



Safeguarding Policy

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Statement of Intent

Ysgol Tan y Gaer is committed to safeguarding and promoting the welfare of all children and young people. This safeguarding policy outlines the framework by which we ensure the safety and well-being of our pupils in accordance with statutory requirements set by the Welsh Government for independent schools in Wales. Recognizing the unique needs of our care-experienced pupils, we provide tailored, robust safeguarding measures to ensure their welfare and development.

Policy Aims

- To create a safe and secure environment for all pupils.
- To promote a culture of vigilance, making safeguarding everyone's responsibility.
- To ensure all staff understand their duty to protect children from harm, abuse, neglect, and exploitation.
- To implement robust safeguarding procedures and regular staff training.
- To collaborate effectively with external agencies to uphold the welfare of pupils.
- To ensure safeguarding communications are accessible in both Welsh and English, promoting inclusion.
- To provide accessible safeguarding materials, including child-friendly formats, for pupils and families.

Legislative Framework

This policy complies with the following:

- Keeping Learners Safe (Welsh Government, 2022)
- Social Services and Well-being (Wales) Act 2014
- Children Act 1989 and 2004
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Education Act 2002 (Section 175)
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Well-being of Future Generations (Wales) Act 2015
- Wales Safeguarding Procedures (2019)
- United Nations Convention on the Rights of the Child (UNCRC)

Roles and Responsibilities

Designated Safeguarding Lead (DSL)

The Head of Education acts as the DSL, supported by the DSL of the Care Home. They ensure communication with external agencies and oversee all safeguarding procedures, including the use of CPOMS.

- **DSL (Education): Gavin Cass**
- **DSL (Care Home): Marc Jones**
- **Deputy DSLs: Cat Thomas (ALNCO), Elizabeth Williams (Assistant Care Home Manager)**
- **All Staff**

All staff members must:

- Maintain an attitude of “it could happen here.”
- Be familiar with and adhere to safeguarding procedures.
- Promptly report safeguarding concerns using CPOMS or directly to the DSL.
- Engage in annual safeguarding training, including online safety and Prevent Duty awareness.
- Promote pupil well-being through a trauma-informed, therapeutic approach.
- Governance

The management committee is responsible for:

- Providing strategic leadership for safeguarding arrangements.
- Ensuring compliance with statutory guidance.
- Monitoring processes and training to maintain safeguarding standards.
- Evaluating the effectiveness of safeguarding measures regularly.

Safeguarding Procedures

Reporting Concerns

1. Immediate Actions:

- Record concerns word-for-word.
- Report to the DSL immediately (or Deputy DSL in their absence).
- Contact police or Social Services directly if a child is in immediate danger.

2. Next Steps:

- The DSL assesses the concern and decides on necessary action within 24 hours.
- Verbal referrals to Social Services are made within 24 hours, followed by a written referral within 48 hours using the North Wales Children's Services referral form.

Collaboration:

Work closely with Social Services, the police, and other agencies as per "Keeping Learners Safe" guidance.

Multi-Agency Collaboration

Protocols for working with safeguarding partners follow the Wales Safeguarding Procedures (2019). Coordination ensures timely intervention and support for pupils at risk.

Safeguarding in External Activities

Safeguarding protocols are implemented for all off-site activities and trips. Risk assessments are conducted to ensure safety measures are in place.

Tailored Support for Care-Experienced Pupils

Recognising that all pupils are care-experienced, our safeguarding approach prioritizes:

- Proactive Collaboration: Regular communication with social workers, care staff, and other professionals.
- Holistic Support: Tailored emotional, therapeutic, and educational support.
- Safe Spaces: Regulation plans and designated safe spaces to address pupils' emotional needs.

Online Safety

- Pupils receive e-safety lessons and workshops.
- Filtering and monitoring systems comply with Welsh Government "Education Digital Standards."

- Staff are trained to identify and respond to online safety risks.

Prevent Duty

- The DSL and Deputy DSLs receive Prevent awareness training.
- Staff are equipped to recognize signs of radicalisation and report concerns.
- Collaboration with local Prevent teams ensures effective intervention and appropriate risk management.

Safer Recruitment

- Enhanced DBS checks are conducted for all staff and volunteers.
- The Single Central Record (SCR) documents all pre-employment checks.
- Recruitment processes align with Welsh Government guidelines.

Whistleblowing

- Staff are encouraged to report safeguarding concerns about colleagues confidentially.
- Protections under whistleblowing legislation ensure that whistleblowers are not subject to detriment or retaliation.

Training and Development

Staff receive training on:

- Recognising and reporting abuse.
- Trauma-informed and restorative practices.
- Online safety and Prevent Duty.
- Annual safeguarding updates.

Monitoring and Review

- The DSL and management committee will review this policy annually, ensuring alignment with statutory guidance.
- Effectiveness will be evaluated through staff feedback, safeguarding audits, and external inspections.

- Updates will be communicated to staff and stakeholders.

Safeguarding Flowchart

Step 1: Concern identified (disclosure or observation)

Step 2: Record concern word-for-word; inform senior staff on duty.

Step 3: Notify DSL within 24 hours.

Step 4: DSL assesses concern; contacts Social Services or police if immediate danger is present.

Step 5: Make verbal referral within 24 hours; submit written referral within 48 hours.

Step 6: Local Authority conducts assessment and determines next steps:

- Section 47: Actual or likely significant harm (may involve police).
- Section 17: Child in need of additional support but not at risk of significant harm.

Acronyms

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCSS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other

		advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
IDP	Individual Development Plan	The IDP is a legal document which describes a child or young person's additional learning needs, the support they need, and the outcomes they would like to achieve. It is a "plan" because it not only describes the ALN, but it also plans the action that must be taken for the child or young person. It also provides a record against which a child or young person's progress can be monitored and reviewed.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual,	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual

	transgender and queer plus	or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
ALNCO	Additional Learning Needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.