor Gwynedd	Ian Jones/ Dylan Owen	Ongoing		Ongoing	Yes	The Safeguarding Champion role was funded through a corporate bid.	There is a significant scope to increase the number of Council staff who have completed safeguarding and VAWDASV training. The Safeguarding Champion role was established in September 2025, with the individual appointed taking up the post in early November 2025. The Safeguarding Champion also works closely with the Safeguarding Panel and the Operational Group. Safeguarding training statistics are included in each department's Performance Challenge reports from September 2025 onwards. The Chief Executive has asked all Heads of Department to prioritise the promotion of safeguarding training, and arrangements have been made to ensure that staff who do not have access to work computers can attend face-to-face training sessions. All teachers and teaching assistants receive specific safeguarding training annually within their schools. Children's Services staff receive higher-level safeguarding training. Arrangements are in place to monitor completion of both on an ongoing basis. For the remainder of Council staff, **82% have completed safeguarding training. As of 7 October 2026,** 3,798 staff had completed the training and 838 had not. The majority of staff who have not yet completed the training work in frontline services such as waste, highways, street services, catering and cleaning, and targeted work is underway to ensure that these staff complete the training. One of the barriers identified was ensuring easy access to training for staff who do not routinely use a computer as part of their work. In response, the Council has developed a video version of the training, enabling it to be delivered in a more accessible way to these groups, and this is now in use.	The Safeguarding Champion has now been in post for a year and chairs a promotional sub-group that meets regularly to drive the safeguarding agenda forward. Training compliance is monitored on an ongoing basis at departmental level through performance challenge and reporting to both the Safeguarding Panel and the Safeguarding Group, helping to ensure compliance and identify any areas requiring further attention.
37		**Theme 3 - Training and Policies**	Support and advice for schools on safeguarding arrangements: Ongoing review of school safeguarding training pack		Yes	Cyngor Gwynedd	Gwern ap Rhisiart	Completed		Ongoing		Additional resources are needed to ensure that the team can visit all the schools. This has been delivered through a WG grant.	The School Training Pack has been updated. This is something that used to happen but a certain part of the pack that has been introduced this year has been on grooming at the request of schools (see CPR-3) A group of Designated Persons at North Wales Authority level has been established. Training packs are on the agenda. The curriculum for schools is standardised and in line with national expectations. Self-evaluation and monitoring arrangements are in place. Annual visits are held by the Safeguarding and Well-being team. We wish to improve the self-evaluation process completed by schools. This will give us a better idea of the issues we need to address and help us measure impact. We intend to strengthen the way schools evaluate, protect and use this information to give us a better idea of the impact of our work to support them. As part of the department's response plan to the Estyn report we are looking at the way schools evaluate their work in safeguarding. Schools will be required in addition to evaluate in much more detail with a focus on impact. A business meeting has given us a glimpse of this and highlighted the importance of a culture of safeguarding in schools.	Ongoing review of the school safeguarding training package.
40		**Theme 3 - Training and Policies**	Periodic review of Cyngor Gwynedd's Corporate Safeguarding Policy		Yes	Cyngor Gwynedd	Dylan Owen	Ongoing (biennial)		Ongoing	No	No	The Corporate Safeguarding Policy was reviewed in the second half of 2023 and adopted by Cabinet in February 2024, with the approval of the Full Council in March 2024. The Policy is subject to ongoing review every two years. A sub-group met during January and February 2026, with a draft Policy already in place. The Policy was presented to Cabinet in July 2026 for formal adoption and was subsequently presented to Full Council in October 2026 as an item for information. We will continue to review the Policy every two years.	Further work will be undertaken over the coming months to promote it.

41		**Theme 3 - Training and Policies**	Periodic review of Schools Safeguarding Policy and review of procedures to highlight where individual schools have significantly modified the content of the model policies		Yes	Cyngor Gwynedd	Gwern ap Rhisiart	Ongoing - annual		Ongoing	No	Additional resources are needed to ensure that the team can visit all the schools. This has been delivered through a WG grant.	We review the policy annually during the summer. We are now continually reviewing the policy and will update schools on any changes within the year. We are also continuing to look at good practice across Wales in policy terms. An additional Officer has started in the Safeguarding and Well-being Team on 1 February.	Annual review and ongoing monitoring will continue.
42		**Theme 3 - Training and Policies**	Internal audit into the Cyngor Gwynedd workforce's awareness of safeguarding arrangements;		Yes	Cyngor Gwynedd	Dylan Owen	June 2026		Ongoing	Oes		Internal audit completed **June 2025** and reported to the Strategic Safeguarding Panel. This audit is intended to be repeated annually. Following the suggestion of the audit a Corporate Safeguarding Champion was appointed to raise awareness of the Policy and procedures and promote the training. A full report was presented at the last meeting of the Response Board (15/09/25)	A further internal audit is planned for October 2026.
43		**Theme 3 - Training and Policies**	Safeguarding Executive Group scrutinises workforce percentages in each Department within the Council **who have a current DBS,** where necessary and report to the Corporate Safeguarding Strategic Panel on a quarterly basis.	Monitoring departmental DBS compliance and reporting quarterly to the Corporate Protection Strategic Panel.	Yes	Cyngor Gwynedd	Dylan Owen	Completed - ongoing monitoring		Ongoing	Yes		DBS compliance rates across all departments are very high. Most are at 100%, with a few at around 99.5% (usually due to staff being on maternity leave or long-term absence). These statistics are incorporated into the Response Board's performance measures. This is regularly monitored as a regular agenda item at the meetings of the Safeguarding Executive Group, and each department's designated safeguarding lead is responsible for tracking their own figures.	Monitoring is undertaken on an ongoing basis through the Safeguarding Operational Group.
44		**Theme 3 - Training and Policies**	Visits to monitor and support safeguarding arrangements for individual schools annually	Visits to monitor and support safeguarding arrangements for individual schools annually	Yes	Cyngor Gwynedd	Gwern ap Rhisiart	Completed - Ongoing		Ongoing	YES	Additional resources are needed to ensure that the team can visit all the schools. This has been delivered through a WG grant.	All schools have received a Monitoring Visit within the last two years, with an annual visit schedule in place from January 2025. Of the 45 schools that have received a visit up to July, 43 met the safeguarding requirements well or better. Two schools required a second visit or additional support to address specific issues such as recording attendance/absence and displaying safeguarding posters. Both schools are now receiving regular support visits to ensure actions are being implemented. An update was reported at the Response Board meeting on 20/10/2025. An annual monitoring procedure is in place. An ongoing issue that will be addressed in the measures submitted to the Response Board and performance challenge meetings of the Education Department.	On track to visit every school within the year.

Theme 4 - School Governance

No.	Task Ref	Theme	Recommendation / Objective	Can CG implement:	Relevant to:	Responsibility - Cyngor Gwynedd	Timetable	RAG	Task / Ongoing	Measure	Resources	What has already changed?	What still needs to be done?
46		**Theme 4 - School Governance**	**That the Welsh Government undertake a review of governance arrangements in schools across Wales, which:** Clearly outline what the responsibilities of Governors are to switch from a focus primarily on financial management and outcomes to a position where safeguarding, health and well-being are accepted as the appropriate foundation to learn and thrive	Yes	Welsh Government	Alison Halliday	This will take between 6 and 9 months according to WG. The Gwynedd Governors' Programme has been developed and is being implemented on an ongoing basis.					The Education Department has formally submitted its views to the School Governance Review. A representative from the Welsh Government will attend the Gwynedd Governors' Forum on 8 July to gather views and feedback on the governance challenges faced by smaller and rural schools. The Governance Support Officer has now commenced in post and has successfully settled into the role. The officer has attended a number of regional and national meetings with counterparts and has developed a questionnaire to gather the views of governing bodies on their confidence in fulfilling their role as a critical friend, as well as to identify any further training needs. The Education Department developed a specific agenda/programme for the governing bodies of Gwynedd schools, focusing on safeguarding and wellbeing matters, together with the provision of appropriate data to support governors in assessing the position within their schools, for example, the number of exclusions. This has been shared with governing bodies.	The Council has raised its concerns regarding the current procedures with the Welsh Government and has called for a review of the arrangements, highlighting the challenges and shortcomings identified during their implementation.
47		**Theme 4 - School Governance**	**That the Welsh Government undertake a review of governance arrangements in schools across Wales, which:** Supporting the development and implementation of a dashboard which is easy-to-understand that provides simple information about the health and wider culture of the school.	Yes	Welsh Government	Alison Halliday	No timetable has been provided by the Government.				We would need resources to create a dashboard that would facilitate the collection of such data.	The Council has set a clear expectation that every governing body follows a standard agenda as a minimum requirement. This ensures that key matters, including safeguarding, health and wellbeing, are considered consistently and regularly, providing a minimum level of assurance and oversight across all schools. This guidance will be issued annually as a matter of course going forward. The Council has begun piloting the GovernorHub dashboard with 10 schools from September 2026. GovernorHub provides an easy-to-use central platform for storing and accessing all governing body documentation and training in one convenient location.	
		Theme 4 - School Governance	**That the Welsh Government undertake a review of governance arrangements in schools across Wales, which:** Governors asked to keep accurate records of decisions made in relation to safeguarding matters and report them to the LA, particularly when the decision made does not follow the LA's guidelines.		Welsh Government	Alison Halliday						It is believed that the Government should consider strengthening this clause to ensure that the Local Authority has the final say in cases relating to prevention or action in safeguarding matters. At the moment, the decision to suspend is earmarked to the chair of governors, which raises some concerns in terms of clarity and accountability. Work has been undertaken to improve the support and resources available to clerks, recognising their key role in ensuring that decisions and discussions are recorded accurately and comprehensively. The Council has appointed a central officer to act as a clerk for a number of schools where this support is required. A dedicated training programme has also been delivered to clerks to strengthen their understanding of their roles and responsibilities. A Clerks' Forum will be established in early September to share good practice and provide ongoing support to all clerks.	We will have to wait to see the recommendations of the WG Governance Review
		Theme 4 - School Governance	Clarity on investigation and prevention arrangements for staff in schools – the role of the Chair of Governors in the process		Cyngor Gwynedd	Alison Halliday	Ongoing		Ongoing		No	Policies are already in place, developed regionally, which ensure that the process of suspending staff at all levels is clear. The Chair of Governors shall have delegated power to suspend a Head. Support will be available from HR and the education officer to do so. There is a risk assessment that needs to be completed before a member of staff can be suspended.	Raise awareness among Chairs of Governors about the policy and responsibility.

Theme 5 - Restrictive Practices

No.	Task Ref	Theme	Recommendation / Objective	Action	Can CG implement:	Relevant to:	Responsibility - Cyngor Gwynedd	Timetable	RAG	Task / Ongoing	Measure	Resources	What has already changed?	What still needs to be done?
53		**Theme 5 - Restrictive Practices**	That the Welsh Government publish an appendix to the 2022 Framework guidance for reducing restrictive practices involving adults filming events and provide guidance on the retention period of such videos		Yes	Welsh Government	Llion Williams	Oct-26		Ongoing	YES		The perpetrator acted contrary to the School's Policy by filming incidents; this is not standard practice. During Quality Assurance visits, we routinely review schools' restrictive practices policies to ensure that they align with the model policy provided by the Authority. Free training is also available through the Inclusion Team. Internal discussions are also taking place regarding the use of reasonable force, particularly as two different training programmes are currently available, each teaching different techniques. The Education Department has officers who are accredited trainers in this area and, therefore, aligning the training approaches would provide a strong starting point for establishing a clear, consistent and safe approach across services. **The findings of the independent external review conclude:** The review confirms that the Authority has a strong policy framework, underpinned by the principles of human rights, prevention and a child-centred approach. The current model policy aligns appropriately with the Reducing Restrictive Practices Framework (Wales, 2022) and effectively reflects the statutory duties set out in the relevant legislation. However, despite this strong policy foundation, the review reached a consistent conclusion that the lack of an operational system, together with limited monitoring and evaluation arrangements, restricts the effectiveness of the current approach. This indicates the need to shift the strategic focus from further policy development to strengthening the operational systems and accountability that underpin its implementation. In response to the findings of the review, the Authority has implemented the key recommendations, establishing clear governance arrangements, a centralised data system and a three-tier training framework. A Restrictive Practices Oversight Group, comprising members of the Education Safeguarding and Wellbeing Team, ALN, and Health and Safety, will meet monthly from October onwards.	WG is adding an appendix to the framework which clarifies the situation in relation to staff improperly recording events on their personal mobile phones, or keeping these recordings. The Government aims to complete by summer 2026.

THEME 6 - CRISIS PLANNING AND CRISIS RESPONSE

No.	Task Ref	Theme	Recommendation / Objective	Action	Can CC implement:	Relevant to:	Responsibility - Cyngor Gwynedd	Timetable	RAG	Task / Ongoing	Measure	Resources	What has already changed?	What still needs to be done?
54		**THEME 6 - CRISIS PLANNING AND CRISIS RESPONSE**	That the Welsh Government ensures that each Local Authority has a strategic serious incidents plan which sets out the procedures to be followed in order to respond in an immediate and collective multi-agency manner. **a. That the plan includes arrangements for caring for the victim, protecting evidence and managing the alleged offender**	An internal Task Group established to review current plans in place at a strategic and operational level to respond to serious incidents. The work will draw on regional and national good practice		Welsh Government / All Local Authorities	Catrin Love	Sept-26		Task			An internal task group was established to review the current strategic and operational arrangements in place for responding to critical incidents. The work has drawn on regional and national good practice. The task group includes representatives from the Children's Department, Education Department, Health, Safety and Well-being Service, and the Regional Emergency Planning Service, which has led the coordination and drafting of the Plan. An initial presentation on the Plan was delivered to schools during September/October through Headteachers' Business Meetings. The primary headteachers' meeting was held on 30 September 2026, where it was agreed to hold a series of workshops after half-term, which are currently being arranged. The secondary headteachers' meeting was held on 7 October 2026.	Implement a comprehensive and robust training programme to ensure that all key stakeholders are aware of the Plan and receive appropriate training, as required, on how to implement it within their settings.
56		**THEME 6 - CRISIS PLANNING AND CRISIS RESPONSE**	That the Welsh Government ensures that each Local Authority has a strategic serious incidents plan which sets out the procedures to be followed in order to respond in an immediate and collective multi-agency manner. **c. That a strategic plan is in place to have easy-to-access on-site support for children and adults in institutions where there has been a significant traumatic incident**	Research into on-site rapid support steps for children and adults and clearly outline contact details in the plan.	Yes	Welsh Government / All Local Authorities	Catrin Love	January 2026		Task	No	No	Information on organisations that can offer support to children and adults has been collected and included in the draft Plan.	
57		**THEME 6 - CRISIS PLANNING AND CRISIS RESPONSE**	That the Welsh Government ensures that each Local Authority has a strategic serious incidents plan which sets out the procedures to be followed in order to respond in an immediate and collective multi-agency manner. **d. In a serious incident such as this, consider moving a social worker to work on secondment with the Police investigations team to ensure that the evidence and information are considered from a safeguarding as well as a criminal perspective**	Discuss the possibilities and mechanism to put this into practice.	Yes	Welsh Government / All Local Authorities	Catrin Love	April 2026		Task	No	Should there be an emergency, then secondment of a resource at the time would need to be considered	Discussions have taken place with Police officers, who favour a more flexible solution. Positive discussions have also been held with the Police regarding collaborative working arrangements in exceptional circumstances, including the possibility of secondments or appropriate staffing arrangements should the need arise.	Trafod efo Prif Arolygydd Ditecti i ystyried os oes angen arwyddo Memorandwm o Ddealltwriaeth i ffurfioli y drefn ymhellach.
55		**THEME 6 - CRISIS PLANNING AND CRISIS RESPONSE**	That the Welsh Government ensures that each Local Authority has a strategic serious incidents plan which sets out the procedures to be followed in order to respond in an immediate and collective multi-agency manner. **b. That the plan includes an official protocol for sharing information with other Local Authorities who may be affected**	The plan will be drafted in conjunction with resilience partners across North Wales and include a formal protocol for information sharing	Yes	Welsh Government / All Local Authorities	Catrin Love	July-26		Task	No	No	There are already two WASPI protocols in place. One for sharing safeguarding information, and one for sharing information of vulnerable people in crisis. There are also very clear ICO guidelines on information sharing in an emergency. It is therefore a matter of including clear and unambiguous guidance in the Crisis Plan to share relevant information without delay and this has been done in the draft.	

Number	Type of risk	Responsibility of:	Risk	Risk Consequences	Mitigation Measures	Risk Status								
1	Governance	Everyone	**The Board's failure to ensure follow-up on recommendations from the reports, e.g. CPR, Barrister, ICP Review Report, ICO.**	Not being able to guarantee that no one will suffer in the same way again - this can ultimately have an impact on the Authority and on the County's Children and Young People	1. A work program has been created and regular meetings take place to ensure recommendations are followed up 2. Independent members including regulators in the safeguarding field nominated as observers on the Program Board. This is to ensure objective input and challenge. 3. Cabinet members as members of the Board in strategic political direction and to scrutinize and support the work of officers. 4. 'Assurance Board' established by the Government in order to provide high level, strategic assurance that Gwynedd is operating. 5. Revised Response Plan scrutinised by Scrutiny, Governance and Audit Committees and presented to the Full Council meeting.							2	4	8
2	Governance	DG	**Lack of clear accountability around the CPR recommendations and other reports, e.g. if it is an action for the Government or for Gwynedd, at what point is it appropriate for Gwynedd to act?**	Issues falling between the cracks and not being followed up - This can ultimately have an impact on the County's Children and Young People and the wider community.	1. A work program has been created that identifies a theme leader and responsible officer for each recommendation that is accountable to Gwynedd. 2. Members of the Board are also members of the Regional Safeguarding Board and therefore try to ensure clear lines of accountability between organisations 3. JP's proposal to carry out a further review in due course. 4. Welsh Government officials and a representative of the regional safeguarding board sit as independent observers on the Board. 5. The Ministerial assurance board also meets bi-monthly and ensures regular updates on Welsh Government developments.							2	4	8

3	Governance	DG	**Delay in implementation due to the need to wait for national changes** **There is a further risk of delay due to the May 2026 Senedd elections.**	a) Risk of acting too slowly in order to respond to change could lead to cases of a similar nature arising again b) Risk of moving forward prematurely leading to mistakes or creating more further adaptation work within a short period of time. This can have an impact on the Authority and also on the County's Children and Young People.	1. A work program has identified probable timetables against each action and a risk score based on the ability to deliver within the specified time limit - the Board reviews this regularly in meetings. 2. Members of the Board are also members of the Regional Protection Board and therefore try to ensure timely action from the point of view of all the organisations. 3. Regular meetings with the Ministerial Assurance Group with dependencies being discussed and considered. 4. A request has been made for an update at the Board meeting (April) on the Welsh Government national reviews. 5. A letter has been sent to the new Education Minister expressing the desire to meet with them as soon as possible and to continue the arrangements for the Ministerial Assurance Group. 6. Following the May 2026 election, the Ministerial Assurance Group continues to meet regularly, providing a forum for ongoing dialogue, collaboration and assurance between partners.							2	4	8
4	Governance	SH/DG	**Inadequate monitoring arrangements following the Board coming to an end.**	The Board's failure to ensure appropriate accountability for ongoing actions means no guarantee that no one will suffer in the same way again. This can ultimately have an impact not only on the Authority and the Welsh Government but on the County's Children and Young People.	1. Reference in the terms of reference to arrangements for bringing the Board to an end. 2. A work program highlighting the tasks that are definite in terms of time compared to tasks that will be ongoing and arrangements for monitoring those that will continue after the Board has ended. 3. Inspection bodies ensure checks of arrangements 4. 'Assurance Board' established by the Government in order to provide high level, strategic assurance that Gwynedd is operating. 5. Work in progress on creating an exit plan / transition plan. The aim is to present the plan to the Board in July. 6. An initial draft of the exit matrix has been presented to the Board, with further discussion to take place in the new year following the presentation of new longer-term impact measures at the 19 October 2026 Board Meeting.							2	3	6

6	Finance and Resources	DG	**Lack of resources to achieve the objectives of the Program Board**	Lack of resources, whether that be time or staff skills, leads to a failure to protect individuals in our communities. Officers unable to pay attention to other important priorities within the Council because of this. This would have an impact on the Council's staff's ability to deliver which would consequently affect the County's Children and Young People.	1. Prioritise internal resources - staff time 2. Adding to the Council's revenue budget in order to meet the recommendations of the OBBJreport 3. Additional funding received from the Welsh Government with ongoing discussions through the Assurance Board about this 4. Although additional resources have been identified, requirements continue to increase which leads to the need for additional resources - as a result the risk level has not yet changed 5. A number of posts created through corporate funding have now been filled, including an Assurance Manager / DOS, Professional Clerk and an additional Youth Engagement Officer, to strengthen the Children's Department's capacity to respond to issues. However, capacity remains a challenge, with significant pressure on individuals.							4	3	12
9	Reputational	IJ/DG	**The level of staff morale and pride in working for the Council / School decreases due to the circumstances**	Staff leaving the Council/School Recruitment challenges for jobs because reputation as an employer has been affected	1. Conduct regular surveys in order to ascertain opinions - e.g. Staff Voice Survey 2. Ensure regular appraisal meetings with staff and opportunities to celebrate successes within the organisation							3	4	12
11	Reputational	DG/GApRh/MD	**Lack of confidence and trust in the Council / Friars School - e.g. victims, families, pupils, staff, members and the wider community.**	Potential impact on people's relationships with the Council / School Staff morale falling and risk of staff leaving the Council/School There is a risk that issues relating to Brynffynnon could become associated with the wider work of the Response Board, affecting the confidence of the public, staff and partners in the Council's arrangements.	1. Hold face-to-face briefing sessions with the press beforehand 2. Honesty and transparency in the statements that are shared with the press in order to strengthen trust 3. Ensure that good news is shared about work that takes place within the Council 4. Carry out regular surveys in order to ascertain opinions - e.g. Staff Voice Survey, School Council, Parent Surveys 5. Publishing the Response Board papers on our website for transparency. 6. The Ministerial Assurance Group is considering extending its terms of reference to include oversight of the matters relating to Brynffynnon, providing additional independent challenge and assurance. 7. It is intended to commission a series of focus groups between now and Christmas to measure the impact of the work to date and levels of confidence among people, including parents, in the Council's safeguarding arrangements.							3	4	12

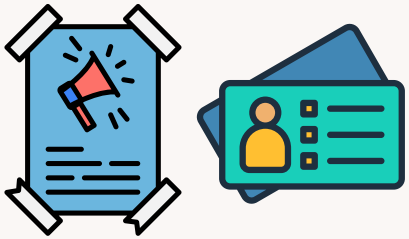
12	Wellness	SWC	**Inadequate support for victims and their families**	Can have a far-reaching effect on the lives of different individuals	1. Support tailored to each victim's situation through their Support Worker (coordinated through the victim support group) 2. Ensure that the victims understand that the offer of support remains available to them in the future should they need it 3. A measure has now been developed to assess the impact / adaptability of the support offered on a quarterly basis.							2	4	8
13	Wellness	IJ/GApRh/MD	**Inadequate support for the wider community and for Council staff / Ysgol Friars**	Can have a far-reaching effect on the lives of different individuals	1. Establish a wellbeing center on the site of Ysgol Friars 2. The support of the Council's Occupational Health team 3. Counseling support (Medra)							2	3	6

What has changed so far following the ***Our Bravery Brought Justice*** report?
September 2026

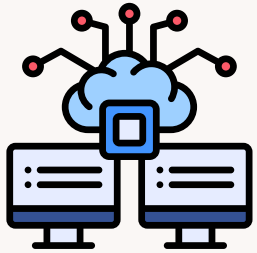
Voice of the Child



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.



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



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



The Council has developed a **Children's Voice Strategy.**



The Council now has a programme of work in place to **embed children's rights** across the Council.



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



The Council has an **extra member of staff to listen to more children and young people**, including children in care and disabled children.

Part 5 Safeguarding Arrangements (Concerns about Practitioners and Those in a Position of Trust)



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.



The **Council, the Police and other services are now working better together** to keep children and young people safe.



"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.



Managers from the Children's and Education Departments meet regularly to strengthen collaboration.

What has changed so far following the ***Our Bravery Brought Justice*** report?
September 2026

Corporate Arrangements, Policy and Training



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



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



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



The Council has adopted a revised **Corporate Safeguarding Policy.**



The Council has worked with the NSPCC to create **specific training on recognising the signs of grooming.**



The Council has adopted a **new Whistleblowing Guide** for Gwynedd Councillors.



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



The Council has introduced **training on the Whistleblowing Policy** for all Gwynedd staff and Councillors.

What has changed so far following the ***Our Bravery Brought Justice*** report?
September 2026

School Safeguarding and Wellbeing



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 in March 2026** - 4 members of staff now work for the team.



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

Stabilising the School



There is a **new Headteacher and Leadership Team** at Ysgol Friars.

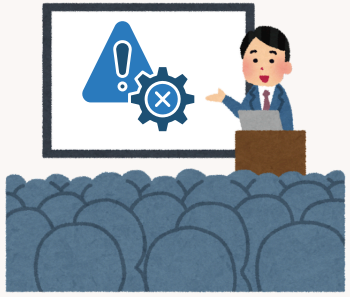
Crisis Plan



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.



A **new School Emergency Plan** is now in place to help schools know what to do in an emergency.



The Council is providing an **Emergency Plan training workshop** for every school.

What has changed so far following the ***Our Bravery Brought Justice*** report?
September 2026

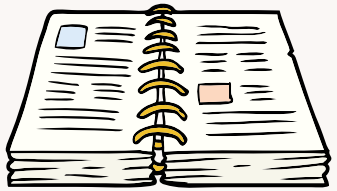
School Governance



A **new Officer has been appointed** to support School Governors.



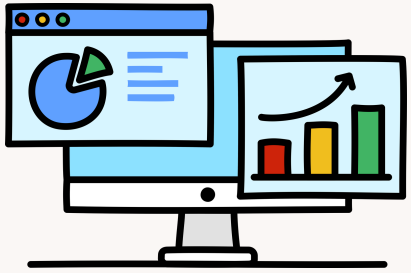
Chairs and Governors with responsibility for safeguarding **receive additional training** to support them in their role.



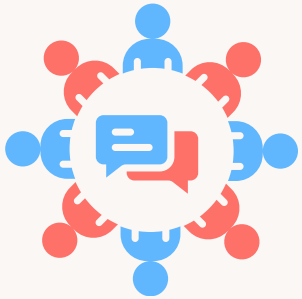
A **new Governor's Handbook** has been created and shared with all Gwynedd School Governors.



A **Professional Clerk** is now in place to support School Governors.



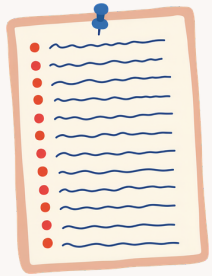
The Council is piloting GovernorHub to support School Governors by providing them with clear information about the **health and wellbeing** of their school.



Clerks' and Chairs' Forums have been established to share good practice and strengthen the support available.



Since September 2026, a **stronger training programme** has been in place for School Governors.



Each Governing Body now receives a **clear list of the important things** they should discuss regularly.

What has changed so far following the ***Our Bravery Brought Justice*** report?

September 2026

Restrictive Practices



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



A group of officers from across the Council meets to **review and monitor cases where restrictive practices are used.**

*What still needs to be done following the **Our Bravery Brought Justice**?*

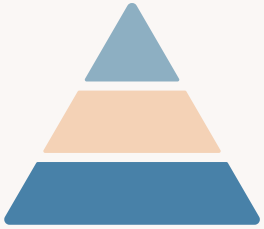
By January 2027.

Safeguarding Arrangements



The **referral form will be digitised and made easier to complete**, subject to national developments.

Training and Supervision



We will have **mapped appropriate safeguarding training levels to each role** so that staff receive advanced training where required.



School Designated Safeguarding Persons will have **access to external and independent supervision when needed**, providing them with additional professional support in their role.