

# SAFEGUARDING & CHILD PROTECTION UPDATE



WALES

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Welcome to this term's Safeguarding & Child Protection bulletin. We hope you've had a great start to the academic year and enjoyed some well-deserved rest over the festive period. As always, our priority is ensuring the safety and wellbeing of every pupil. This edition focuses on current safeguarding priorities and practical resources to support you in your day-to-day work. We ask that you read this issue of our Safeguarding & Child Protection Update to help supplement and maintain your knowledge as we enter a new term.

## Government updates

### ALN Reform Progress

Following a report published in July 2024, the Welsh government launched a consultation throughout late 2024 and 2025, in which they explored reforms on Additional Learning Needs (ALN). As a result of this consultation, an additional £8.2 million investment will be directly allocated to local authorities and other education providers to improve the implementation of ALN adjustments. The additional funding will be used to transition to the new ALN system, ensuring that pupils' needs are met through new individual development plans, and to provide more resources and inclusive learning spaces for individuals with additional needs.

<https://educationwales.blog.gov.wales/2025/11/07/cabinet-secretary-announces-major-investment-in-aln-reform/>

### Literacy Programme

In October 2025, it was announced that there would be a new national programme for literacy. Bangor University have been given a grant of £8.2 million over a three-year period to undertake the 'CAL:ON Cymru' project. CAL:ON Cymru stands for the 'Centre for the Advancement of Literacy: research-led Outcomes and Nation-wide change'. The project aims to give schools further tools, guidance and expertise to enhance their teaching of literacy. For the complete information, please read the information linked below:

<https://www.gov.wales/new-national-school-programme-literacy-announced>

## Implementation of Welsh Language and Education (Wales) Act



In July 2025, the Welsh Language and Educational Bill received Royal Assent. This is landmark legislation to ensure all children in Wales get the opportunity to become confident Welsh speakers.

The Welsh Language and Education (Wales) Act aims to make significant progress towards the 2050 target of one million Welsh speakers by strengthening the role of the Welsh language in education, with the overarching goal of ensuring that all pupils of maintained schools in Wales are independent Welsh language users when they leave school.

On 21st October 2025, Mark Drakeford MS, Cabinet Secretary for Finance and Welsh Language, made an oral statement in the Senedd regarding the implementation of the Welsh Language and Education (Wales) Act. Please find an excerpt below:

I want to confirm the timetable for implementing the provisions of the Act, and also discuss the practical work that is already under way so that we can achieve the different milestones...the Act has been deliberately designed to be implemented incrementally. We must acknowledge the ambitious nature of the Act and accept, therefore, that time is required to put practical steps in place for it to succeed. Each school and each community in Wales will have its own set of local factors that need to be considered.

We can summarise the main milestones of the implementation timetable as follows: by August 2027, the Welsh Government will have published a revised 'Cymraeg 2050' strategy and the first national framework for Welsh language education and learning, to drive strategic planning through the local and post-16 Welsh in education strategic plans. There will also be a code to describe Welsh language ability, and it will have established the national institute for learning Welsh, the *athrofa*, to support Welsh language learning across all sectors.



By September 2030, all local authorities should be implementing their new local Welsh in education strategic plans, all schools should be designated to statutory language categories, school-level delivery plans should be in place and, depending on the school's category, all schools should be providing at least 10 per cent, 50 per cent or 80 per cent of their teaching in Welsh. For those schools that need additional time to build capacity—and I foresee that these will be relatively few in number—they will have until September 2036, at the latest, to provide at least 10 per cent in Welsh. For this to happen, work to deliver the Act is, of course, already under way. The focus now and over the coming months is to build on the close collaborative approach and momentum that got us to where we are today.

You can find the information in full here - <https://record.senedd.wales/Plenary/15399#A100775>

## Wellbeing corner

### Making good wellbeing a priority

We know that supply work in schools can be both challenging and rewarding in equal measure. To support you with those challenges, we're excited to give you free access to a new wellbeing app designed by our sister company, **Still Human**, for education professionals.

The app is designed to ease the stresses and pressures of working in education. It offers practical tips and tools through useful articles, resources, podcasts and short courses, helping you make small, manageable changes to your daily routine and improving your wellbeing both at work and beyond.

How to get started: |

**Download the Still Human app**

Find it on the [App Store](#) or [Google Play](#)

You can also access via the web:

<https://app.stillhuman.co.uk/register>

**Enter your registration code**

When prompted, enter this code: **QADX8S**

By following the link below, you will find an information leaflet which sets out what the app can offer and how to use it. [https://www.visionforeducation.co.uk/view\\_pdf/still-human-app-leaflet-staff](https://www.visionforeducation.co.uk/view_pdf/still-human-app-leaflet-staff)

If you need any help, please contact [support@app.stillhuman.co.uk](mailto:support@app.stillhuman.co.uk)

## Online safety

### Safer Internet Day

**Safer Internet Day is the UK's biggest celebration of online safety.**

Each year Safer Internet Day covers online themes that young people are seeing and experiencing online.

**Safer Internet Day is co-ordinated in the UK by the [UK Safer Internet Centre](#) in partnership with [Childnet](#).**

Safer Internet Day 2026 will take place this year on the 10th of February 2026, with celebrations and learning based around the theme '**Smart tech, safe choices – Exploring the safe and responsible use of AI**'.

AI is more relevant than ever before in our day-to-day lives, and many children and young people are hearing about and using AI online. It's increasingly important that children and young people especially have the skills and knowledge to make safe choices when using this type of technology.

You can find the UK Safer Internet Centre's current recommended resources for teaching online safety [here](https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/teaching-resources) <https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/teaching-resources>

We expect that specific resources for Safer Internet Day 2026 will be updated closer to the time, so watch this space.



#### Social Media Platform Focus – Discord

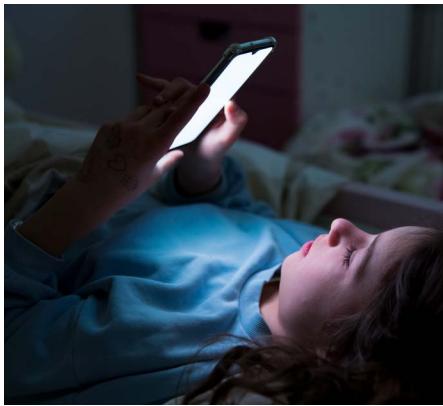


Discord is a popular communication app used by many young people to chat, game and share interests. While it can be a positive creative space, its open chat features also pose safeguarding risks.

**Here's what staff should know:**

#### What is Discord?

- A free platform where users join interest-based "servers" to chat by text, voice or video.
- Public servers can expose young people to strangers; private servers are invite-only.
- Direct messaging (DMs) is a core feature and can be used to contact young people privately.



## Key Risks

- **Grooming:** Shared interests can make it easy for an adult with harmful intentions to build rapport with a child.
- **Inappropriate or harmful content:** Includes sexualised material, adult humour, bullying, self-harm content or extremist language.
- **Harsh language & bullying:** Real-time chats can expose young users to abusive or discriminatory messages before moderation occurs.

Staff awareness is key in order to help us to support the children and young people we work with. You can find out more information about Discord [here](#).

## Data security

The Information Commissioner's Office (ICO) published a news report in September 2025 which detailed how over a half of school insider cyber-attacks are caused by students.

The report also advises that cyber incidents within schools were often due to poor data protection practices.

You can read the ICO's article in full below:

<https://ico.org.uk/about-the-ico/media-centre/news-and-blogs/2025/09/insider-threat-of-students-leading-to-increasing-number-of-cyber-attacks-in-schools/>



## IT and Data Security Policy

With the above in mind, we include here a quick reminder to ensure that you're familiar with our IT and data security policy for supply staff when carrying out your day-to-day role working with children and young people.

IT and data underpin the key teaching, learning, pastoral and operational functions of a school or educational setting, and similarly they can pose great risk to those functions if appropriate considerations and actions are not undertaken where required.

You can find our guidance below:

[https://www.visionforeducation.co.uk/view\\_pdf/it-and-information-security-policy-for-supply-staff](https://www.visionforeducation.co.uk/view_pdf/it-and-information-security-policy-for-supply-staff)

## Sharing information to safeguard children and young people in the education sector in the UK

Please also keep in mind that data protection is not a barrier to sharing information to safeguard children and young people; it gives you a framework to do it in the right way.

The Information Commissioner's Office (ICO) has published some guidance to inform those who work in the education sector, and to support them in feeling confident when it is required to share personal information **for safeguarding purposes**.

The guidance explains the data protection aspects of sharing information to safeguard children and young people; it's not a guide to safeguarding practice.

<https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/data-sharing/sharing-information-to-safeguard-children-and-young-people-education-sector/>

# Staff conduct reminders

## Professional boundaries

When working on supply, staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships. Staff must ensure that they maintain firm professional boundaries with students and colleagues, so that they're always considered as an exemplary role model.

Further to this, as per our code of conduct, we advise that our staff **must not**:

- Develop inappropriate relationships with children, young people or vulnerable adults. If you think a student may be infatuated with you, speak to the school or setting's DSL or Deputy DSL as soon as possible, so that appropriate action can be taken.
- Make inappropriate promises to children, young people or vulnerable adults.
- Touch a student in any way that could be considered indecent, nor indulge in horseplay, tickling or fun fights.
- Give/offer gifts to students or their parents/ carers.
- Offer lifts to a child, young person or vulnerable adult outside the agreements of your role.
- Spend time with students off-site outside of the agreements of your role.
- Exchange private texts, phone numbers, personal email addresses or photos of a personal nature with pupils or parents and carers.

Usually, you should never be on your own with a child. If you cannot avoid this, make sure you keep the classroom door open and do not block any exits.

Whilst working in regulated activity, you must maintain professionalism in your work and personal life. Please see below guidance from our code of conduct relating to appropriate social media usage:

- Headteachers, parents, pupils and prospective employers may look you up on social media. Ask yourself if you would be comfortable about your content being viewed. If not, remove any dubious material.
- Do not engage in online activities that may bring yourself, the school or alternative provision, or the agency into disrepute. Derogatory, defamatory or offensive comments about pupils, parents and carers or colleagues must not be posted.
- Do not create, or be involved in the creation or distribution, of any content that would be considered indecent, inappropriate and/or unsuitable to be associated with a professional working in a position of trust with children and young people.
- Always maintain a professional tone online. Use of expletives, sexual content or any form of discrimination or harassment is always unacceptable.



If you do post your opinions online, make it clear that these are your personal views and not those of your agency by adding a statement to that effect. Staff must be aware that their online presence may be interpreted as an indication of their character, so if anything deemed as inappropriate is brought to our attention by a member of the public, we may need to review your file.

Please see our code of conduct below for the full guidance: [https://www.visionforeducation.co.uk/view\\_pdf/code-of-conduct](https://www.visionforeducation.co.uk/view_pdf/code-of-conduct)

## Spotlight on: Contextual safeguarding concerns

### Children in gangs

Criminals often exploit children and vulnerable individuals to support their illicit activities. Victims may be coerced into stealing, supplying drugs, carrying weapons and various other crimes. Children who are recruited for this commonly suffer from bullying and may want to gain the protection, respect and financial rewards that being part of a gang can provide, unaware of the associated risks. Signs of criminal exploitation in a child include, but are not limited to, being angry or aggressive, having unexplained money or new items, frequent absence from education, substance abuse, carrying weapons, making an unusual amount of phone calls, and going missing from home. If you believe that a child is actively, or at risk of, being exploited or groomed by a criminal organisation, report to the school DSL immediately and/or the police where there is immediate risk of harm.

The following resource is extremely useful for further information:

<https://www.northwalessafeguardingboard.wales/county-lines-exploitation/>



### Cuckooing

**Cuckooing is a form of criminal exploitation, where criminals take over the home of a vulnerable individual, to use the address for illegal activities.**

The illegal activities that cuckooing involves include, but are not limited to, running a drug operation from the address, storing weapons at the property, and using the property to facilitate sex work. Children living in these properties are significantly at risk of physical, emotional and sexual abuse. As a result, it is crucial to contact the police if you believe that a young person is living at an address where cuckooing is occurring.

Signs of cuckooing may include signs of drug use, an unusual number of individuals attending an address, you haven't seen the homeowner for some time and when you have, they've seemed anxious or not themselves.

<https://www.heddlugogleddcymru.police.uk/advice/advice-and-information/cuckooing/cuckooing/>

## GDPR



Protecting your data is important to us. Find out more about how we comply with legislation in the Privacy section on our websites.

- [www.visionforeducation.co.uk/privacy-policy](http://www.visionforeducation.co.uk/privacy-policy)

Please note that some of the resources detailed in this bulletin are from third-party providers which are not part of Edwin (Vision for Education/ABC Teachers/Smart Teachers) and should be used at your own discretion.