

Orbis Schools Wales: Safeguarding Policy

Policy Number:	EDW019	Originator:	Rachel Hackling
Issue Number:	1	Authoriser:	Amanda Morgan-Taylor
Issue Date:	24/02/2021	Service Type:	Childrens Services
Next Review Due:	02/2022	Policy Location:	All Files/Radar

1. Introduction

1.1 This policy complies with national statutory guidance from:

- Keeping Learners Safe (October 2020)
- Working Together to Safeguard People (2019)
- Social services and well-being in Wales act 2014
- Well-being of future generations (Wales) act 2015
- Rights of Children and young persons (Wales) measures 2011
- All wales safeguarding procedures

1.2 Orbis Schools Wales fully recognises the contribution it makes to safeguarding. There are three main elements to our policy:

- prevention through the culture, teaching and pastoral support offered to learners
- procedures for identifying and reporting cases, or suspected cases, of abuse – because of our day-to-day contact with children our staff are well placed to observe the outward signs of abuse
- support to learners who may have been abused. Our policy applies to all staff and volunteers working in the education setting and governors. Learning support assistants, mid-day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.

2. Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard learners. The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure children know that there are adults in the education setting whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities for relationships and sexuality education which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate
- take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

This document relates to Article 23 (*Every child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.*) of the UN Convention the Rights of the Child. *This organisation is committed to safeguarding and promoting the welfare of children and young people*

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3. Procedures

3.1 We will follow the Wales Safeguarding Procedures that have been endorsed by SCBs (Safeguarding children board). The school/college will:

- ensure it has a DSP (designated safeguarding person) for safeguarding who has undertaken the appropriate training
- recognise the role of the DSP and arrange support and training

3.2 The school will also ensure every member of staff and every governor knows:

- the name of the DSP and their role, the local authority point of contact and the designated governor for safeguarding
- that they have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board
- how to take forward those concerns when the DSP is unavailable
- ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose abuse or neglect
- ensure that members of staff who are EWC (Education workforce council) registrants are aware of the Code of Professional Conduct and Practice for registrants with the Education Workforce Council (see www.ewc.wales/site/index.php/en/fitness-to-practise/code-ofprofessional-conduct-and-practice-pdf.html) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content
- ensure that parents/carers have an understanding of the responsibility placed on the school/college/education setting and staff for safeguarding and child protection by setting out its obligations in the school website and admissions pack
- provide training for all staff so that they: – understand their personal responsibility – know the agreed local procedures and their duty to respond – are aware of the need to be vigilant in identifying cases of abuse and neglect – know how to support a child who discloses abuse or neglect – understand the role online behaviours may have in each of the above
- notify the local authority's social services team if: – a learner on the child protection register is excluded, either for a fixed term or permanently – there is an unexplained absence of a learner on the child protection register of more than two days' duration from school (or one day following a weekend)
- work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at initial review as well as child protection conferences and core groups and the submission of written reports to the conferences
- keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately
- ensure all records are kept secure and in locked locations
- adhere to the procedures set out in the Welsh Government's Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies (see gov.wales/disciplinary-and-dismissal-procedures-school-staff)
- ensure that recruitment and selection procedures are made in accordance with Welsh Government's Keeping learners safe guidance

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- designate a governor for safeguarding who will oversee the school's/college's child protection policy and practice.

Supporting those at risk

We recognise that children/young people who are at risk, suffer abuse or experience violence may be deeply affected by this. This school/college/education setting may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school/college/education setting their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the learner through:

- the content of the curriculum to encourage self-esteem and self-motivation
- the school/college ethos which: – promotes a positive, supportive and secure environment – gives learners a sense of being valued (see section 2 on Prevention)
- the school's/college's/education setting's behaviour policy, which is aimed at supporting vulnerable pupils in the school/college. All staff will agree on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth.

The school/college/education setting will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred

- liaison with other agencies who support the learner such as local authority officers – for example the educational psychology service, behaviour support services or the Education Welfare Service – child and adolescent mental health services, and advocacy services
- keeping records and notifying the local authority as soon as there is a recurrence of a concern. When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform social services.

1. Anti-bullying

Our policy on anti-bullying is set out in a separate document and is reviewed annually by the governing body.

2. Physical intervention

Our policy on physical intervention is set out in [a separate document] and is reviewed annually by the governing body, and is consistent with the Welsh Government's guidance Safe and effective intervention – use of reasonable force and searching for weapons.

3. Children with additional learning needs

We recognise that statistically children with additional learning needs are most at risk of abuse. Staff who work with children with an additional learning need, such as a profound and multiple disability, sensory impairment or emotional and behavioural problem, need to be particularly sensitive to signs of abuse.

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Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Manager for the service.

Orbis will then actively respond to the enquiry.

This policy is owned by: Quality Department

Date: 24/02/2021

Signed:

A. E. Morgan-Taylor.

Company Confidential

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Policy Name:	Safeguarding Policy
Issue Date:	
Name of Service	

The people listed below have read and understood the policy named above and are aware of the responsibilities they have in relation to the policy requirements.

Name	Signature	Date

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