

# Bwrdd Rhaglen - Cynllun Ymateb

## Programme Board – Response Plan

Cyfarfod / Meeting

13:00, Dydd Llun 27 Ebrill 2026 / 13:00, Monday 27 April 2026

Microsoft Teams

### AGENDA

Rhif / No	Amser /Time	Eitem / Item															
1	13:00 – 13:10	<p>Croeso a Chyflwyniadau / <i>Welcome and Introductions</i></p> <ul style="list-style-type: none"> <li>Datgan Buddiant / <i>Declaration of Interests</i></li> <li>Cylch Gorchwyl / <i>Terms of Reference</i></li> </ul>															
2	13:10 - 13:25	<p>Diweddariadau / <i>Updates</i></p> <ul style="list-style-type: none"> <li>Sally Holland, Cadeirydd y Bwrdd / <i>Chair of the Board</i></li> <li>Cyngor Gwynedd</li> </ul>															
3	13:25 – 13:35	Cofnodion a Phwyntiau Gweithredu 2.3.2026 / <i>Minutes and Action Points 2.3.2026</i>															
4	13:35 – 13:45	Blaenoriaethu / <i>Prioritisation</i>															
5	13:45 - 14:45	Adroddiad Cynnydd a Rhaglen Waith / <i>Overview Report and Work Programme:</i>															
		<table border="1"> <thead> <tr> <th></th> <th>Thema / Theme</th> <th>Arweinydd Thema / Theme Leader</th> </tr> </thead> <tbody> <tr> <td><b>Thema 1</b></td> <td>Llais y Plentyn a Chefnogi Dioddefwyr / <i>Voice of the Child and Supporting Victims</i></td> <td>Gwern ap Rhisiart</td> </tr> <tr> <td><b>Thema 2</b></td> <td>Rheoli Honiadau a Phryderon am Oedolion sy'n gweithio gyda Phlant / <i>Managing Allegations and Concerns about Adults who work with Children</i></td> <td>Dylan Owen</td> </tr> <tr> <td><b>Thema 3</b></td> <td>Hyfforddiant a Pholisïau / <i>Training and Policies</i></td> <td>Ian Jones</td> </tr> <tr> <td><b>Thema 4</b></td> <td>Llywodraethu / <i>Governance</i></td> <td>Alison Halliday</td> </tr> </tbody> </table>		Thema / Theme	Arweinydd Thema / Theme Leader	<b>Thema 1</b>	Llais y Plentyn a Chefnogi Dioddefwyr / <i>Voice of the Child and Supporting Victims</i>	Gwern ap Rhisiart	<b>Thema 2</b>	Rheoli Honiadau a Phryderon am Oedolion sy'n gweithio gyda Phlant / <i>Managing Allegations and Concerns about Adults who work with Children</i>	Dylan Owen	<b>Thema 3</b>	Hyfforddiant a Pholisïau / <i>Training and Policies</i>	Ian Jones	<b>Thema 4</b>	Llywodraethu / <i>Governance</i>	Alison Halliday
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		<b>Thema 5</b> Arferion Cyfyngol <i>Restrictive Practices</i>	Llion Williams
		<b>Thema 6</b> Cynllunio ac Ymateb i Argyfwng <i>Emergency Planning and Response</i>	Catrin Love
6	14:45 – 15:15	<b>Eitem Penodol / <i>Specific Item</i></b> <ul style="list-style-type: none"> <li>• <b>Adolygiadau Llywodraeth Cymru / <i>Welsh Government Reviews</i></b> <ul style="list-style-type: none"> <li>○ Adolygu Gweithdrefnau Llywodraethiant Diogelu / <i>Strengthening Safeguarding Governance Review</i> – Taryn Stephens a/and Sian Jones</li> <li>○ Adolygiad o Gyrrff Llywodraethu Ysgolion / <i>School Governing Bodies Review</i> – Emyr Harries</li> </ul> </li> <li>• <b>Strategaeth Llywodraeth Cymru / <i>Weld Government Strategy</i></b> <ul style="list-style-type: none"> <li>○ Trosolwg o'r Strategaeth 10 mlynedd Atal ac Ymateb I Gam-drin Rhywiol Plant yng Nghymru 20206 – 2036 / <i>Overview of the 10 Year Strategy for preventing and responding to child sexual abuse in Wales 2026-2036</i> – Taryn Stephens</li> </ul> </li> <li>• <b>Cynllun Ymateb: Fersiwn i Blant a theuluoedd/ <i>Response Plan: Version for children and families</i></b> <ul style="list-style-type: none"> <li>○ Cyflwyno draft cyntaf o fersiwn i blant o'r Cynllun Ymateb am sylwadau ac adborth y Bwrdd / <i>Presenting a first draft of the Child Friendly Version of the Response Plan for the Boards views and feedback</i> – Ffion Jones</li> </ul> </li> </ul>	
<b>Dogfennau atodol er gwybodaeth yn unig / <i>Additional documents for interest only</i></b> <ul style="list-style-type: none"> <li>• Cofrestr Risg / <i>Risk Register</i></li> <li>• Crynodeb – Beth sydd wedi newid? / <i>Summary – What has changed?</i></li> <li>• Crynodeb – Beth fydd yn cael ei wneud yn y 6 mis nesaf? / <i>Summary – What will be done in the next 6 months?</i></li> <li>• Rhaglen Waith Trawma Wybodus ac Y Ffordd Gywir / <i>Trauma Informed and the Right Way Work Programme</i></li> <li>• Fframwaith Sicrwydd Ansawdd yr Adran Plant / <i>Children's Department Quality Assurance Framework</i></li> </ul>			

## 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)
- Rhian Parry 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 Commissioner
- 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

12:30, Monday 2 March 2026

Microsoft Teams

Present:

**Chair:**

Sally Holland (SH)

**External:**

Geraint Davies - North Wales Safeguarding Children Board (GD), Lina Liu - Children's Commissioner (LL), Dyfrig Ellis - Estyn (DE), Sian Roberts – Care Inspectorate Wales (SR), Nicola Edwards - Welsh Government (NE), Andrea Davies - Estyn (AD)

**Councillors:**

Cllr Nia Jeffreys (NJ), Cllr Menna Trenholme (MT), Cllr Dewi Jones (DJ), Cllr Llio Elenid Owen (LEO)

**Representatives of the Secondary Sector:**

Margaret Davies (MD), Cllr Elin Walker Jones (EWJ), Rhian Parry Jones (RPJ)

**Officers:**

Dafydd Gibbard (DG); Ian Jones (IJ), Sarah Marion Jones (SMJ), Gwern Ap Rhisiart (GApRh), Dylan Owen (DO), Sharron Williams Carter (SWC), Iwan Evans (IGE), Catrin Love (CL), Llion Williams (LLW), Alison Halliday (AH),

Eleri Jones, Ffion Mai Jones, Lois Owens, Jennifer Rao, Bethan Mair Evans (Translator)

## NOTES FOR ACTION

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

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	<b>ACTION</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
	<p><b>Terms of Reference:</b></p> <ul style="list-style-type: none"> <li>• New members including theme leaders added - this needed to be reflected in the Terms of Reference</li> <li>• Papers were also now made public as agreed at the previous meeting</li> <li>• DJ - enquired if there was a reason why the new Corporate Director was not a Board Member? DG reported that the responsibility fields of the new director were slightly different to those of the former director but he was happy to review this if members felt that the contribution was relevant.</li> <li>• NWJ - pleased to hear MD introducing herself as a permanent Headteacher rather than the temporary head this time and she congratulated her.</li> <li>• NWJ - significant that minutes were made public, an important step forward in terms of transparency.</li> </ul>	<p><b>EJ/LO</b> <b>EJ/LO</b></p>	
<b>2.</b>	<b>Updates</b>		
	<p><b>Sally Holland (Chair of the Board)</b></p> <ul style="list-style-type: none"> <li>• An apology was offered about the change of meeting date and everyone was thanked for their commitment at short notice.</li> <li>• The quarterly report would be submitted to the Council Cabinet on 10/03 and the Board papers would be made public on 02/03 - <a href="#">Agenda for the Cabinet on Tuesday, 10 March, 2026, 1.00pm.</a></li> <li>• The voice of victims had been discussed at previous meetings but Sharon and Stephanie from SARC had been invited as guest speakers for the Voice of the Child item (work programme) to specifically report on this.</li> <li>• SH had discussed with Jan Pickles and had then written to the victims directly to ask for feedback and any support they would wish to receive. Individual meetings had been offered as part of that. One of the victims had been in contact. SH had put her in contact with SWC to follow up.</li> <li>• A Children's Rights Workshop had been held with the Gwynedd Youth Forum, Senior Officers and Members of the Council. The Office of the Children's Commissioner was thanked for their support with this. Everyone's commitment had been very good and the Council continued to implement schemes to ensure that the voice of the child was heard and embedded.</li> <li>• Estyn/CIW's joint inspectorate report had now been published</li> </ul>		

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	ACTION	BY WHOM	BY WHEN
	<p>following a verbal update to the Board at our previous meeting.</p> <ul style="list-style-type: none"> <li>• Estyn had also carried out an inspection in Ysgol Friars last week – everyone was reminded that the contents were currently still under quality assurance arrangements, therefore, it would not be possible to go into detail at this meeting. The report was expected to be published on 29/04.</li> <li>• SH had attended the Assurance Group in January to provide an update to the ministers of the Board's role in supporting and scrutinising this work.</li> <li>• 2 reviews were ongoing by the Welsh Government with the first on safeguarding governance arrangements and the second on school governance. These reports were expected to be completed before the election period but there was uncertainty as to whether these would be in final form by then.</li> <li>• Best wishes were extended to EJ in her new role and she was thanked for her support with the Board's work.</li> </ul> <p><b>Dafydd Gibbard (Chief Executive, Cyngor Gwynedd)</b></p> <ul style="list-style-type: none"> <li>• Amended response plan ready to be submitted to the Cabinet 10/03.</li> <li>• A detailed scrutiny process had been undertaken on that Plan (2 Scrutiny Committees, Governance and Audit Committee and Extraordinary Full Council).</li> <li>• The Cabinet had allocated an additional £600k per annum in the budget for the purpose of achieving the work - additional staff etc.</li> <li>• It was confirmed that LO would continue to support with the Board's work in future.</li> <li>• A leader for all themes in the work programme had been identified and the 7 leaders were introduced.</li> <li>• Further work had been undertaken on developing the measures with the hope of being able to report on more of these by the next meeting.</li> <li>• SH and officers from the Office of the Children's Commissioner were thanked for holding the recent workshop - an excellent opportunity with feedback noting that it was very positive and useful.</li> <li>• Priorities in the work programme required further attention - to</li> </ul>		

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	ACTION	BY WHOM	BY WHEN
	<p>ensure that we were doing the right things, in the right order.</p> <ul style="list-style-type: none"> <li>• DG - a request had been made from the Board last time and from internal scrutiny meetings to have a simple version of the Plan. This was now live on the Council's website with a link in the Board's documents - <a href="#">Response Plan Programme Board</a></li> </ul> <p><b>Nia Jeffreys (Leader of Cyngor Gwynedd)</b></p> <ul style="list-style-type: none"> <li>• The observations of DG were reiterated.</li> <li>• Pleased that there had been a good response to the amended Response Plan at the Scrutiny/Full Council meetings.</li> <li>• Needed to ensure the embedment of a long-term change - examining priorities over time was crucial.</li> <li>• Thank you for the children's rights workshop, enjoyed it and learnt a lot by attending.</li> <li>• Thank you to SH for contacting SARC and for contacting the victims - a very important step. Pleased to see that contact had been made with the Boys (via GApRh) offering support.</li> <li>• The impact on families had also been raised in Scrutiny and pleased to see that this would weave into the voice of the child work programme.</li> </ul>		
<b>3.</b>	<b>Minutes and Action Points - 08122025</b>		
	<p>Everyone was happy with the content of the minutes with the following actions points to be carried over to the next meeting;</p> <ul style="list-style-type: none"> <li>• <i>4. To ensure that representing the voice of parents and families (victims) is incorporated in the impact measures – GApRh currently addressing this as part of the strategy</i></li> <li>• <i>5. Ensure a reporting cycle on feedback for victims who do not wish to participate to be discussed further at the next meeting. - SH noted that SARC was joining the meeting today to discuss this.</i></li> <li>• <i>24. IJ/IGE to look further into similar arrangements for members to be able to raise whistle-blowing matters and suggest a timetable.</i> <ul style="list-style-type: none"> <li>○ NWJ - asked for confirmation of the timetable for introducing a procedure for members as a matter of priority.</li> <li>○ IJ - reported that the matter was being prioritised with the members' element now being led by Catrin Thomas as</li> </ul> </li> </ul>	<p align="center"><b>GApRh</b></p> <p align="center"><b>IJ/IGE</b></p>	

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	<p>Director, and IGE. These arrangements were not part of the Whistle-blowing Policy that would be submitted to the Full Council on 05/03.</p> <ul style="list-style-type: none"> <li>○ IGE noted that there were specific legislations for staff and that it did not extend to members in the same way. Code of conduct / confidential disclosure aspect. There was an intention to submit to the Standards Committee (June) and the Full Council (July) to adopt the guidance for members.</li> <li>○ NWJ - pressed again on updating the timetable as soon as possible and look at the wording again (action 24).</li> <li>○ IJ proposed an amendment to the action to note <i>'introduce the procedures that will differentiate between staff and members' procedures as a separate procedure'</i></li> </ul> <ul style="list-style-type: none"> <li>● 11. GApRh to ensure that the Chair of Governors received a copy of safeguarding monitoring visits reports, rather than the Headteacher only. - <ul style="list-style-type: none"> <li>○ DJ - How could it be guaranteed that the Headteacher did this?</li> <li>○ GApRh reported that quality assurance arrangements would highlight the importance of a discussion between the Headteacher and the Governing Body, and then checks would be undertaken on meeting minutes with the bodies to ensure that this was followed up.</li> </ul> </li> <li>● 15. DO to consider whether the audit period for historical section 5 referrals over a two-year period is sufficient or should it go back further <ul style="list-style-type: none"> <li>○ DO highlighted that this period had now extended an investigation to encompass five years (back to 2020). Audit of former referrals had now been completed but the review work continued.</li> </ul> </li> <li>● DO - reported that discussions continued between SWC and the victims and further funding applications had been received to support individual applications for therapy, which had been approved.</li> </ul>	IJ/IGE	
4.	<b>Work Programme</b>		
	<b>Presentation and Discussion - SARC ('Sexual Assault Referral Centre')</b>		

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	ACTION	BY WHOM	BY WHEN
	<ul style="list-style-type: none"> <li>• Sharon and Julianne from SARC were welcomed to the meeting and a presentation was given on the victims' experiences and the support that had been put in place by the charity.</li> <li>• Information was shared about the process through the SARC from the referral day until today. It was explained that the support process could continue, depending on individual needs.</li> <li>• Officers (SARC) would be happy to visit schools, to hold training on safeguarding, referrals etc., to discuss with designated safeguarding individuals or hold joint discussions should there be a desire to do so.</li> <li>• NJ thanked the officers (SARC) for their presentation and all of their work to support the victims. Officers and Members noted that they had much appreciated the recent opportunity to visit the SARC office in Colwyn Bay.</li> <li>• There were further questions and a discussion on the well-being of victims and the current situation and any further support that could be offered.</li> <li>• SARC confirmed that Gwynedd had followed up on everything they had asked for and regular meetings were in place with SWC to discuss individual needs.</li> </ul> <p><b>Theme 1 - Voice of the Child and Supporting Victims</b>  <b>Reporting Officer: Gwern ap Rhisiart</b></p> <ul style="list-style-type: none"> <li>• A broad work programme deriving from the Voice of the Child strategy (item 6) was on the agenda - work was being undertaken in the children and education departments, and on a corporate level.</li> <li>• Continued to support victims and contact had also been made with the boys noting that the door was always open to return should anyone need support in the future.</li> <li>• Record incidents on the electronic system (Bromcom) - 5 schools did not have an electronic record (paper procedure), and the challenges were often in small schools (&lt;20 children). All schools had now moved to record digitally on a central electronic system.</li> <li>• Training in the field of grooming - cross-departmental work was being undertaken to search for a provider to hold the training.</li> </ul> <p><i>Further observations-</i></p>		

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	ACTION	BY WHOM	BY WHEN
	<ul style="list-style-type: none"> <li>• EWJ - pleased that the grooming training was progressing. Would there be an opportunity for members and governors to be part of the training? - GApRh confirmed that this was part of the plans.</li> <li>• DJ - how would it be ensured that different types of voices would be reached/heard with the young people's forum? - GApRh confirmed that they would recruit a second children and young people engagement officer who would specifically work on targeting harder-to-reach children and feed this into the strategy.</li> </ul> <p><b>Theme 2 - Managing Allegations and Concerns about Adults working with Children</b></p> <p><b>Reporting Officer: Dylan Owen</b></p> <ul style="list-style-type: none"> <li>• <i>Section 5 Referrals</i> - Although the department had tried to be proactive to meet the objective of listening to the voice of the child in every case, it was explained that challenges arose around this (further details in the measures). Out of the 31 referrals received in the last quarter, there were five cases where parents had refused to give permission or circumstances where it had not been possible to hear the voice of the child. A discussion had been held with CIW last week and it was intended to feedback to the Government so that it would be possible to consider such circumstances when reviewing national guidelines in future.</li> <li>• <i>Low-level concerns</i> – The Mosaic System would be introduced in September/October and it would allow the Council to keep a closer eye on such matters, e.g., individuals with allegations made against them as well as the children. There would be a prominent role for the Government to be introducing this nationally with time therefore to ask the Board to accept that development and for the Council to wait for Mosaic to come into effect before full implementation.</li> <li>• <i>Estyn/CIW Recommendations</i> - it was noted that these had been merged/added to this work programme with one specific recommendation (commissioning) that had not been added to the Board's work as it was not directly relevant, but it would be acknowledged and addressed beyond those arrangements.</li> <li>• <i>Resources</i> - a bid had been submitted for funding to assist with the Response Plan, which would be addressed at the Full Council 05/03. There were currently substantial challenges in the field of</li> </ul>		

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	<p>recruiting child social workers.</p> <p><i>Further observations-</i></p> <ul style="list-style-type: none"> <li>• MT - have the expectations in relation to dealing with low-level concerns been clearly communicated to staff at present? - DO reported that there had been little change in the current system but Mosaic would come into effect and support would be available when concerns arise. The record-keeping training would feed into this work and 'Magic Notes' was currently being trialled to review what/how we should record and use the technology to lighten work pressures. If we succeeded with this, it was anticipated that we would address the low-level concerns actions and the recording training at the same time.</li> <li>• MT - did introducing a change in systems pose a risk if the culture and capacity did not align? - DO reported that he was very hopeful that the Council would agree on resources to enable an earlier culture change.</li> <li>• NWJ - was it not a 'red flag' if a parent was so insistent that a child was not allowed to speak to a social worker? Was this not a concern in itself? - DO reported that the situation was complex, it was difficult to have the appropriate balance and everyone's circumstances needed to be reviewed on an individual basis.</li> <li>• NWJ – the principle that Social Workers were paid fairly and consistently across councils was essentially important, was there something we could look at as national messages? - DO responded that there was a combination of different ways to address this, e.g., use of technology (e.g., Magicnotes) to release workers' time, introduce a Mosaic system etc. A national consultation was currently being undertaken to examine the options of creating a single regular method to pay Social Workers nationally.</li> <li>• SH – she reported from experience that bursary/scholarship schemes made a great difference in recruiting social workers, a linguistic element would also be a strong offer in Gwynedd – suggested that discussions with the University were important.</li> <li>• NE - noted that there were vacant spaces on courses that were not taken up and not enough people were coming through. <b>NE</b> would discuss this and the technological developments with TS.</li> </ul>	<p align="center"><b>NE</b></p>	

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	ACTION	BY WHOM	BY WHEN
	<p><b>Theme 3 - Training and Policies</b>  <b>Reporting Officer: Ian Jones</b></p> <ul style="list-style-type: none"> <li>• <i>Whistle-blowing Policy</i> - had been submitted to the Cabinet and would go to the Full Council for adoption on 05/03. Implement a training plan afterwards. Work would also be undertaken with schools to adopt a policy model.</li> <li>• <i>Safeguarding</i> – the appointment of the Safeguarding Champion had helped to create alternative materials for different cohorts of the workforce, e.g., a video to transfer the main messages to front-line staff without equipment, the intranet site had been amended with safeguarding and whistle-blowing details, face-to-face safeguarding training with members would be held this month.</li> <li>• <i>Mandatory training</i> - an increase was reported in the % of staff who had completed mandatory training but work was ongoing to reach front-line cohorts.</li> </ul> <p><i>Further observations-</i></p> <ul style="list-style-type: none"> <li>• SH - would it be possible to offer face-to-face sessions for front-line staff to do the training? - IJ reported that this was the intention i.e., an e-module available for staff to complete individually but also a move to create collective training. That was where the video also came in - simple, basic information at the beginning of that collective training.</li> <li>• LLEO - was it possible to elaborate on the safeguarding training that was being offered? - IJ reported that work was ongoing to modernise the materials, e.g., using a range of different ways to raise awareness including a QR code, social media.</li> <li>• LLEO - did every school receive a request to adopt a Whistle-blowing Policy and how was it ensured that this had been embedded? - IJ noted that the quality assurance team had an annual review procedure to check that a policy was in place and this would become a core requirement in the annual review.</li> <li>• MT - Thank you to the Corporate Safeguarding Champion for her strong desire to move things forward, aware that a further conversation would be held on this with LLEO next week.</li> <li>• MT - Where did things stand with the scrutiny investigation? Could</li> </ul>	<p align="center">IJ</p>	

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	ACTION	BY WHOM	BY WHEN
	<p>see a slippage in the timetable. Would this intertwine with the department's performance challenge arrangements in future? - IJ reported that a piece of external commissioning work had caused the slippage in the timetable. The Board would need to be updated on this again. IJ to confirm the specific dates by the next meeting and when an update to the Board could be expected.</p> <p><b>Theme 4 - Governance</b>  <b>Reporting Officer: Alison Halliday</b></p> <ul style="list-style-type: none"> <li>The post of Assistant Governors' Support Officer was currently being advertised and would close on 04/03. There was an intention to appoint and this would be a great step to empower the county's governing bodies.</li> <li>Gwynedd's Chair of Governors Forum - heard their opinion last week about the work programme. Primary Headteachers had been updated in the same way in order to ascertain views.</li> <li>The impact of this report on Governors and the pressures on them were very apparent; very keen to receive more training to empower them in their roles in order to be a critical friend.</li> <li>A discussion had been held with Welsh Government officers last week to check how this would link in with the ongoing review and the timetables within the work programme in Gwynedd.</li> </ul> <p><i>Further observations-</i></p> <ul style="list-style-type: none"> <li>NWJ - She thanked a member of the public who had contacted to check the website of every school in Gwynedd and whether governors' names had been noted. It was highlighted that this did not happen in all cases. NWJ - could we do more to put pressure to ensure that basic things like these were in place? - AH acknowledged the observation, a prominent matter that could hopefully be raised quite naturally in moving forward (i.e., with Headteachers as well as the Governors).</li> <li>GApRh – had already drawn the attention of the WG to GovernorHub as a platform to have a consistent system to record everything in future. It had already been adopted in England and it definitely needed to be addressed here in Wales. Currently relied on clerks to report back on individual procedures and it was important to have a</li> </ul>	NE	

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	ACTION	BY WHOM	BY WHEN
	<p>central system in place.</p> <ul style="list-style-type: none"> <li>• NE - Proposed that Emyr/Claire from the Government could attend a future meeting to give an update on the review in this field. <b>NE</b> to extend the invitation.</li> <li>• DWJ - Checked if the mandatory safeguarding training was in place for Chairs and Designated Governors? - AH confirmed that training was in place and meeting agendas had been standardised to ensure more emphasis on the voice of the child and safeguarding. It was noted that further work was to be done to ensure that training was held in a timely manner and to raise Headteachers' awareness so that it was possible to have consistency across schools.</li> <li>• DWJ - Asked what powers did the Education Authority have if the above did not attend the training? - AH noted that the information would be provided when assessing the school's situation through monitoring arrangements and it would be checked on a corporate level.</li> </ul> <p><b>Theme 5 - Restrictive Practices</b>  <b>Reporting Officer: Llion Williams</b></p> <ul style="list-style-type: none"> <li>• The offender's actions were contrary to the Schools Policy by filming cases - this was not standard practice.</li> <li>• Quality Assurance visits checked that schools aligned with the exemplar policy provided.</li> <li>• Likewise, there was an intention to put similar arrangements in place with the Whistle-blowing Policy.</li> <li>• Appoint an additional Safeguarding and Well-being Officer to the Team to be able to carry out the annual quality visits.</li> <li>• No right to film or retain then. Work regionally across North Wales on a suitable wording as a guideline that could be included in the exemplar regional policy - currently seeking legal advice on this.</li> <li>• Commission an external company to examine the current policy and ensure that it aligned with national guidelines. Awaiting the return of a report with recommendations within the next fortnight. <b>LIW</b> to report on this at the next meeting.</li> <li>• An operational group had been set up with this theme to drive the work programme forward. Actions depended on the contents of the external report.</li> </ul>	<p align="center"><b>LIW</b></p>	

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	ACTION	BY WHOM	BY WHEN
	<p><i>Further observations-</i></p> <ul style="list-style-type: none"> <li>• MT - What happened if the school did not comply? - LLW reported that the matter would initially be raised with the Headteacher and then if there was no reply, it would be escalated (School Support Board &gt; Quality Assurance Board &gt; Contact the Chair of Governors) – a procedure to highlight recommendations that are proposed but not being implemented by the school.</li> </ul> <p><b>Theme 6 - Crisis Planning and Crisis Response</b>  <b>Reporting Officer: Catrin Love</b></p> <ul style="list-style-type: none"> <li>• Draft plan in place and a consultation process was ongoing. Had been mapping stakeholders who would need to be part of the engagement process.</li> <li>• A conversation next week with School Headteachers to go through the Action Plan.</li> <li>• Work programme had been divided into two parts - Operational/strategic plan - needed something more operational, visual and simple - e.g., flowcharts, information-sharing protocols, emergency information guide.</li> <li>• No intention to create new arrangements but to highlight things that already existed and ensure that this information was easily available to staff members and children.</li> <li>• Timetable - Present to the School Headteachers' Forum 06/05</li> <li>• Discussions had been held with the Police on seconding a Social Worker to the Police in a serious safeguarding case. Favoured having a flexible response to have the most appropriate arrangements for every individual case. That could be joint victim liaison teams (Police and Social Workers), it could be an open access arrangement for the Police or a formal secondment. A collaboration protocol needed to be created to reflect this (agreements/data-sharing etc.).</li> </ul> <p><i>Further observations-</i></p> <ul style="list-style-type: none"> <li>• MT - are you working to draw up a model that other counties can also adopt? - CL noted that there was scope to do so as three Councils in north Wales had got in touch asking for a copy of the</li> </ul>		





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	ACTION	BY WHOM	BY WHEN
	<p>had an opportunity to consult and include the voice of the child properly - a meeting had been arranged this week (03/03) with the Youth Forum and this conversation would be absolutely crucial for its direction in moving forward.</p> <ul style="list-style-type: none"> <li>• A great deal of good work was done but maybe they were not speaking to each other. This was a proposal to contain the vision in one document, set principles - divided into three work streams.</li> <li>• Further appendices would follow - e.g., children services charter, school councils.</li> </ul> <p><i>Further observations -</i></p> <ul style="list-style-type: none"> <li>• DJ - pleased to see the attitude that this was the first draft and a starting point for a further discussion. Essentially important that children and young people had a vast influence on this.</li> <li>• DJ - needed to ensure that a child-friendly version was available - GApRh noted that this would happen once it had been agreed.</li> <li>• DJ - arrangements to report on the impact of the child's voice on Council work? Was it intended to have an annual report or a report to the Cabinet / Full Council? - GApRh agreed that there was a need to ensure that this was not a tick box exercise and that children could also see the influence they had.</li> <li>• DJ - the culture around this was positive and everyone seemed to come from the same direction, how would it be ensured that this culture was embedded? - GApRh noted that monitoring and impact measuring would be crucial, draft proposals in the paper at present but we could refine them.</li> <li>• MT - pleased to see both priority papers submitted to the Board today (items 5 and 6). Clear focus on listening to children and to reflect. Gratitude was expressed for the work.</li> <li>• DG - had seen that including the voices of children and young people was starting to integrate and they were given opportunities to contribute towards our decisions and that it was not only a matter of order. The Chair of the Youth Forum had agreed to present an item jointly with DG on the rights of the child at the Managers and Team Leaders' Networks over the coming months. An Assessment (Independent Performance Panel) would also be held next week (10-13/03) and a request had been made for them to hold a specific session with the Youth Forum.</li> <li>• NJ - Principle 4 (inclusion and non-discrimination) was essentially important. How could disadvantaged children be reached? GApRh</li> </ul>		

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	ACTION	BY WHOM	BY WHEN
	<p>reported that a key part of the work would include reaching out to speak to those children - including Derwen, youth justice services etc.</p> <ul style="list-style-type: none"> <li>• SH - Proposed that officers could take advantage of the expertise and resources of the Office of the Children's Commissioner to help to gain access to hard-to-reach children.</li> <li>• SH - Pleased to see the Council's promise to carry out the voice of the child impact assessments in future. This was not a statutory requirement but it was definitely a step in the right direction.</li> <li>• <b>Everyone</b> to share any further comments with GApRh</li> </ul>	<p><b>All</b></p>	

**Next meeting:** 27 April, 1:00, Microsoft Teams

## Summary: Action Points – BRhCY Meeting 02/03/2026

	Who	Action - General Matters	Completed <input checked="" type="checkbox"/> <input type="checkbox"/>	Further comments
<b>Terms of reference</b>				
1.	EJ/LO	New members including theme leaders have been added – to be reflected in the Terms of Reference.	<input checked="" type="checkbox"/>	A copy has been circulated with the Board Members.
2.	EJ/LO	Papers are now also public as agreed at the last meeting – to be reflected in the Terms of Reference.	<input checked="" type="checkbox"/>	A copy has been circulated with the Board Members.
<b>Minutes and Action Points - 18122025 (matters carrying over)</b>				
3.	GApRh	Ensure that the voice of parents and families (victims) is incorporated into the impact measures	<input checked="" type="checkbox"/>	<i>GApRh is currently addressing this as part of the Voice of the Child Strategy</i>
4.	IJ/IGE	IJ/IGE to look further into similar arrangements for members to be able to raise whistleblowing concerns and propose a timetable.	<input checked="" type="checkbox"/>	<i>Specific legislations for staff do not extend to members in the same form. Regarding the timeline, it is intended to go before the Standards Committee (June) and Full Council (July) to adopt the guidance for members.</i>
<b>Update – Work Programme</b>				
5.	NO	<b>Theme 2 – Managing Concerns</b> NE to discuss further with TS about the vacancies on social work courses in Gwynedd / not being taken up and technological developments.		
6.	IJ	<b>Theme 3 – Training and Policy</b> IJ to confirm the timetable with the Scrutiny Inquiry (Safeguarding Arrangements) by the next meeting and when an update to the Board can be expected.	<input checked="" type="checkbox"/>	<i>Timetable: <b>April-May:</b> Engagement work to hear children's voices (by an external provider). <b>June</b> – Presentation on the engagement work by the external provider <b>July-</b> Draft Inquiry Report goes to the Scrutiny Committee</i>
7.	NO	<b>Theme 4 – Governance</b> NE to extend an invitation to Emyr/Claire from the Government to attend a future meeting in order to provide an update on the review in the area of School Governance.	<input checked="" type="checkbox"/>	<i>Item on the agenda.</i>

8.	LW	<b>Theme 5 – Restrictive Practices</b> LIW to report at the next meeting on the results of the external company review of the current restrictive practices policy.	<input checked="" type="checkbox"/>	LIW will provide oral update to the Board.
9.	All	<b>Measures</b> Everyone to give further consideration to the measures and any comments before the next meeting.	<input checked="" type="checkbox"/>	The measures are now incorporated at the end of each theme progress report and the use of a data dashboard is being looked at in order to report to the future.
10.	THE	<b>Measures</b> LO to provide further attention to the infographic to include issues that are ongoing/expected to be completed by the next meeting.	<input checked="" type="checkbox"/>	See the document pack
<b>Quality Assurance Framework</b>				
11.	DO/SW C	DO offered to bring a finished document to the Board again in due course when it has matured.	<input checked="" type="checkbox"/>	Copy of the finished Framework can be seen in the document pack
12.	SH	SH to share details with DO – contact who specialises in evidence-based supervision and could potentially provide training	<input checked="" type="checkbox"/>	
13.	Everyone	Everyone to share any further comments with DO/SWC	<input checked="" type="checkbox"/>	
<b>Voice of the Child Strategy</b>				
14.	Everyone	Everyone to share any further comments with GApRh	<input checked="" type="checkbox"/>	

# RESPONSE PLAN PROGRAMME BOARD REPORT: PRIORITISATION

The Response Plan consists of over 70 different work streams, varying in size and complexity. While many of these activities are considered high priorities, and rightly so, it is recognised that it is neither feasible nor possible to accomplish them all at the same time. Indeed, there is a real danger that a lack of clear prioritisation can lead to a situation where, if everything is a priority, nothing is really a priority.

During the meeting of the **Ministerial Assurance Board in January**, the need to establish a clear, consistent and coherent approach to prioritisation was identified. Following this, theme leaders were consulted in order to agree on a realistic approach to ranking and managing priorities.

To facilitate this process, a prioritisation matrix has been adopted to categorise the workstreams as follows:

1. High priority to be completed within a six-month period (by June 2026)
2. High priority but likely to take longer to complete (aiming for January 2027)
3. Further priorities to be prioritised and implemented following the completion of those in categories 1 and 2
4. Activities that are dependent on developments, decisions or guidance at national or regional level
5. Activities that have already been completed and are now subject to ongoing monitoring

This approach provides a structured framework to ensure that resources are effectively targeted, supporting the delivery of desired outcomes, with a clear emphasis on long-term sustainability.

A table below sets out the priorities in more detail and have been ranked in conjunction with the theme leaders. However, it should be recognised that a significant number of workstreams continue to be considered high priorities (No.1 and No.2).

## **Guidance sought from the Board:**

- Do you agree with the priority score below?
- Are the prioritisation criteria clear and robust enough?
- Are there any workflows that should be re-ranked?

No.	Priority	Theme	Recommendation
1	1	Theme 1	Fully review and implement the policies on listening to the voice of the child. <i>*Also ESTYN/CIW Report Recommendation (Nov 2025)*</i>

No.	Priority	Theme	Recommendation
6	1	Theme 1	Consult with pupils to identify the best way to enable them to access an individual/service outside school to report concerns.
15	1	Theme 2	Threshold decisions are made in a multi-agency meetings and not just by the LADO.
17	1	Theme 2	Responding to deficiencies in the arrangements to implement Part 5 <i>*Also ESTYN/CIW Report Recommendation (Nov 2025)*</i>
23	1	Theme 2	Ensure a better working relationship with Schools so that referral is not perceived to be troublesome
24	1	Theme 2	Ensure better communication/co-ordination between the education and children's departments
25	1	Theme 2	Ensure clear recording of Strategy / Decision Discussions
32	1	Theme 3	That the Safeguarding Board is reassured that Local Authorities have clear Whistleblowing policies and that all staff can use them safely
35	1	Theme 3	Introduce <b>additional training for staff</b> on record-keeping procedures and ensuring that staff are trained to an adequate standard
45	1	Theme 3	Scrutiny Investigation into Safeguarding Arrangements
4	2	Theme 1	Electronic data management system for schools
8	2	Theme 1	Supporting and advocating for victims in education matters
10	2	Theme 1	<b>Voice and Experience of Children and Young People</b> - Supporting the growth and confidence of the County Youth Forum - School Councils - Child Friendly County Initiatives - Promoting children's rights - Trauma-Informed County training programmes
18	2	Theme 2	Ensure that the referral form is easy to follow and not difficult to complete
30	2	Theme 3	Training for staff / school governors to detect and record a change in a child's behaviour that may be a sign of grooming <i>*Also ESTYN/CIW Report Recommendation (Nov 2025)*</i>
38	2	Theme 3	Ensure that all staff who may be involved in safeguarding decision-making have completed <b>the mandatory minimum level of safeguarding training</b>
46	2	Theme 4	That the Welsh Government reviews governance arrangements in schools that clearly outline what the <u>responsibilities of Governors are</u> 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
47	2	Theme 4	That the Welsh Government review governance arrangements in schools that support the development and implementation of a user-friendly <u>dashboard</u> that provides simple information about the health and culture of the school.
48	2	Theme 4	That the Welsh Government review governance arrangements in schools that require Governors to keep <u>accurate records of decisions</u> made in relation to safeguarding matters and reporting them to the LA, particularly when the decision made does not follow the LA's guidelines.
49	2	Theme 4	Clarity on investigation and prevention arrangements for staff in schools – the role of the Chair of Governors in the process
53	2	Theme 5	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
54	2	Theme 6	That the Welsh Government is assured that all LAs have a strategic serious incidents plan. The plan should include arrangements for caring for the victim, protecting evidence and managing the alleged offender
56	2	Theme 6	That the Welsh Government is assured that all LAs have a strategic serious incidents plan. There should be a strategic plan in place to have easy-to-

No.	Priority	Theme	Recommendation
			access on-site support for children and adults in institutions where there has been a significant traumatic incident
2	3	<b>Theme 1</b>	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
34	3	<b>Theme 3</b>	That the Welsh Government undertake a review of governance arrangements in schools across Wales, which ensures that the Designated Safeguarding Persons and their deputies are subject to external supervision by qualified Social Workers from the relevant local authority
52	3	<b>Theme 4</b>	The School's Governing Body and the Education Department to undertake an investigation to compare the operational arrangements of Ysgol Friars with other schools in the County.
7	4	<b>Theme 1</b>	WG 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
11	4	<b>Theme 2</b>	That the <b>amended procedures</b> (Welsh Government) state that the voice of the child must be heard, even if the child has not made any disclosure. See <i>number 5 (theme 1) on what the Council has put in place to ensure this happens.</i>
12	4	<b>Theme 2</b>	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.
14	4	<b>Theme 2</b>	The Welsh Government is considering requiring schools to develop a 'Adult Conduct of Concern Policy' (known in England as the 'Low-level Concerns Policy')
20	4	<b>Theme 2</b>	The Welsh Government ensures that the review of Section 5 procedures is shaped by the lessons from this Review and takes them into account
21	4	<b>Theme 2</b>	Incorporate the Welsh Government's new Strategy (10-year strategy 2025-2035) for the prevention of child sexual abuse
29	4	<b>Theme 3</b>	That WG commission a training resource based on the findings of this Review, for use by all schools in Wales.
31	4	<b>Theme 3</b>	That assurances are given to Safeguarding Boards that the training on grooming/ modus operandi of offenders is delivered to Local Authority Education, Children and Human Resources Services officers
33	4	<b>Theme 3</b>	Safeguarding Boards are assured that their area's LADO officers receive regular training and supervision
50	4	<b>Theme 4</b>	Adopt recommendations from the review to the ICP report in dealing with complaints in the future
51	4	<b>Theme 4</b>	Continue to offer the best possible training and support to Governors

## Completed and moving towards measuring impact / monitoring

No.	Theme	Recommendation / Task	How are we monitoring?
5	<b>Theme 1</b>	Children's social care services to speak to the child named in the Section 5 referral. *Also ESTYN/CIW Report Recommendation (Nov 2025)*	<ul style="list-style-type: none"> <li>• Report % of children who have had contact by a social worker following a referral to the Children and Supporting Families Department Performance Challenge meeting every two months.</li> <li>• It is also a measure reported on to the Response Plan Programme Board</li> </ul>
9	<b>Theme 1</b>	Dealing with claims for compensation - Resolving outstanding cases in a timely manner	<ul style="list-style-type: none"> <li>• Solicitors have been appointed to deal with the claims on behalf of the Council.</li> <li>• Arrangements are taking place as required through the Risk and Insurance Co-ordination Manager</li> </ul>
13	<b>Theme 2</b>	The regulatory body (ESTYN) carries out inspections in individual schools and reports on whether safeguarding arrangements at a local (school) level meet the requirements.	<ul style="list-style-type: none"> <li>• Estyn shares any safeguarding concerns from school inspections with the Council and these are discussed during their termly meetings with the Authority.</li> <li>• An annual procedure is in place to monitor all schools through our Quality Assurance visits.</li> <li>• The quality assurance visits are a measure reported to the Response Plan Programme Board.</li> </ul>
16	<b>Theme 2</b>	Where a referral is made under Section 5, all safeguarding information on the child's record must be considered.	<ul style="list-style-type: none"> <li>• Task completed.</li> <li>• The Part 5 discussion forms and strategic meetings have been updated to make it mandatory to confirm that the child's records have been verified, reviewed and considered, and that this has been clearly recorded.</li> </ul>
19	<b>Theme 2</b>	Ensuring a transparent and open culture when dealing with referrals – being open to information over the phone	<ul style="list-style-type: none"> <li>• The Department is available to provide advice and receive referrals over the phone.</li> <li>• Part of our ongoing work includes raising awareness across the wider workforce to ensure everyone is aware how to contact and what to record.</li> </ul>
22	<b>Theme 2</b>	Restructure and establish the Gwynedd Schools Safeguarding and Well-being Service	<ul style="list-style-type: none"> <li>• Task completed.</li> <li>• The team has been set up and the capacity is regularly reviewed.</li> </ul>
36	<b>Theme 3</b>	Scrutiny of safeguarding and VAWDASV training levels	<ul style="list-style-type: none"> <li>• % of staff who have completed the Safeguarding and VAWDASV training is reported to the Strategic Safeguarding Panel and the Safeguarding Executive Group.</li> <li>• The %s are also reported to each Department's Performance Challenge meetings.</li> <li>• It is also a measure reported on to the Response Plan Programme Board</li> </ul>

37	<b>Theme 3</b>	Support for schools on safeguarding arrangements including policy, training and safeguarding monitoring arrangements	<ul style="list-style-type: none"> <li>Self-evaluation and monitoring arrangements are in place. Annual visits are held by the Safeguarding and Well-being team.</li> </ul>
40	<b>Theme 3</b>	Periodic review of Cyngor Gwynedd's Corporate Safeguarding Policy	<ul style="list-style-type: none"> <li>This is part of the Strategic Safeguarding Panel's work programme.</li> <li>The revised Safeguarding Policy will be submitted to Cabinet for approval in September 2026.</li> </ul>
41	<b>Theme 3</b>	Periodic review of Schools Safeguarding Policy and review of procedures to highlight where individual schools have significantly modified the content of the model policies	<ul style="list-style-type: none"> <li>A review is carried out annually (summer months).</li> </ul>
42	<b>Theme 3</b>	Internal audit into the Cyngor Gwynedd workforce's awareness of safeguarding arrangements;	<ul style="list-style-type: none"> <li>A task that has been completed and reported to the Board.</li> <li>It is intended to repeat the audit following work by the Corporate Safeguarding Champion.</li> </ul>
43	<b>Theme 3</b>	Scrutinise the percentages of the workforce <b>who have a current DBS</b> , where necessary	<ul style="list-style-type: none"> <li>% of staff with DBS is reported to the Strategic Safeguarding Panel and the Safeguarding Executive Group.</li> <li>It is also a measure reported on to the Response Plan Programme Board</li> </ul>
44	<b>Theme 3</b>	Visits to monitor and support safeguarding arrangements for individual schools annually	<ul style="list-style-type: none"> <li>An annual monitoring procedure is in place.</li> <li>Report the number and percentage of school quality check visits to the Education Performance Challenge meeting every two months.</li> <li>It is also a measure reported on to the Response Plan Programme Board</li> </ul>
55	<b>Theme 6</b>	That the Welsh Government is assured that all LAs have a strategic serious incidents plan. <b>The plan should include an official protocol for sharing information with other LAs.</b>	<ul style="list-style-type: none"> <li>The Council already has a <b>plan including an official protocol for sharing information with other LAs</b></li> <li>There are two WASPI protocols: One for sharing safeguarding information, and one for sharing information of vulnerable people in crisis.</li> <li>There are also very clear ICO guidelines on information sharing in an emergency.</li> </ul>
57	<b>Theme 6</b>	That the Welsh Government is assured that all LAs have a strategic serious incidents plan. 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	<ul style="list-style-type: none"> <li>Task completed.</li> <li>Discussions have been held to collaborate flexibly which may sometimes include secondment for a social worker, but also an open-door policy or victim liaison teams.</li> </ul>



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

***27.04.2026***

## THEME 1 - VOICE OF THE CHILD AND SUPPORTING VICTIMS

**Reporting Officer: Gwern ap Rhisiart**

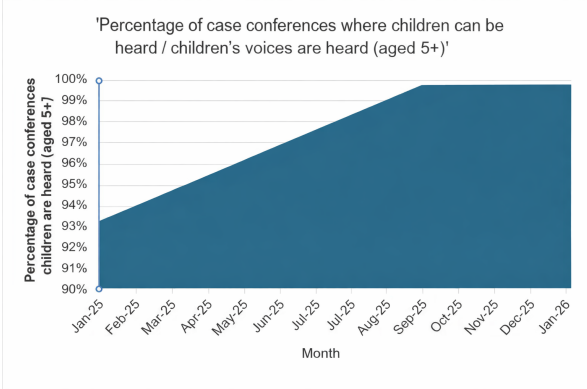
<p><b>1. Theme Aim:</b></p>	<ul style="list-style-type: none"> <li>• Ensure that children are listened to, and that they are believed and taken seriously.</li> <li>• Give a voice to children and young people in processes that have been planned to keep them safe.</li> <li>• Do everything within our ability to support the victims and survivors.</li> </ul>
<p><b>2. Guidance sought from the Board:</b></p>	<p>We ask the Board to:</p> <ul style="list-style-type: none"> <li>• Challenge and scrutinise the progress</li> <li>• Offer any further guidance on the next steps</li> </ul>
<p><b>3. Progress to date:</b></p>	<p><u>The Voice of the Child Strategy</u></p> <p>A draft Voice of the Child Strategy has been completed. Observations have been received on the content by the members of the recovery board and have been incorporated in the current version.</p> <p>Work has been done to draw up some appendices, but not all. The appendix on the voice of children and young people in education is ready for discussion with the Children and Young People Forum, Education Strategic Groups and Gwynedd Governors Forum.</p> <p>There is work to be done to amend the current guidance of the Children's Services so that it becomes a natural part of the Strategy as a whole; the current content is wholly appropriate, but its format needs to be amended so that it reads as one. The content needs to be discussed with the Children and Young People Forum. This may be a task for the Engagement Coordinator that is currently in the process of being appointed.</p> <p><u>Recording</u></p> <p>Every school has the ability to record changes in the behaviour of children digitally on the Bromcom system or one of the previous systems, such as MyConcern.</p> <p><u>Trauma Informed and Child Friendly</u></p> <p>A work programme has been prepared which looks at:</p> <p>a) developing Gwynedd as a child-friendly county, placing the rights of children at the heart of decisions;</p> <p>b) moving towards being trauma-informed, kind and empathic organisations.</p> <p>The programme focuses on long-term changes and developing culture by means of:</p> <ul style="list-style-type: none"> <li>- A corporate and specialist training programme;</li> </ul>

	<ul style="list-style-type: none"> <li>- Policy and procedure checks;</li> <li>- Self-assessments;</li> <li>- Monitoring and evaluating impact.</li> </ul> <p>The Action Plan and its delivery continues under the Caring Gwynedd Priority Area, and the Supporting People Cross-departmental Working Group (instead of directly to the Board), in order to embed the whole-Council approach to the themes. The work programme can be seen in Appendix 1 (Additional Papers).</p> <p><u>Contact Outside School</u></p> <p>Quality checking visits continue to check that there are contact numbers that children can use if they wish to contact external agencies.</p> <p>This is a part of the continuous monitoring cycle of the safeguarding and well-being team.</p> <p>There has been no example where the team has not seen appropriate alternative contact details at any school.</p>
<p><b>4. Challenges faced:</b></p>	<p>One of the main challenges is the increasing demand on our Children and Young People Forum. Although they are more than able to consider and give their opinions, they also have their own priorities and this in itself places pressure on them.</p> <p>It appears that everyone wishes to hear the views of the forum on a broad range of fields, and we need to consider that they have exams, for example, and that it is not acceptable to take them out of their lessons all the time. It is something that needs to be considered moving forward, and officers will consider an annual programme with the Forum during their next meetings.</p> <p>As a result, we will delay the completion of work on the strategy until the end of June, beginning of July, as the examination period will have drawn to a close by then.</p>
<p><b>5. Next steps / key milestones:</b></p>	<ul style="list-style-type: none"> <li>• Refine the content of the current guidance of the Children's Services to correspond with the strategy's format.</li> <li>• Commence the work of considering corporate changes to ensure the voice of the child.</li> <li>• Draw up a realistic timetable for consulting with the Children and Young People Forum, considering the increasing demand on them as representatives.</li> </ul>
<p><b>6. Risks / Resources:</b></p>	<p>The availability of our Children and Young People Forum, particularly over the examination period.</p>
<p><b>7. Communication Considerations</b></p>	

8. Timelines:			
Number	Priority	What?	Timetable
1	1	The Voice of the Child Strategy	July 2026
6	1	Contact outside school (reporting concerns)	To be confirmed
4	2	System for recording a change in behaviour	September 2027
8	2	Support for victims	Ongoing
10	2	Walking on the corporate culture: Trauma-informed and The Right Way (Children's Rights)	Long-term work programme
2	3	Systems / measures / reporting - the voice of the child	To be confirmed
7	4	<b>Welsh Government</b> to implement changes to the National Curriculum	WG noted September 2026
5	5	Social Worker to speak with every child	Completed - monitoring
9	5	Compensation claims	Ongoing
3	Combined with number 30 (Theme 3)	Training - identify change in behaviour / grooming	See: Number 30 Theme 3

Grey = Completed or unable to implement as we are waiting for a national / regional change

Measures (Impact)		
Regular opportunities for victims / survivors to provide feedback to Cyngor Gwynedd about the quality and sufficiency of the support	<p><b>Update:</b></p> <p>The intention is to discuss with the advocates during April. A verbal update could be provided if this has not happened by the time the papers have been shared with Board members.</p>	<p><b>Timetable:</b></p> <p>Board Meeting April 2026 (verbal)</p>
Confidence and experience of safeguarding in schools	<p><b>Update:</b></p> <p>A Youth Forum has been developed and a questionnaire has been circulated to gather the views of young people about their confidence and the experience of safeguarding within schools. 1291 young people across the County have responded.</p> <p>The responses show that over 80% pupils noted that they were able to speak with someone at the school if support is needed, 14% were not able to speak with someone at the school and 6% did not respond.</p>	<p><b>Timetable:</b></p> <p>Annual - results Feb / March</p>

	<p>75% noted that they knew where to go for support, 6% were uncertain, 15% did not respond and 4% did not know where to go for support.</p>																													
<p>Health and Well-being of Gwynedd Schools (School Life)</p>	<p><b>Update:</b></p> <p>The Report on the results of the <i>Survey on the Health in Schools Research Network (SHRN): Improve the health and welfare of learners</i> has not been published by Public Health Wales yet.</p>	<p><b>Timetable:</b></p> <p>Delay from reporting as the SHRN report has not yet been published.</p> <p>July 2026 Board</p>																												
<p>Percentage of case conferences where the voice/views of the child (5+ years old) were heard</p>	<p><b>Update:</b></p>  <p>'Percentage of case conferences where children can be heard / children's voices are heard (aged 5+)'</p> <table border="1"> <caption>Percentage of case conferences where children's voices are heard (aged 5+)</caption> <thead> <tr> <th>Month</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Jan-25</td><td>93%</td></tr> <tr><td>Feb-25</td><td>94%</td></tr> <tr><td>Mar-25</td><td>95%</td></tr> <tr><td>Apr-25</td><td>96%</td></tr> <tr><td>May-25</td><td>97%</td></tr> <tr><td>Jun-25</td><td>98%</td></tr> <tr><td>Jul-25</td><td>98.5%</td></tr> <tr><td>Aug-25</td><td>99%</td></tr> <tr><td>Sep-25</td><td>99%</td></tr> <tr><td>Oct-25</td><td>99%</td></tr> <tr><td>Nov-25</td><td>99%</td></tr> <tr><td>Dec-25</td><td>99%</td></tr> <tr><td>Jan-26</td><td>99%</td></tr> </tbody> </table>	Month	Percentage	Jan-25	93%	Feb-25	94%	Mar-25	95%	Apr-25	96%	May-25	97%	Jun-25	98%	Jul-25	98.5%	Aug-25	99%	Sep-25	99%	Oct-25	99%	Nov-25	99%	Dec-25	99%	Jan-26	99%	<p><b>Timetable:</b></p> <p>This is a measure that it reported regularly to the Children's Performance Challenge meeting.</p> <p>The next Performance Challenge meeting will be held in May.</p>
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<p>Percentage of part 5 referrals where a social worker has made a proactive effort to visit and listen to the voice of the child (5+yrs)</p>	<p><b>Update:</b></p> <p><b>Number of children seen during the assessment (Dec-Jan) = 97%</b></p> <p>Three children not seen during assessment</p> <p>The reasons for this include children not wanting to leave their bedroom/not wishing to be a part of the assessment.</p> <p>There was one case where a parent refused a visit, telephone assessment only. A strategy discussion was held and escalated to Strategy 47 for access without parental consent.</p>	<p><b>Timetable:</b></p> <p>This is a measure that it reported regularly to the Children's Performance Challenge meeting.</p> <p>The next Performance Challenge meeting will be held in May.</p>																												
<p><b>Outputs to date</b></p>																														



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



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



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



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



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

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

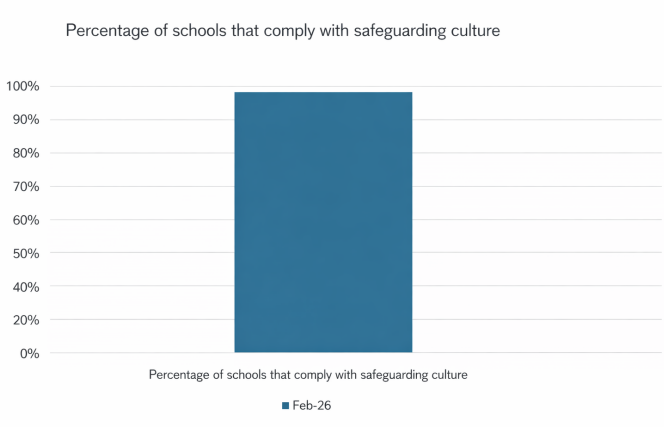
**Reporting Officer(s): Dylan Owen / Sharron Carter Williams**

<p><b>1. Theme Aim:</b></p>	<ul style="list-style-type: none"> <li>• Protect children by ensuring that concerns are taken seriously and acted upon quickly.</li> <li>• Ensure that Part 5 arrangements support a consistent and robust multi-agency response to allegations and concerns about adults working with children.</li> </ul>
<p><b>2. Guidance sought from the Board:</b></p>	<p>We ask the Board to;</p> <ul style="list-style-type: none"> <li>• Challenge and scrutinise the progress</li> <li>• Offer any further guidance on the next steps.</li> </ul>
<p><b>3. Progress to date:</b></p>	<ul style="list-style-type: none"> <li>• The <b>Quality Assurance Framework</b> has been completed (copy for information included in the pack).</li> <li>• The <b>Magic Notes pilot</b> has been commenced, with positive results thus far, as staff note that it facilitates their work.</li> <li>• An application was submitted to be a part of a national pilot to trial the new <b>national referral form</b>. We are waiting to hear if the application has been successful.</li> </ul>
<p><b>4. Challenges faced:</b></p>	<ul style="list-style-type: none"> <li>• Although the initial meeting with the Police was positive in terms of establishing a TEAMS channel, they have currently refused the request, noting that the current arrangements work effectively. Further contact will be made to explain the situation further.</li> <li>• With the funding for additional posts confirmed, the Department will move to advertise them. However, as recruiting social workers is already a challenge, there is an actual risk that these roles cannot be filled.</li> </ul>
<p><b>5. Next steps / key milestones:</b></p>	<ul style="list-style-type: none"> <li>• Follow-up conversations to hold with the Police (April 2026)</li> <li>• Appoint to the DOS/Quality Assurance Post (May/June 2026)</li> <li>• Evaluate the Magic Notes Pilot (July 2026)</li> </ul>
<p><b>6. Risks / Resources:</b></p>	<ul style="list-style-type: none"> <li>• With the funding for additional posts now confirmed, the Department will move to advertise them. However, as recruiting social workers is already a challenge, there is an actual risk that these roles cannot be filled.</li> </ul>
<p><b>7. Communication Considerations</b></p>	<ul style="list-style-type: none"> <li>• Work will be needed to raise the awareness of the <b>Children's Department workforce</b> about the new Quality Assurance Framework.</li> <li>• A challenge is expected in wording the recruitment to additional posts. A further <b>public</b> and internal campaign will need to be considered as required.</li> </ul>

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

Grey = Completed or unable to implement as we are waiting for a national / regional change

Measures (Impact)		
Staff confidence and experiences of Part 5 referrals and dealing with	<b>Update:</b> We are considering whether something can be done as part of the internal investigation of the awareness of the safeguarding workforce (internal audit), seeking the	<b>Timetable:</b> October 2026 Board.

low-level concerns	views of an individual who has experience of making a safeguarding referral or conduct a joint inspection with the Safeguarding and Well-being Team.	We are delaying before conducting an internal audit on the workforce's awareness in order to give time for the materials produced by the Corporate Safeguarding Promoter to take root.				
Attendance of the Chair of Governors or deputy at a Part 5 strategy meeting if there is an allegation about a member of a school's workforce.	<p><b>Update:</b></p> <p>Our intention is to try and report on this <b>per quarter</b>.</p> <p>Please note, however, that this cannot be done by using the current data system and some manual administrative work will have to be done in order to calculate it.</p>	<p><b>Timetable:</b></p> <p>Aiming to start reporting on this measure to the Board in July 2026</p>				
Estyn inspection reports : numbers who comply with safeguarding culture	<p><b>Update:</b></p>  <p>Percentage of schools that comply with safeguarding culture</p> <table border="1"> <thead> <tr> <th>Month</th> <th>Percentage of schools that comply with safeguarding culture</th> </tr> </thead> <tbody> <tr> <td>Feb-26</td> <td>~95%</td> </tr> </tbody> </table>	Month	Percentage of schools that comply with safeguarding culture	Feb-26	~95%	<p><b>Timetable:</b></p> <p>Reported quarterly</p>
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Feb-26	~95%					

**Outputs to date**



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



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



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



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



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



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

## THEME 3 - TRAINING AND POLICIES

*Reporting Officer: Ian Jones*

<p><b>1. Theme Aim:</b></p>	<ul style="list-style-type: none"> <li>• Ensure that staff are trained to "think the unthinkable" and understand that "it could happen here".</li> </ul>
<p><b>2. Guidance sought from the Board:</b></p>	<p>We ask the Board to;</p> <ul style="list-style-type: none"> <li>• Challenge and scrutinise the progress</li> <li>• Offer any further guidance on the next steps.</li> </ul>
<p><b>3. Progress to date:</b></p>	<p><u>Whistleblowing Policy</u> The amended Whistleblowing Policy was adopted by the Full Council in March 2026, and work is afoot to raise awareness of the policy across the Council. We have also committed that relevant officers attend specialist training from the Protect organisation during the coming months (exact dates to be confirmed).</p> <p><u>Safeguarding Training</u> Progress has also been made in terms of converting Safeguarding training into video presentations so that they can be introduced to frontline staff across the Council. Work has also commenced on mapping the training needs of staff beyond the basic module so that they can support staff in the workplace. Group F training has also been carried out by an External Expert for the Council's Members.</p> <p><u>Grooming Training</u> The NSPCC will be commissioned to prepare the grooming training pack. The training will include two parts: 1. An on-line class for up to 5000 for officers across the Council, raising awareness of the signs of grooming, and how to respond, etc. The training will also be available to elected members and school Governors. 2. Face-to-face training for 20 officers (5 sessions booked, therefore 100 officers in total). This is specific for front-line workers; Social Workers, Teachers, Designated Safeguarding Persons in Schools and Headteachers. The aim is to start the sessions in June. There was some delay as a result of the need for bilingual materials.</p>
<p><b>4. Challenges faced:</b></p>	<p>Access to all Council staff to the Council's IT systems remains a challenge. However, a financial bid has recently been approved to facilitate the work, and a further work is in place to realise the ambition.</p>
<p><b>5. Next steps / key milestones:</b></p>	<p><u>Whistleblowing Policy</u> <b>April – July 2026</b> &gt; Raise awareness of the Whistleblowing policy amongst Council staff. <b>April - December 2026</b> &gt; Attend training sessions <b>April - September 2026</b> &gt; Introduce sessions to frontline staff on Safeguarding <b>July 2026</b> - Complete mapping work on the training needs of Managers and Team Leaders</p>
<p><b>6. Risks / Resources:</b></p>	<p>Work priorities continue to be challenging as a result of the Council's broader work programmes.</p>

**7. Communication Considerations:**

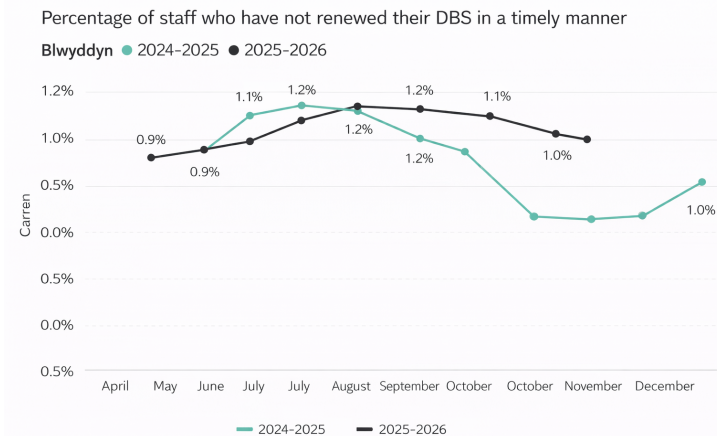
- Internal communication messages to be prepared in terms of Whistleblowing and Safeguarding matters

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

Grey = Completed or unable to implement as we are waiting for a national / regional change

**Measures (Impact)**

**DBS rates for staff**



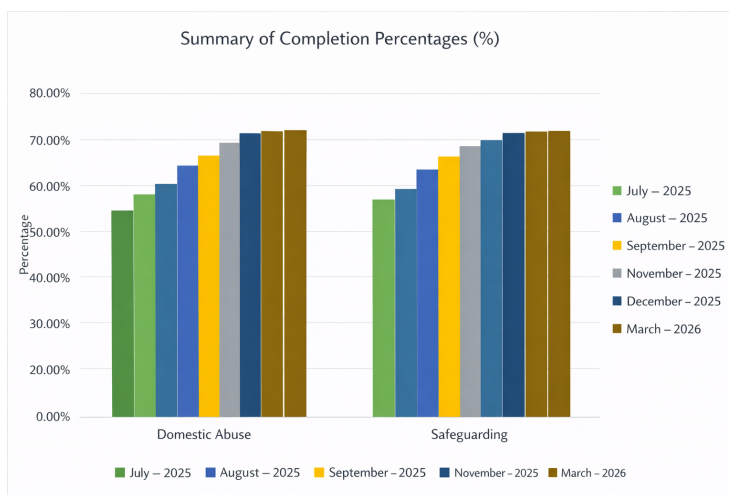
**Timetable:**

This is a measure that it reported regularly to the Corporate Performance Challenge meeting.

The next Performance Challenge meeting will be held in April. The figures per department are also scrutinised through the Safeguarding Operational Group.

**Completing mandatory safeguarding training**

**Update:**



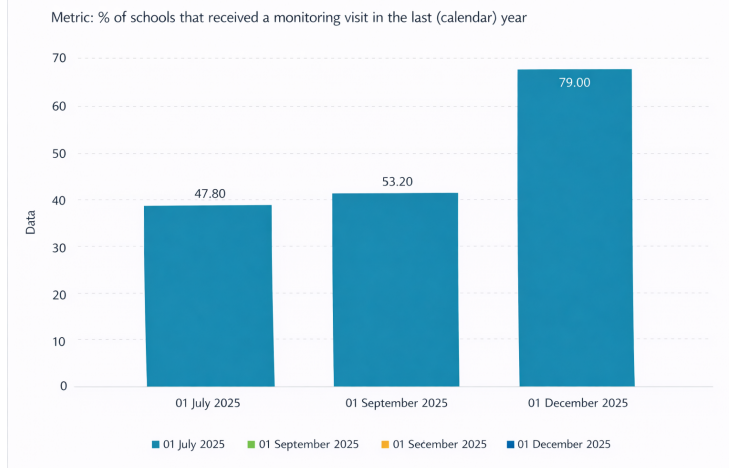
*It is expected for the percentage to increase as a result of the mandatory training video presentation sessions for frontline staff.*

**Timetable:**

This data is scrutinised at the Safeguarding Operational Group.

The data is now also included in the performance challenge of every Department.

**Number and percentage of school quality check visits**



**Timetable:**

This is a measure that it reported regularly to the Education Performance Challenge arrangements.

**The next meeting is in May, and it will be possible to report on the data of the last 4 months at the July Board.**

<p>Compliance with school safeguarding policies</p>	<p>Metric: % of schools that have received a monitoring visit and are compliant at good or better with safeguarding requirements</p> <table border="1"> <thead> <tr> <th>Date</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>01 February 2024</td> <td>100.00</td> </tr> <tr> <td>01 April 2024</td> <td>100.00</td> </tr> <tr> <td>01 June 2024</td> <td>100.00</td> </tr> <tr> <td>01 September 2024</td> <td>98.00</td> </tr> <tr> <td>01 November 2024</td> <td>98.90</td> </tr> <tr> <td>01 March 2025</td> <td>97.90</td> </tr> <tr> <td>01 July 2025</td> <td>95.50</td> </tr> <tr> <td>01 September 2025</td> <td>96.00</td> </tr> </tbody> </table>	Date	Percentage	01 February 2024	100.00	01 April 2024	100.00	01 June 2024	100.00	01 September 2024	98.00	01 November 2024	98.90	01 March 2025	97.90	01 July 2025	95.50	01 September 2025	96.00	<p><b>Timetable:</b></p> <p>This is a measure that it reported regularly to the Education Performance Challenge arrangements.</p> <p><b>The next meeting is in May, and it will be possible to report on the data of the last 4 months at the July Board.</b></p>
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<p>% staff completed training on sex offenders and grooming</p>	<p><b>Update:</b></p> <p>As a result of the delay to secure bilingual materials, the data will now be collected from June onwards.</p>	<p><b>Timetable:</b></p> <p>The intention is to start reporting on this data at the Board's meeting in July 2026.</p>																		
<p>Staff and members' confidence in the Council's Whistleblowing arrangements</p>	<p><b>Update:</b></p> <p>Further work is needed between April and July in order to raise awareness of the in-house arrangements.</p>	<p><b>Timetable:</b></p> <p>Aiming to start reporting on this measure to the Board in September 2026.</p>																		

**Outputs to date**

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

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

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

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

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

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

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

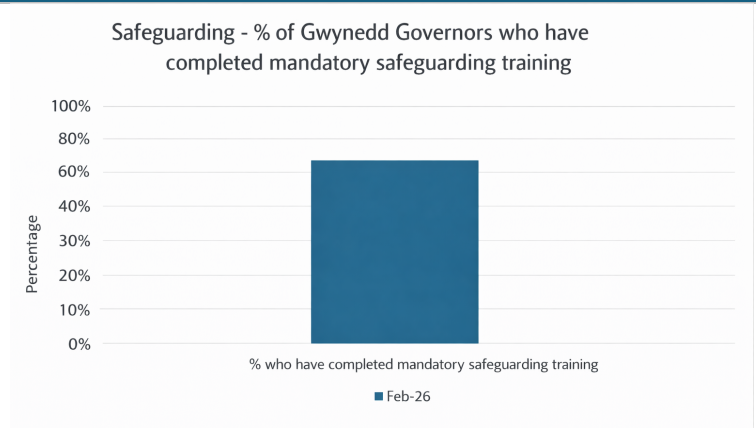
A video has been produced to deliver safeguarding training to frontline staff.

<b>THEME 4 - GOVERNANCE</b>	
<b>Reporting Officer: Alison Halliday</b>	
<b>1. Theme Aim:</b>	<ul style="list-style-type: none"> <li>• Ensure that school governors understand their roles and responsibilities to keep children safe.</li> <li>• Ensure that systems are in place which measure the wider health and culture of schools.</li> </ul>
<b>2. Guidance sought from the Board:</b>	<p>We ask the Board to;</p> <ul style="list-style-type: none"> <li>– Challenge and scrutinise the progress</li> <li>– Offer any further guidance on the next steps</li> </ul>
<b>3. Progress to date:</b>	<p><u>Safeguarding Training</u></p> <ul style="list-style-type: none"> <li>• Mandatory safeguarding training in place for every Chair and Safeguarding Designated Governor in schools</li> <li>• Basic Safeguarding Training is mandatory for every Governor</li> <li>• A new Governor Handbook has been shared with all Governors and on the Gwynedd website</li> </ul> <p><u>Appointment of a Governance Support Officer</u></p> <ul style="list-style-type: none"> <li>• A Governance Support Officer has been appointed and will commence in the role in <b>May 2026</b></li> </ul> <p><u>Effective Governance as a Critical Friend</u></p> <ul style="list-style-type: none"> <li>• Every leadership development programme in the authority gives purposive attention to the importance of effective governance with the need to foster a culture of honesty and transparency to ensure that governing bodies implement their role as a critical friend.</li> <li>• New headteachers and headteachers in charge, along with participants from the primary and secondary future leaders, have now received this training.</li> </ul> <p><u>Training for Clerks</u></p> <ul style="list-style-type: none"> <li>• Meeting agendas have been amended to ensure a specific and purposeful focus on the voice of the child, well-being and safeguarding. These programmes have been shared with the Authority's clerks of school governing bodies in <b>April 2026</b></li> </ul> <p><u>Welsh Government</u></p> <ul style="list-style-type: none"> <li>• We have attended meetings with the Welsh Government to gain more information and updates regarding the review. A Welsh Government Representative will attend the next meeting of the Gwynedd Governance Forum to share an update and receive input on the governance challenges of smaller and rural schools.</li> </ul> <p><u>Professional Clerk</u></p> <ul style="list-style-type: none"> <li>• Awaiting job evaluations.</li> </ul>
<b>4. Challenges faced:</b>	Dependencies - awaiting further guidance from Welsh Government following its review of governance arrangements within schools.

<p><b>5. Next steps / key milestones:</b></p>	<ul style="list-style-type: none"> <li>• Induction of the new Governance Support Officer to their role - <b>May 2026 onwards</b></li> <li>• Ensuring a comprehensive training programme for Governing Bodies <b>June 2026 onwards</b></li> <li>• Appointment of a Professional Clerk to meet the demand and needs of schools for a clerk</li> <li>• Prompt response and implementation of all recommendations in the Welsh Government Review of governance arrangements. <b>September 2026 onwards</b></li> <li>• Continue discussions with the Governance Hub company to respond to the need for a dashboard to capture all data and information in a convenient location.</li> <li>• Draw up a questionnaire for governors to measure the impact of training on the culture and their confidence as a critical friend of the school <b>June - July 2026</b></li> <li>• Implement any findings, empowering a training programme for governing bodies</li> </ul>																																
<p><b>6. Risks / Resources:</b></p>	<p><b>Risk:</b></p> <ul style="list-style-type: none"> <li>• Adapt the Authority's mandatory training in terms of governance before receiving national guidance following the review</li> <li>• The authority unable to meet the needs and demands of schools for a governing clerk from September onwards.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• (Number 46) - Additional resources will be required to establish a professional clerking model.</li> </ul>																																
<p><b>7. Communication Considerations:</b></p>	<ul style="list-style-type: none"> <li>• Information will need to be shared with Governors, including a comprehensive training programme.</li> <li>• We will appoint a Professional Clerk to meet the demand and needs of schools.</li> </ul>																																
<p><b>8. Timelines:</b></p>	<table border="1" data-bbox="395 1211 1394 1816"> <thead> <tr> <th>Number</th> <th>Priority</th> <th>What?</th> <th>Timetable</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>2</td> <td><b>Welsh Government</b> to highlight the responsibilities of Governors</td> <td>To be confirmed by WG</td> </tr> <tr> <td>47</td> <td>2</td> <td>Governors dashboard on the health and well-being of schools</td> <td>to be confirmed by WG</td> </tr> <tr> <td>48</td> <td>2</td> <td>Governors to keep accurate records of safeguarding decisions</td> <td>May 2026</td> </tr> <tr> <td>49</td> <td>2</td> <td>Highlight the role of Governors in an investigation and suspension procedure</td> <td>June 2026 / Ongoing</td> </tr> <tr> <td>52</td> <td>3</td> <td>Compare the Governance arrangements of YF and other schools</td> <td>May 2026</td> </tr> <tr> <td>50</td> <td>4</td> <td>Learn lessons when dealing with complaints in the future</td> <td>Ongoing - a case similar to ICC 2019 has not happened</td> </tr> <tr> <td>51</td> <td>4</td> <td>Training and Support for Governors</td> <td>Awaiting the findings of the WG review</td> </tr> </tbody> </table> <p>Grey = Completed or unable to implement as we are waiting for a national / regional change</p>	Number	Priority	What?	Timetable	46	2	<b>Welsh Government</b> to highlight the responsibilities of Governors	To be confirmed by WG	47	2	Governors dashboard on the health and well-being of schools	to be confirmed by WG	48	2	Governors to keep accurate records of safeguarding decisions	May 2026	49	2	Highlight the role of Governors in an investigation and suspension procedure	June 2026 / Ongoing	52	3	Compare the Governance arrangements of YF and other schools	May 2026	50	4	Learn lessons when dealing with complaints in the future	Ongoing - a case similar to ICC 2019 has not happened	51	4	Training and Support for Governors	Awaiting the findings of the WG review
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**Measures (Impact)**

% of school governing bodies reporting that all members have completed mandatory training



**Timetable:**  
This information is collected once a year during the Autumn Term by means of the Annual Safeguarding Questionnaire.

The Governing Body's confidence in their ability to be a Critical Friend of the school.

**Update:**  
**To be introduced in September 2026.**

**Timetable:**  
Information being collected before the end of the Summer term in order to be able to report to the Board at the beginning of the new term (**September 2026**).

**Outputs to date**



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



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



A **training program for clerks** is available to all School Governing bodies.

<b>THEME 5 - RESTRICTIVE PRACTICES</b>	
<b>Reporting Officer: Llion Williams</b>	
<b>1. Theme Aim:</b>	<ul style="list-style-type: none"> <li>Update guidelines on filming physical restraint by adults, and how filming records should be kept.</li> </ul>
<b>2. Guidance sought from the Board:</b>	<p>We ask the Board to;</p> <ul style="list-style-type: none"> <li>Challenge and scrutinise the progress</li> <li>Offer any further guidance on the next steps.</li> </ul>
<b>3. Progress to date:</b>	<ul style="list-style-type: none"> <li>An external company has been commissioned to:               <ol style="list-style-type: none"> <li>Evaluate the current policy against national guidelines</li> <li>Analyse the strengths and weaknesses of the policy.</li> <li>Recommend practical improvement steps which ensure full compliance and integrate restorative approaches and conversations.</li> <li>Recommend clear implementation arrangements with roles, accountability and restorative approach embedded in daily practice.</li> <li>Evaluate the training plan for staff in policy requirements and restorative conversations.</li> <li>Establish clear reporting arrangements for incidents, concerns and outcomes of restorative conversations.</li> </ol> </li> <li>Number of associated policies shared to facilitate the evaluation</li> <li>Meeting held between the Headteacher of the Camu i'r Copa Referral Unit, Inclusion Manager and the officer who completes evaluation work to explain the implementation arrangements of the policy and the current training plan.</li> <li>Final steps are completed in the evaluation work before the report is submitted.</li> <li>After this, an action plan will be drawn up, and the implementation will respond to the findings.</li> <li>Scrutiny of the restrictive practice / early intervention policy has been added to the quality visits of the Safeguarding and Well-being Team since the end of February 2026 - Every school that has received a visit so far has adopted the lead policy of the Education Department</li> <li>The policy adoption / review date will be a part of the annual safeguarding questionnaire to Schools (Circulated annually in October)</li> <li>The Regional Safeguarding Group is developing an additional clause in the Regional policy to give guidance to schools on filming physical restraint by adults - this is not recommended in accordance with GDPR regulations and relevant legislation. The clause is in the process of being verified by the legal department of the lead County.</li> </ul>
<b>4. Challenges faced:</b>	<ul style="list-style-type: none"> <li>Drawing up and implementing improvements following the external consultation, subject to the company's completion timetable</li> <li>Current training data includes the schools of Anglesey and other agencies - There will be a need to develop and adapt the method of monitoring the need and numbers of staff who need/have been trained.</li> </ul>
<b>5. Next steps / key milestones:</b>	<ul style="list-style-type: none"> <li>Establish an action plan following the evaluation - <b>March 2026</b></li> <li>Establish and implement monitoring and compliance with policy procedure - <b>March 2026</b></li> <li>Review the training strategy and plan - <b>To be confirmed following the evaluation feedback</b></li> </ul>

	<ul style="list-style-type: none"> <li>Strengthen the reporting and monitoring of school reports data arrangements - <b>To be confirmed following the evaluation feedback</b></li> </ul>																														
<b>6. Risks / Resources:</b>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>The process of commissioning and completing the work to evaluate the policy and arrangements take longer than expected</li> <li>Ongoing compliance of schools</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Resources and a system will be required to record 53.5 - collaborating with the IT Department to establish a system/Power App to keep data</li> </ul>																														
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% of school staff completing training on restrictive practices	<p><b>Update:</b></p> <p>Over 300 staff in 85 Gwynedd schools have received training over the past 3 years. This includes refresher training. The training programme is being managed and monitored by the inclusion team.</p> <p>Currently, training is being held based on need, applications or recommendations by the inclusion service. It is expected that this procedure will be refined following the findings of the evaluation. Further work needs to be completed in order to collect the data more effectively.</p>		<p><b>Timetable:</b></p> <p>Refine the collection arrangements following the evaluation by the external company</p>																												
% of schools complying with the restrictive practice model policy.	<p><b>Update:</b></p> <p>Scrutiny of the restrictive practice / early intervention policy has been added to the quality visits of the Safeguarding and Well-being Team since the end of February 2026 - Every school that</p>		<p><b>Timetable:</b></p> <p>Data being collected through the annual safeguarding</p>																												

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

## THEME 6 - CRISIS PLANNING AND CRISIS RESPONSE

Reporting Officer: *Catrin Love*

<p><b>1. Theme Aim:</b></p>	<ul style="list-style-type: none"> <li>• Ensure that a clear, strategic and co-ordinated plan is in place in a crisis situation</li> </ul>
<p><b>2. Guidance sought from the Board:</b></p>	<p>We ask the Board to;</p> <ul style="list-style-type: none"> <li>- Challenge and scrutinise the progress</li> <li>- Offer any further guidance on the next steps.</li> </ul>
<p><b>3. Progress to date:</b></p>	<p>A consultative process has been held with specific schools that were involved with events on the day of the arrest at the school, in order to gain a better understanding.</p> <p>A draft Crisis Plan is in place which has incorporated all recommendations in the CPR report.</p> <p>Draft submitted to a small cohort of School Headteachers (mix of small and larger schools and Secondary schools), with several observations received.</p> <p>A draft of a collaboration agreement with the Police has been completed following discussions. It establishes a flexible framework for working together, which may at times include secondements, as well as an open-door approach and collaboration with victim contact teams.</p>
<p><b>4. Challenges faced:</b></p>	<p>The needs and ability of schools are different, subject to their size. First draft version identifying 7 key roles in schools in a crisis but, in practice, there are only 7 members of staff in total in a small school.</p> <p>Headteachers feel that there are too many documents and procedures relating to crisis in schools, with a request made to reconcile documents and incorporate them into a single document, e.g. fire / lockdown / safeguarding / crisis procedures.</p> <p>Need to adapt the original proposal in terms of communicating the Plan with the schools, Headteachers do not feel that a short presentation in a Business Meeting is sufficient.</p>
<p><b>5. Next steps / key milestones :</b></p>	<p>Re-introduce the Crisis Plan to the same cohort of School Headteachers, with their original comments incorporated within it. <b>April 2026</b></p> <p>Agree on the communication and training method of every school <b>May 2026</b></p> <p>Share collaboration agreements with the Police for comments, with the intention of adopting it formally. <b>April 2026</b></p>
<p><b>6. Risks / Resources:</b></p>	<p><b>Risks</b></p> <p>A suggestion that national guidance are to follow in this field which may change the content.</p>

	<p><b>Resources</b> Budget for an additional resource has been approved and in the process of advertising a post.</p>																						
7. <b>Communication Considerations:</b>	<p>Need to communicate with school Governors</p> <p>Need to include broader sites than schools alone, e.g. leisure centres, residential homes, etc.</p>																						
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Number of schools / staff / Governors in each school who have received Emergency / Crisis Plan training.	<p><b>Timetable:</b> Training to be scheduled</p>		<p><b>Update:</b> Reporting on this continues to be premature as there is a need to update and consult on the Plan before putting appropriate training in place.</p>																				
Number of satisfactory emergency plans on the Council's sites	<p><b>Timetable:</b> A programme of annual inspections to commence from September 2026.</p>		<p><b>Update:</b> Reporting on this continues to be premature as there is a need to offer appropriate training and for it to be in place before establishing a monitoring programme.</p>																				
<b>Outputs to date</b>																							



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

## Theme 7 - Ysgol Friars

**Reporting Officer: Margaret Davies**

<p><b>1. Theme Aim:</b></p>	<ul style="list-style-type: none"> <li>• Supporting Ysgol Friars</li> </ul>
<p><b>2. Guidance sought from the Board:</b></p>	<p>We ask the Board to;</p> <ul style="list-style-type: none"> <li>- Challenge and scrutinise the progress</li> <li>- Offer any further guidance on the next steps.</li> </ul>
<p><b>3. Progress to date:</b></p>	<p><b>Review the Governing Body's ability to implement the recommendations that will result from the CPR, realistically assessing what steps are beyond its capacity.</b></p> <ul style="list-style-type: none"> <li>• Governance arrangements for wellbeing and safeguarding continue to strengthen. Governors demonstrate confidence in evaluating the wellbeing and safeguarding report, and a structured programme of support and challenge meetings between the Designated Safeguarding Person (DSP) and the Safeguarding Governor takes place each term. There is clear evidence of a developing data pack, shaped in response to governor feedback—for example, termly attendance comparisons—which is improving the quality of strategic oversight.</li> <li>• The termly report to GB provides governors with data in relation to safeguarding referrals, child protection and looked after children</li> <li>• The school has established a wellbeing sub-committee that meets regularly to share information on high level data, patterns and actions/ responses school is taking on concerns</li> <li>• The governing body scrutinises the safeguarding policies prior to ratification at full GB meeting. These are ratified annually.</li> <li>• The school is working closely with local authority named safeguarding officers and an external specialist. The local authority is supporting the Governors as they develop their critical friend role.</li> <li>• Safeguarding SER is now completed annually and presented to full Governing Body</li> <li>• The governing body have been briefed on the potential recommendations from the Child Practice Review and will be working closely with school leaders to ensure that all</li> </ul>

recommendations pertinent to school have been completed in a timely manner

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

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

- All governors have completed the NSPCC training,
- A special meeting of the Governing Body was held on 1 December to focus on Safeguarding as follows:
  - Self-evaluation form for Safeguarding and Child Protection – Estyn
  - Local Authority Audit
  - Comfortable Environment Protocol: Pre and Post Bereavement Support Protocol for Ysgol Friars Pupils
  - Safeguarding Training - Staff and Governors
  - Programme Board - Child Practice Review Outcome
  - Role and responsibilities of the Well-being and Safeguarding Sub-Committee

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

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

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

- Permanent Headteacher appointed for 1 September 2026 start.

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

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

**Pupil Voice**

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

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

Wellbeing centre

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

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

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

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

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

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

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

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

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

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

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

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

	<ul style="list-style-type: none"> <li>• The school has moved towards a designated safeguarding team that can respond in an appropriate and timely manner to ensure that support is available at the time of need and referrals are made in a timely manner.</li> <li>• As of June 2025, all new staff are provided with safeguarding training as part of their induction. This is facilitated by our designated safeguarding person.</li> <li>• The local authority designated safeguarding lead meets with the school safeguarding team monthly to discuss trends and support.</li> </ul> <p>Training for safeguarding and child protection is a priority at Ysgol Friars. The school is compliant with the local authority policy in providing Group A and Group B training. Designated and deputy designated persons are trained to Group C.</p> <p>This team approach ensures that there are robust arrangements in place to provide guidance to staff and liaises with Gwynedd County Council to ensure that we are up-to-date and compliant.</p> <p><b>To carry out regular safeguarding audits and provide ongoing assurance to the Authority and the Programme Board.</b></p> <ul style="list-style-type: none"> <li>• Estyn's safeguarding self-evaluation and Gwynedd audit presented to governors.</li> <li>• A school audit is in place and feeds into the action plan.</li> <li>• LA safeguarding visit completed</li> <li>• Termly reports are presented to governors in relation to child protection / safeguarding and staff roles.</li> </ul> <p><b>Communication and Transparency</b></p> <ul style="list-style-type: none"> <li>• Parental communication remains an area for development. Plans for the creation of dedicated focus groups next term provide a clear route forward and offer the potential for more meaningful parental engagement in safeguarding and wellbeing conversations.</li> </ul>
<p><b>4. Challenges faced:</b></p>	<p><b>Continue to clerk the Governing Body until sustainable arrangements are in place.</b></p> <ul style="list-style-type: none"> <li>• The school has advertised three time for the role of the Clerk to the Governing Body but have been unsuccessful in appointing. The school will re-advertise again in the coming weeks following the publication of the Estyn Report. In the meantime, the current clerk continues to work closely with the Project Lead.</li> </ul> <p><b>Strengthen training and support for governors in the areas of safeguarding, strategic accountability, and performance monitoring.</b></p> <ul style="list-style-type: none"> <li>• Waiting to hear how compulsory training will change nationally before detailing further.</li> </ul>

<p><b>5. Next steps / key milestones:</b></p>	<ul style="list-style-type: none"> <li>• To further embed pupil voice by working closely with the children's commissioner's team</li> <li>• To ensure that recommendations in our Estyn report are incorporated into whole school planning</li> <li>• To further develop our graduated response to social emotional and challenging behaviour</li> </ul>
<p><b>6. Risks / Resources:</b></p>	<p><b>Ensure that the role of the temporary additional Safeguarding Officer is effectively integrated, with a clear framework in terms of accountability and oversight.</b></p> <ul style="list-style-type: none"> <li>• Finance and staffing committee to consider the future following receipt of next year's budget.</li> </ul>
<p><b>7. Communication Considerations</b></p>	<p><b>Communication and Transparency</b></p> <ul style="list-style-type: none"> <li>• Parental communication remains an area for development.</li> </ul>
<p><b>8. Timelines:</b></p>	



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

***27.04.2026***

## THEME 1 - VOICE OF THE CHILD AND SUPPORTING VICTIMS

**Reporting Officer: Gwern ap Rhisiart**

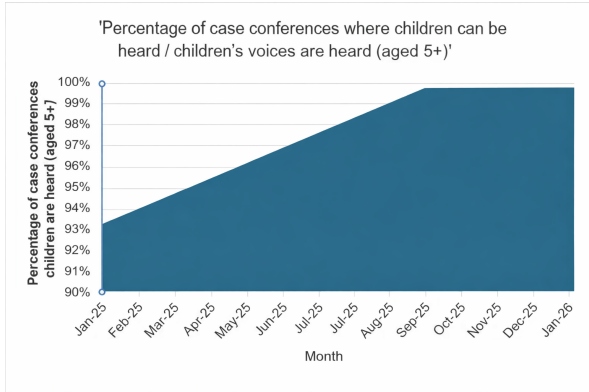
<p><b>1. Theme Aim:</b></p>	<ul style="list-style-type: none"> <li>• Ensure that children are listened to, and that they are believed and taken seriously.</li> <li>• Give a voice to children and young people in processes that have been planned to keep them safe.</li> <li>• Do everything within our ability to support the victims and survivors.</li> </ul>
<p><b>2. Guidance sought from the Board:</b></p>	<p>We ask the Board to:</p> <ul style="list-style-type: none"> <li>• Challenge and scrutinise the progress</li> <li>• Offer any further guidance on the next steps</li> </ul>
<p><b>3. Progress to date:</b></p>	<p><u>The Voice of the Child Strategy</u></p> <p>A draft Voice of the Child Strategy has been completed. Observations have been received on the content by the members of the recovery board and have been incorporated in the current version.</p> <p>Work has been done to draw up some appendices, but not all. The appendix on the voice of children and young people in education is ready for discussion with the Children and Young People Forum, Education Strategic Groups and Gwynedd Governors Forum.</p> <p>There is work to be done to amend the current guidance of the Children's Services so that it becomes a natural part of the Strategy as a whole; the current content is wholly appropriate, but its format needs to be amended so that it reads as one. The content needs to be discussed with the Children and Young People Forum. This may be a task for the Engagement Coordinator that is currently in the process of being appointed.</p> <p><u>Recording</u></p> <p>Every school has the ability to record changes in the behaviour of children digitally on the Bromcom system or one of the previous systems, such as MyConcern.</p> <p><u>Trauma Informed and Child Friendly</u></p> <p>A work programme has been prepared which looks at:</p> <ol style="list-style-type: none"> <li>a) developing Gwynedd as a child-friendly county, placing the rights of children at the heart of decisions;</li> <li>b) moving towards being trauma-informed, kind and empathic organisations.</li> </ol> <p>The programme focuses on long-term changes and developing culture by means of:</p> <ul style="list-style-type: none"> <li>- A corporate and specialist training programme;</li> </ul>

	<ul style="list-style-type: none"> <li>- Policy and procedure checks;</li> <li>- Self-assessments;</li> <li>- Monitoring and evaluating impact.</li> </ul> <p>The Action Plan and its delivery continues under the Caring Gwynedd Priority Area, and the Supporting People Cross-departmental Working Group (instead of directly to the Board), in order to embed the whole-Council approach to the themes. The work programme can be seen in Appendix 1 (Additional Papers).</p> <p><u>Contact Outside School</u></p> <p>Quality checking visits continue to check that there are contact numbers that children can use if they wish to contact external agencies.</p> <p>This is a part of the continuous monitoring cycle of the safeguarding and well-being team.</p> <p>There has been no example where the team has not seen appropriate alternative contact details at any school.</p>
<p><b>4. Challenges faced:</b></p>	<p>One of the main challenges is the increasing demand on our Children and Young People Forum. Although they are more than able to consider and give their opinions, they also have their own priorities and this in itself places pressure on them.</p> <p>It appears that everyone wishes to hear the views of the forum on a broad range of fields, and we need to consider that they have exams, for example, and that it is not acceptable to take them out of their lessons all the time. It is something that needs to be considered moving forward, and officers will consider an annual programme with the Forum during their next meetings.</p> <p>As a result, we will delay the completion of work on the strategy until the end of June, beginning of July, as the examination period will have drawn to a close by then.</p>
<p><b>5. Next steps / key milestones:</b></p>	<ul style="list-style-type: none"> <li>• Refine the content of the current guidance of the Children's Services to correspond with the strategy's format.</li> <li>• Commence the work of considering corporate changes to ensure the voice of the child.</li> <li>• Draw up a realistic timetable for consulting with the Children and Young People Forum, considering the increasing demand on them as representatives.</li> </ul>
<p><b>6. Risks / Resources:</b></p>	<p>The availability of our Children and Young People Forum, particularly over the examination period.</p>
<p><b>7. Communication Considerations</b></p>	

8. Timelines:			
Number	Priority	What?	Timetable
1	1	The Voice of the Child Strategy	July 2026
6	1	Contact outside school (reporting concerns)	To be confirmed
4	2	System for recording a change in behaviour	September 2027
8	2	Support for victims	Ongoing
10	2	Walking on the corporate culture: Trauma-informed and The Right Way (Children's Rights)	Long-term work programme
2	3	Systems / measures / reporting - the voice of the child	To be confirmed
7	4	<b>Welsh Government</b> to implement changes to the National Curriculum	WG noted September 2026
5	5	Social Worker to speak with every child	Completed - monitoring
9	5	Compensation claims	Ongoing
3	Combined with number 30 (Theme 3)	Training - identify change in behaviour / grooming	See: Number 30 Theme 3

Grey = Completed or unable to implement as we are waiting for a national / regional change

Measures (Impact)		
Regular opportunities for victims / survivors to provide feedback to Cyngor Gwynedd about the quality and sufficiency of the support	<p><b>Update:</b></p> <p>The intention is to discuss with the advocates during April. A verbal update could be provided if this has not happened by the time the papers have been shared with Board members.</p>	<p><b>Timetable:</b></p> <p>Board Meeting April 2026 (verbal)</p>
Confidence and experience of safeguarding in schools	<p><b>Update:</b></p> <p>A Youth Forum has been developed and a questionnaire has been circulated to gather the views of young people about their confidence and the experience of safeguarding within schools. 1291 young people across the County have responded.</p> <p>The responses show that over 80% pupils noted that they were able to speak with someone at the school if support is needed, 14% were not able to speak with someone at the school and 6% did not respond.</p>	<p><b>Timetable:</b></p> <p>Annual - results Feb / March</p>

	<p>75% noted that they knew where to go for support, 6% were uncertain, 15% did not respond and 4% did not know where to go for support.</p>																													
<p>Health and Well-being of Gwynedd Schools (School Life)</p>	<p><b>Update:</b></p> <p>The Report on the results of the <i>Survey on the Health in Schools Research Network (SHRN): Improve the health and welfare of learners</i> has not been published by Public Health Wales yet.</p>	<p><b>Timetable:</b></p> <p>Delay from reporting as the SHRN report has not yet been published.</p> <p>July 2026 Board</p>																												
<p>Percentage of case conferences where the voice/views of the child (5+ years old) were heard</p>	<p><b>Update:</b></p>  <p>'Percentage of case conferences where children can be heard / children's voices are heard (aged 5+)'</p> <table border="1"> <caption>Percentage of case conferences where children's voices are heard (aged 5+)</caption> <thead> <tr> <th>Month</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Jan-25</td><td>93%</td></tr> <tr><td>Feb-25</td><td>94%</td></tr> <tr><td>Mar-25</td><td>95%</td></tr> <tr><td>Apr-25</td><td>96%</td></tr> <tr><td>May-25</td><td>97%</td></tr> <tr><td>Jun-25</td><td>98%</td></tr> <tr><td>Jul-25</td><td>98.5%</td></tr> <tr><td>Aug-25</td><td>99%</td></tr> <tr><td>Sep-25</td><td>99%</td></tr> <tr><td>Oct-25</td><td>99%</td></tr> <tr><td>Nov-25</td><td>99%</td></tr> <tr><td>Dec-25</td><td>99%</td></tr> <tr><td>Jan-26</td><td>99%</td></tr> </tbody> </table>	Month	Percentage	Jan-25	93%	Feb-25	94%	Mar-25	95%	Apr-25	96%	May-25	97%	Jun-25	98%	Jul-25	98.5%	Aug-25	99%	Sep-25	99%	Oct-25	99%	Nov-25	99%	Dec-25	99%	Jan-26	99%	<p><b>Timetable:</b></p> <p>This is a measure that it reported regularly to the Children's Performance Challenge meeting.</p> <p>The next Performance Challenge meeting will be held in May.</p>
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<p>Percentage of part 5 referrals where a social worker has made a proactive effort to visit and listen to the voice of the child (5+yrs)</p>	<p><b>Update:</b></p> <p><b>Number of children seen during the assessment (Dec-Jan) = 97%</b></p> <p>Three children not seen during assessment</p> <p>The reasons for this include children not wanting to leave their bedroom/not wishing to be a part of the assessment.</p> <p>There was one case where a parent refused a visit, telephone assessment only. A strategy discussion was held and escalated to Strategy 47 for access without parental consent.</p>	<p><b>Timetable:</b></p> <p>This is a measure that it reported regularly to the Children's Performance Challenge meeting.</p> <p>The next Performance Challenge meeting will be held in May.</p>																												
<p><b>Outputs to date</b></p>																														



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



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



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



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



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

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

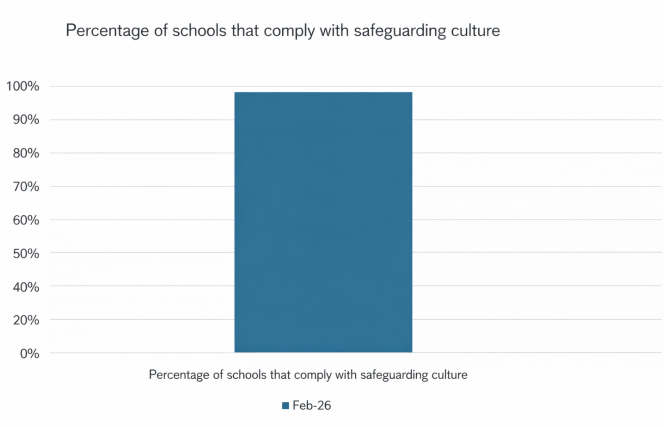
**Reporting Officer(s): Dylan Owen / Sharron Carter Williams**

<p><b>1. Theme Aim:</b></p>	<ul style="list-style-type: none"> <li>• Protect children by ensuring that concerns are taken seriously and acted upon quickly.</li> <li>• Ensure that Part 5 arrangements support a consistent and robust multi-agency response to allegations and concerns about adults working with children.</li> </ul>
<p><b>2. Guidance sought from the Board:</b></p>	<p>We ask the Board to;</p> <ul style="list-style-type: none"> <li>• Challenge and scrutinise the progress</li> <li>• Offer any further guidance on the next steps.</li> </ul>
<p><b>3. Progress to date:</b></p>	<ul style="list-style-type: none"> <li>• The <b>Quality Assurance Framework</b> has been completed (copy for information included in the pack).</li> <li>• The <b>Magic Notes pilot</b> has been commenced, with positive results thus far, as staff note that it facilitates their work.</li> <li>• An application was submitted to be a part of a national pilot to trial the new <b>national referral form</b>. We are waiting to hear if the application has been successful.</li> </ul>
<p><b>4. Challenges faced:</b></p>	<ul style="list-style-type: none"> <li>• Although the initial meeting with the Police was positive in terms of establishing a TEAMS channel, they have currently refused the request, noting that the current arrangements work effectively. Further contact will be made to explain the situation further.</li> <li>• With the funding for additional posts confirmed, the Department will move to advertise them. However, as recruiting social workers is already a challenge, there is an actual risk that these roles cannot be filled.</li> </ul>
<p><b>5. Next steps / key milestones:</b></p>	<ul style="list-style-type: none"> <li>• Follow-up conversations to hold with the Police (April 2026)</li> <li>• Appoint to the DOS/Quality Assurance Post (May/June 2026)</li> <li>• Evaluate the Magic Notes Pilot (July 2026)</li> </ul>
<p><b>6. Risks / Resources:</b></p>	<ul style="list-style-type: none"> <li>• With the funding for additional posts now confirmed, the Department will move to advertise them. However, as recruiting social workers is already a challenge, there is an actual risk that these roles cannot be filled.</li> </ul>
<p><b>7. Communication Considerations</b></p>	<ul style="list-style-type: none"> <li>• Work will be needed to raise the awareness of the <b>Children's Department workforce</b> about the new Quality Assurance Framework.</li> <li>• A challenge is expected in wording the recruitment to additional posts. A further <b>public</b> and internal campaign will need to be considered as required.</li> </ul>

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

Grey = Completed or unable to implement as we are waiting for a national / regional change

Measures (Impact)		
Staff confidence and experiences of Part 5 referrals and dealing with	<b>Update:</b> We are considering whether something can be done as part of the internal investigation of the awareness of the safeguarding workforce (internal audit), seeking the	<b>Timetable:</b> October 2026 Board.

low-level concerns	views of an individual who has experience of making a safeguarding referral or conduct a joint inspection with the Safeguarding and Well-being Team.	We are delaying before conducting an internal audit on the workforce's awareness in order to give time for the materials produced by the Corporate Safeguarding Promoter to take root.				
Attendance of the Chair of Governors or deputy at a Part 5 strategy meeting if there is an allegation about a member of a school's workforce.	<p><b>Update:</b></p> <p>Our intention is to try and report on this <b>per quarter</b>.</p> <p>Please note, however, that this cannot be done by using the current data system and some manual administrative work will have to be done in order to calculate it.</p>	<p><b>Timetable:</b></p> <p>Aiming to start reporting on this measure to the Board in July 2026</p>				
Estyn inspection reports : numbers who comply with safeguarding culture	<p><b>Update:</b></p>  <p>Percentage of schools that comply with safeguarding culture</p> <table border="1"> <thead> <tr> <th>Month</th> <th>Percentage of schools that comply with safeguarding culture</th> </tr> </thead> <tbody> <tr> <td>Feb-26</td> <td>~95%</td> </tr> </tbody> </table>	Month	Percentage of schools that comply with safeguarding culture	Feb-26	~95%	<p><b>Timetable:</b></p> <p>Reported quarterly</p>
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Feb-26	~95%					

**Outputs to date**



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



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



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



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



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



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

## THEME 3 - TRAINING AND POLICIES

*Reporting Officer: Ian Jones*

<b>1. Theme Aim:</b>	<ul style="list-style-type: none"><li>• Ensure that staff are trained to "think the unthinkable" and understand that "it could happen here".</li></ul>
<b>2. Guidance sought from the Board:</b>	We ask the Board to; <ul style="list-style-type: none"><li>• Challenge and scrutinise the progress</li><li>• Offer any further guidance on the next steps.</li></ul>
<b>3. Progress to date:</b>	<p><u>Whistleblowing Policy</u></p> <p>The amended Whistleblowing Policy was adopted by the Full Council in March 2026, and work is afoot to raise awareness of the policy across the Council. We have also committed that relevant officers attend specialist training from the Protect organisation during the coming months (exact dates to be confirmed).</p> <p><u>Safeguarding Training</u></p> <p>Progress has also been made in terms of converting Safeguarding training into video presentations so that they can be introduced to frontline staff across the Council. Work has also commenced on mapping the training needs of staff beyond the basic module so that they can support staff in the workplace. Group F training has also been carried out by an External Expert for the Council's Members.</p> <p><u>Grooming Training</u></p> <p>The NSPCC will be commissioned to prepare the grooming training pack. The training will include two parts:</p> <ol style="list-style-type: none"><li>1. An on-line class for up to 5000 for officers across the Council, raising awareness of the signs of grooming, and how to respond, etc. The training will also be available to elected members and school Governors.</li><li>2. Face-to-face training for 20 officers (5 sessions booked, therefore 100 officers in total). This is specific for front-line workers; Social Workers, Teachers, Designated Safeguarding Persons in Schools and Headteachers.</li></ol> <p>The aim is to start the sessions in June. There was some delay as a result of the need for bilingual materials.</p>
<b>4. Challenges faced:</b>	Access to all Council staff to the Council's IT systems remains a challenge. However, a financial bid has recently been approved to facilitate the work, and a further work is in place to realise the ambition.
<b>5. Next steps / key milestones:</b>	<p><u>Whistleblowing Policy</u></p> <p><b>April – July 2026</b> &gt; Raise awareness of the Whistleblowing policy amongst Council staff.</p> <p><b>April - December 2026</b> &gt; Attend training sessions</p> <p><b>April - September 2026</b> &gt; Introduce sessions to frontline staff on Safeguarding</p> <p><b>July 2026</b> - Complete mapping work on the training needs of Managers and Team Leaders</p>
<b>6. Risks / Resources:</b>	Work priorities continue to be challenging as a result of the Council's broader work programmes.

**7. Communication Considerations:**

- Internal communication messages to be prepared in terms of Whistleblowing and Safeguarding matters

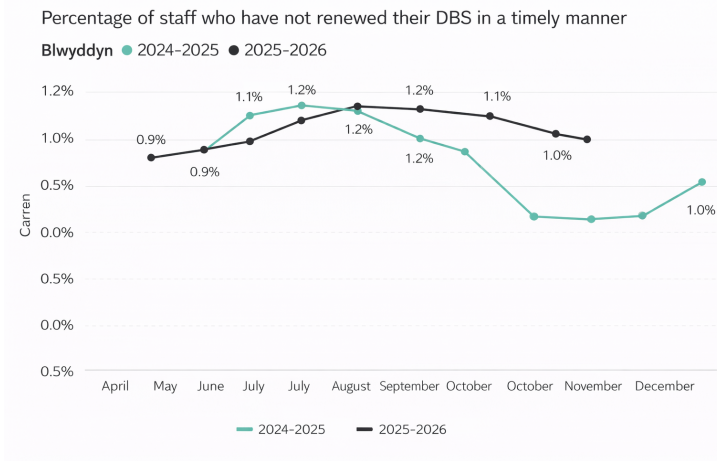
**8. Timelines:**

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

Grey = Completed or unable to implement as we are waiting for a national / regional change

**Measures (Impact)**

**DBS rates for staff**



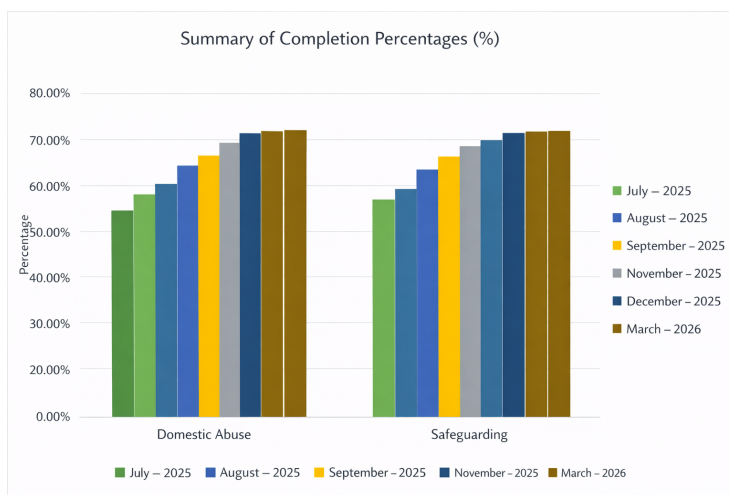
**Timetable:**

This is a measure that it reported regularly to the Corporate Performance Challenge meeting.

The next Performance Challenge meeting will be held in April. The figures per department are also scrutinised through the Safeguarding Operational Group.

**Completing mandatory safeguarding training**

**Update:**



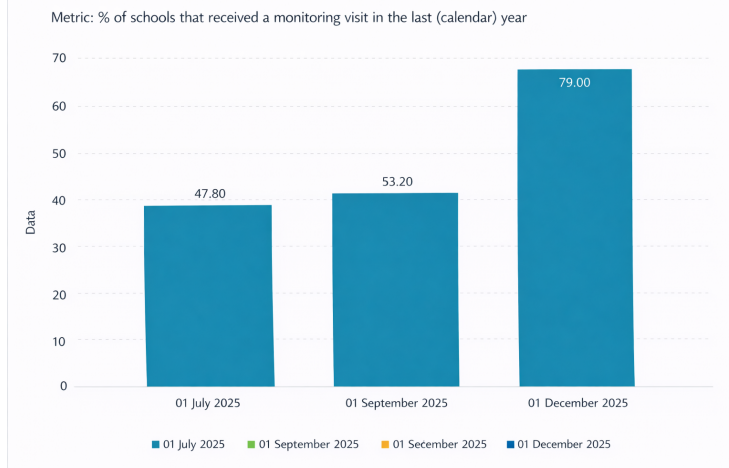
*It is expected for the percentage to increase as a result of the mandatory training video presentation sessions for frontline staff.*

**Timetable:**

This data is scrutinised at the Safeguarding Operational Group.

The data is now also included in the performance challenge of every Department.

**Number and percentage of school quality check visits**



**Timetable:**

This is a measure that it reported regularly to the Education Performance Challenge arrangements.

**The next meeting is in May, and it will be possible to report on the data of the last 4 months at the July Board.**

<p>Compliance with school safeguarding policies</p>	<p>Metric: % of schools that have received a monitoring visit and are compliant at good or better with safeguarding requirements</p> <table border="1"> <thead> <tr> <th>Date</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>01 February 2024</td> <td>100.00</td> </tr> <tr> <td>01 April 2024</td> <td>100.00</td> </tr> <tr> <td>01 June 2024</td> <td>100.00</td> </tr> <tr> <td>01 September 2024</td> <td>98.00</td> </tr> <tr> <td>01 November 2024</td> <td>98.90</td> </tr> <tr> <td>01 March 2025</td> <td>97.90</td> </tr> <tr> <td>01 July 2025</td> <td>95.50</td> </tr> <tr> <td>01 September 2025</td> <td>96.00</td> </tr> </tbody> </table>	Date	Percentage	01 February 2024	100.00	01 April 2024	100.00	01 June 2024	100.00	01 September 2024	98.00	01 November 2024	98.90	01 March 2025	97.90	01 July 2025	95.50	01 September 2025	96.00	<p><b>Timetable:</b></p> <p>This is a measure that it reported regularly to the Education Performance Challenge arrangements.</p> <p><b>The next meeting is in May, and it will be possible to report on the data of the last 4 months at the July Board.</b></p>
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01 September 2025	96.00																			
<p>% staff completed training on sex offenders and grooming</p>	<p><b>Update:</b></p> <p>As a result of the delay to secure bilingual materials, the data will now be collected from June onwards.</p>	<p><b>Timetable:</b></p> <p>The intention is to start reporting on this data at the Board's meeting in July 2026.</p>																		
<p>Staff and members' confidence in the Council's Whistleblowing arrangements</p>	<p><b>Update:</b></p> <p>Further work is needed between April and July in order to raise awareness of the in-house arrangements.</p>	<p><b>Timetable:</b></p> <p>Aiming to start reporting on this measure to the Board in September 2026.</p>																		

**Outputs to date**

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

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

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

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

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

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

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

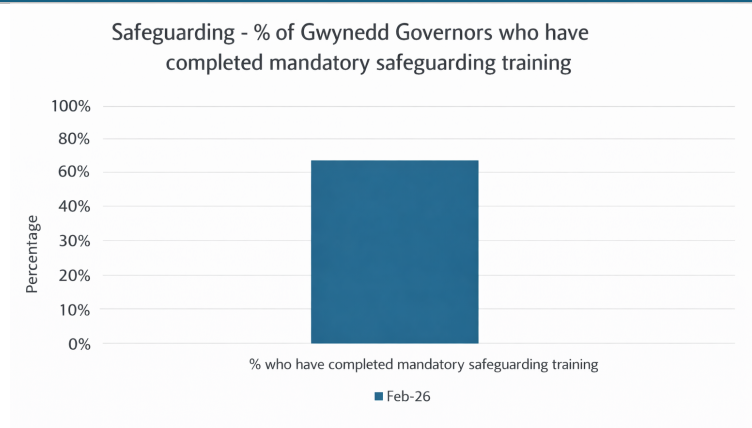
A video has been produced to deliver safeguarding training to frontline staff.

<b>THEME 4 - GOVERNANCE</b>	
<b>Reporting Officer: Alison Halliday</b>	
<b>1. Theme Aim:</b>	<ul style="list-style-type: none"> <li>• Ensure that school governors understand their roles and responsibilities to keep children safe.</li> <li>• Ensure that systems are in place which measure the wider health and culture of schools.</li> </ul>
<b>2. Guidance sought from the Board:</b>	<p>We ask the Board to;</p> <ul style="list-style-type: none"> <li>– Challenge and scrutinise the progress</li> <li>– Offer any further guidance on the next steps</li> </ul>
<b>3. Progress to date:</b>	<p><u>Safeguarding Training</u></p> <ul style="list-style-type: none"> <li>• Mandatory safeguarding training in place for every Chair and Safeguarding Designated Governor in schools</li> <li>• Basic Safeguarding Training is mandatory for every Governor</li> <li>• A new Governor Handbook has been shared with all Governors and on the Gwynedd website</li> </ul> <p><u>Appointment of a Governance Support Officer</u></p> <ul style="list-style-type: none"> <li>• A Governance Support Officer has been appointed and will commence in the role in <b>May 2026</b></li> </ul> <p><u>Effective Governance as a Critical Friend</u></p> <ul style="list-style-type: none"> <li>• Every leadership development programme in the authority gives purposive attention to the importance of effective governance with the need to foster a culture of honesty and transparency to ensure that governing bodies implement their role as a critical friend.</li> <li>• New headteachers and headteachers in charge, along with participants from the primary and secondary future leaders, have now received this training.</li> </ul> <p><u>Training for Clerks</u></p> <ul style="list-style-type: none"> <li>• Meeting agendas have been amended to ensure a specific and purposeful focus on the voice of the child, well-being and safeguarding. These programmes have been shared with the Authority's clerks of school governing bodies in <b>April 2026</b></li> </ul> <p><u>Welsh Government</u></p> <ul style="list-style-type: none"> <li>• We have attended meetings with the Welsh Government to gain more information and updates regarding the review. A Welsh Government Representative will attend the next meeting of the Gwynedd Governance Forum to share an update and receive input on the governance challenges of smaller and rural schools.</li> </ul> <p><u>Professional Clerk</u></p> <ul style="list-style-type: none"> <li>• Awaiting job evaluations.</li> </ul>
<b>4. Challenges faced:</b>	Dependencies - awaiting further guidance from Welsh Government following its review of governance arrangements within schools.

<p><b>5. Next steps / key milestones:</b></p>	<ul style="list-style-type: none"> <li>• Induction of the new Governance Support Officer to their role - <b>May 2026 onwards</b></li> <li>• Ensuring a comprehensive training programme for Governing Bodies <b>June 2026 onwards</b></li> <li>• Appointment of a Professional Clerk to meet the demand and needs of schools for a clerk</li> <li>• Prompt response and implementation of all recommendations in the Welsh Government Review of governance arrangements. <b>September 2026 onwards</b></li> <li>• Continue discussions with the Governance Hub company to respond to the need for a dashboard to capture all data and information in a convenient location.</li> <li>• Draw up a questionnaire for governors to measure the impact of training on the culture and their confidence as a critical friend of the school <b>June - July 2026</b></li> <li>• Implement any findings, empowering a training programme for governing bodies</li> </ul>																																
<p><b>6. Risks / Resources:</b></p>	<p><b>Risk:</b></p> <ul style="list-style-type: none"> <li>• Adapt the Authority's mandatory training in terms of governance before receiving national guidance following the review</li> <li>• The authority unable to meet the needs and demands of schools for a governing clerk from September onwards.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• (Number 46) - Additional resources will be required to establish a professional clerking model.</li> </ul>																																
<p><b>7. Communication Considerations:</b></p>	<ul style="list-style-type: none"> <li>• Information will need to be shared with Governors, including a comprehensive training programme.</li> <li>• We will appoint a Professional Clerk to meet the demand and needs of schools.</li> </ul>																																
<p><b>8. Timelines:</b></p>	<table border="1" data-bbox="395 1211 1394 1816"> <thead> <tr> <th>Number</th> <th>Priority</th> <th>What?</th> <th>Timetable</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>2</td> <td><b>Welsh Government</b> to highlight the responsibilities of Governors</td> <td>To be confirmed by WG</td> </tr> <tr> <td>47</td> <td>2</td> <td>Governors dashboard on the health and well-being of schools</td> <td>to be confirmed by WG</td> </tr> <tr> <td>48</td> <td>2</td> <td>Governors to keep accurate records of safeguarding decisions</td> <td>May 2026</td> </tr> <tr> <td>49</td> <td>2</td> <td>Highlight the role of Governors in an investigation and suspension procedure</td> <td>June 2026 / Ongoing</td> </tr> <tr> <td>52</td> <td>3</td> <td>Compare the Governance arrangements of YF and other schools</td> <td>May 2026</td> </tr> <tr> <td>50</td> <td>4</td> <td>Learn lessons when dealing with complaints in the future</td> <td>Ongoing - a case similar to ICC 2019 has not happened</td> </tr> <tr> <td>51</td> <td>4</td> <td>Training and Support for Governors</td> <td>Awaiting the findings of the WG review</td> </tr> </tbody> </table> <p>Grey = Completed or unable to implement as we are waiting for a national / regional change</p>	Number	Priority	What?	Timetable	46	2	<b>Welsh Government</b> to highlight the responsibilities of Governors	To be confirmed by WG	47	2	Governors dashboard on the health and well-being of schools	to be confirmed by WG	48	2	Governors to keep accurate records of safeguarding decisions	May 2026	49	2	Highlight the role of Governors in an investigation and suspension procedure	June 2026 / Ongoing	52	3	Compare the Governance arrangements of YF and other schools	May 2026	50	4	Learn lessons when dealing with complaints in the future	Ongoing - a case similar to ICC 2019 has not happened	51	4	Training and Support for Governors	Awaiting the findings of the WG review
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**Measures (Impact)**

% of school governing bodies reporting that all members have completed mandatory training



**Timetable:**  
This information is collected once a year during the Autumn Term by means of the Annual Safeguarding Questionnaire.

The Governing Body's confidence in their ability to be a Critical Friend of the school.

**Update:**  
**To be introduced in September 2026.**

**Timetable:**  
Information being collected before the end of the Summer term in order to be able to report to the Board at the beginning of the new term (**September 2026**).

**Outputs to date**

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

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

A **training program for clerks** is available to all School Governing bodies.

<b>THEME 5 - RESTRICTIVE PRACTICES</b>	
<b>Reporting Officer: Llion Williams</b>	
<b>1. Theme Aim:</b>	<ul style="list-style-type: none"> <li>Update guidelines on filming physical restraint by adults, and how filming records should be kept.</li> </ul>
<b>2. Guidance sought from the Board:</b>	<p>We ask the Board to;</p> <ul style="list-style-type: none"> <li>Challenge and scrutinise the progress</li> <li>Offer any further guidance on the next steps.</li> </ul>
<b>3. Progress to date:</b>	<ul style="list-style-type: none"> <li>An external company has been commissioned to:               <ol style="list-style-type: none"> <li>Evaluate the current policy against national guidelines</li> <li>Analyse the strengths and weaknesses of the policy.</li> <li>Recommend practical improvement steps which ensure full compliance and integrate restorative approaches and conversations.</li> <li>Recommend clear implementation arrangements with roles, accountability and restorative approach embedded in daily practice.</li> <li>Evaluate the training plan for staff in policy requirements and restorative conversations.</li> <li>Establish clear reporting arrangements for incidents, concerns and outcomes of restorative conversations.</li> </ol> </li> <li>Number of associated policies shared to facilitate the evaluation</li> <li>Meeting held between the Headteacher of the Camu i'r Copa Referral Unit, Inclusion Manager and the officer who completes evaluation work to explain the implementation arrangements of the policy and the current training plan.</li> <li>Final steps are completed in the evaluation work before the report is submitted.</li> <li>After this, an action plan will be drawn up, and the implementation will respond to the findings.</li> <li>Scrutiny of the restrictive practice / early intervention policy has been added to the quality visits of the Safeguarding and Well-being Team since the end of February 2026 - Every school that has received a visit so far has adopted the lead policy of the Education Department</li> <li>The policy adoption / review date will be a part of the annual safeguarding questionnaire to Schools (Circulated annually in October)</li> <li>The Regional Safeguarding Group is developing an additional clause in the Regional policy to give guidance to schools on filming physical restraint by adults - this is not recommended in accordance with GDPR regulations and relevant legislation. The clause is in the process of being verified by the legal department of the lead County.</li> </ul>
<b>4. Challenges faced:</b>	<ul style="list-style-type: none"> <li>Drawing up and implementing improvements following the external consultation, subject to the company's completion timetable</li> <li>Current training data includes the schools of Anglesey and other agencies - There will be a need to develop and adapt the method of monitoring the need and numbers of staff who need/have been trained.</li> </ul>
<b>5. Next steps / key milestones:</b>	<ul style="list-style-type: none"> <li>Establish an action plan following the evaluation - <b>March 2026</b></li> <li>Establish and implement monitoring and compliance with policy procedure - <b>March 2026</b></li> <li>Review the training strategy and plan - <b>To be confirmed following the evaluation feedback</b></li> </ul>

	<ul style="list-style-type: none"> <li>Strengthen the reporting and monitoring of school reports data arrangements - <b>To be confirmed following the evaluation feedback</b></li> </ul>																														
<b>6. Risks / Resources:</b>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>The process of commissioning and completing the work to evaluate the policy and arrangements take longer than expected</li> <li>Ongoing compliance of schools</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Resources and a system will be required to record 53.5 - collaborating with the IT Department to establish a system/Power App to keep data</li> </ul>																														
<b>7. Communication Considerations:</b>	-																														
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% of school staff completing training on restrictive practices	<p><b>Update:</b></p> <p>Over 300 staff in 85 Gwynedd schools have received training over the past 3 years. This includes refresher training. The training programme is being managed and monitored by the inclusion team.</p> <p>Currently, training is being held based on need, applications or recommendations by the inclusion service. It is expected that this procedure will be refined following the findings of the evaluation. Further work needs to be completed in order to collect the data more effectively.</p>		<p><b>Timetable:</b></p> <p>Refine the collection arrangements following the evaluation by the external company</p>																												
% of schools complying with the restrictive practice model policy.	<p><b>Update:</b></p> <p>Scrutiny of the restrictive practice / early intervention policy has been added to the quality visits of the Safeguarding and Well-being Team since the end of February 2026 - Every school that</p>		<p><b>Timetable:</b></p> <p>Data being collected through the annual safeguarding</p>																												

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

## THEME 6 - CRISIS PLANNING AND CRISIS RESPONSE

Reporting Officer: *Catrin Love*

<p><b>1. Theme Aim:</b></p>	<ul style="list-style-type: none"> <li>• Ensure that a clear, strategic and co-ordinated plan is in place in a crisis situation</li> </ul>
<p><b>2. Guidance sought from the Board:</b></p>	<p>We ask the Board to;</p> <ul style="list-style-type: none"> <li>- Challenge and scrutinise the progress</li> <li>- Offer any further guidance on the next steps.</li> </ul>
<p><b>3. Progress to date:</b></p>	<p>A consultative process has been held with specific schools that were involved with events on the day of the arrest at the school, in order to gain a better understanding.</p> <p>A draft Crisis Plan is in place which has incorporated all recommendations in the CPR report.</p> <p>Draft submitted to a small cohort of School Headteachers (mix of small and larger schools and Secondary schools), with several observations received.</p> <p>A draft of a collaboration agreement with the Police has been completed following discussions. It establishes a flexible framework for working together, which may at times include secondements, as well as an open-door approach and collaboration with victim contact teams.</p>
<p><b>4. Challenges faced:</b></p>	<p>The needs and ability of schools are different, subject to their size. First draft version identifying 7 key roles in schools in a crisis but, in practice, there are only 7 members of staff in total in a small school.</p> <p>Headteachers feel that there are too many documents and procedures relating to crisis in schools, with a request made to reconcile documents and incorporate them into a single document, e.g. fire / lockdown / safeguarding / crisis procedures.</p> <p>Need to adapt the original proposal in terms of communicating the Plan with the schools, Headteachers do not feel that a short presentation in a Business Meeting is sufficient.</p>
<p><b>5. Next steps / key milestones :</b></p>	<p>Re-introduce the Crisis Plan to the same cohort of School Headteachers, with their original comments incorporated within it. <b>April 2026</b></p> <p>Agree on the communication and training method of every school <b>May 2026</b></p> <p>Share collaboration agreements with the Police for comments, with the intention of adopting it formally. <b>April 2026</b></p>
<p><b>6. Risks / Resources:</b></p>	<p><b>Risks</b></p> <p>A suggestion that national guidance are to follow in this field which may change the content.</p>

	<p><b>Resources</b> Budget for an additional resource has been approved and in the process of advertising a post.</p>																						
7. <b>Communication Considerations:</b>	<p>Need to communicate with school Governors</p> <p>Need to include broader sites than schools alone, e.g. leisure centres, residential homes, etc.</p>																						
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Number of schools / staff / Governors in each school who have received Emergency / Crisis Plan training.	<p><b>Timetable:</b> Training to be scheduled</p>		<p><b>Update:</b> Reporting on this continues to be premature as there is a need to update and consult on the Plan before putting appropriate training in place.</p>																				
Number of satisfactory emergency plans on the Council's sites	<p><b>Timetable:</b> A programme of annual inspections to commence from September 2026.</p>		<p><b>Update:</b> Reporting on this continues to be premature as there is a need to offer appropriate training and for it to be in place before establishing a monitoring programme.</p>																				
<b>Outputs to date</b>																							



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

**Theme 7 - Ysgol Friars**

**Reporting Officer: Margaret Davies**

<p><b>1. Theme Aim:</b></p>	<ul style="list-style-type: none"> <li>• Supporting Ysgol Friars</li> </ul>
<p><b>2. Guidance sought from the Board:</b></p>	<p>We ask the Board to;</p> <ul style="list-style-type: none"> <li>- Challenge and scrutinise the progress</li> <li>- Offer any further guidance on the next steps.</li> </ul>
<p><b>3. Progress to date:</b></p>	<p><b>Review the Governing Body's ability to implement the recommendations that will result from the CPR, realistically assessing what steps are beyond its capacity.</b></p> <ul style="list-style-type: none"> <li>• Governance arrangements for wellbeing and safeguarding continue to strengthen. Governors demonstrate confidence in evaluating the wellbeing and safeguarding report, and a structured programme of support and challenge meetings between the Designated Safeguarding Person (DSP) and the Safeguarding Governor takes place each term. There is clear evidence of a developing data pack, shaped in response to governor feedback—for example, termly attendance comparisons—which is improving the quality of strategic oversight.</li> <li>• The termly report to GB provides governors with data in relation to safeguarding referrals, child protection and looked after children</li> <li>• The school has established a wellbeing sub-committee that meets regularly to share information on high level data, patterns and actions/ responses school is taking on concerns</li> <li>• The governing body scrutinises the safeguarding policies prior to ratification at full GB meeting. These are ratified annually.</li> <li>• The school is working closely with local authority named safeguarding officers and an external specialist. The local authority is supporting the Governors as they develop their critical friend role.</li> <li>• Safeguarding SER is now completed annually and presented to full Governing Body</li> <li>• The governing body have been briefed on the potential recommendations from the Child Practice Review and will be working closely with school leaders to ensure that all</li> </ul>

recommendations pertinent to school have been completed in a timely manner

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

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

- All governors have completed the NSPCC training,
- A special meeting of the Governing Body was held on 1 December to focus on Safeguarding as follows:
  - Self-evaluation form for Safeguarding and Child Protection – Estyn
  - Local Authority Audit
  - Comfortable Environment Protocol: Pre and Post Bereavement Support Protocol for Ysgol Friars Pupils
  - Safeguarding Training - Staff and Governors
  - Programme Board - Child Practice Review Outcome
  - Role and responsibilities of the Well-being and Safeguarding Sub-Committee

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

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

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

- Permanent Headteacher appointed for 1 September 2026 start.

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

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

**Pupil Voice**

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

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

Wellbeing centre

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

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

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

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

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

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

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

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

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

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

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

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

	<ul style="list-style-type: none"> <li>• The school has moved towards a designated safeguarding team that can respond in an appropriate and timely manner to ensure that support is available at the time of need and referrals are made in a timely manner.</li> <li>• As of June 2025, all new staff are provided with safeguarding training as part of their induction. This is facilitated by our designated safeguarding person.</li> <li>• The local authority designated safeguarding lead meets with the school safeguarding team monthly to discuss trends and support.</li> </ul> <p>Training for safeguarding and child protection is a priority at Ysgol Friars. The school is compliant with the local authority policy in providing Group A and Group B training. Designated and deputy designated persons are trained to Group C.</p> <p>This team approach ensures that there are robust arrangements in place to provide guidance to staff and liaises with Gwynedd County Council to ensure that we are up-to-date and compliant.</p> <p><b>To carry out regular safeguarding audits and provide ongoing assurance to the Authority and the Programme Board.</b></p> <ul style="list-style-type: none"> <li>• Estyn's safeguarding self-evaluation and Gwynedd audit presented to governors.</li> <li>• A school audit is in place and feeds into the action plan.</li> <li>• LA safeguarding visit completed</li> <li>• Termly reports are presented to governors in relation to child protection / safeguarding and staff roles.</li> </ul> <p><b>Communication and Transparency</b></p> <ul style="list-style-type: none"> <li>• Parental communication remains an area for development. Plans for the creation of dedicated focus groups next term provide a clear route forward and offer the potential for more meaningful parental engagement in safeguarding and wellbeing conversations.</li> </ul>
<p><b>4. Challenges faced:</b></p>	<p><b>Continue to clerk the Governing Body until sustainable arrangements are in place.</b></p> <ul style="list-style-type: none"> <li>• The school has advertised three time for the role of the Clerk to the Governing Body but have been unsuccessful in appointing. The school will re-advertise again in the coming weeks following the publication of the Estyn Report. In the meantime, the current clerk continues to work closely with the Project Lead.</li> </ul> <p><b>Strengthen training and support for governors in the areas of safeguarding, strategic accountability, and performance monitoring.</b></p> <ul style="list-style-type: none"> <li>• Waiting to hear how compulsory training will change nationally before detailing further.</li> </ul>

<p><b>5. Next steps / key milestones:</b></p>	<ul style="list-style-type: none"> <li>• To further embed pupil voice by working closely with the children's commissioner's team</li> <li>• To ensure that recommendations in our Estyn report are incorporated into whole school planning</li> <li>• To further develop our graduated response to social emotional and challenging behaviour</li> </ul>
<p><b>6. Risks / Resources:</b></p>	<p><b>Ensure that the role of the temporary additional Safeguarding Officer is effectively integrated, with a clear framework in terms of accountability and oversight.</b></p> <ul style="list-style-type: none"> <li>• Finance and staffing committee to consider the future following receipt of next year's budget.</li> </ul>
<p><b>7. Communication Considerations</b></p>	<p><b>Communication and Transparency</b></p> <ul style="list-style-type: none"> <li>• Parental communication remains an area for development.</li> </ul>
<p><b>8. Timelines:</b></p>	