



Safeguarding Policy

Orbis Schools Wales: Ty Coryton

Updated: November 2021

Who to contact if you have a safeguarding concern:

Cardiff Safeguarding (Ty Coryton)
Children's Access Point
Social Care & Health, PO Box 97, Cardiff, CF11 1BP
Tel: 029 20536490 Linda Gallagher
Out of hours contact: 029 20788570

Newport Safeguarding (Ty Coryton)
Nicola Davies
Swyddog Amddiffyn Plant / Education Safeguarding, Care & Support Officer
Gwasanaethau Plant a Theuluoedd/Children and Family Services
Cyngor Dinas Casnewydd / Newport City Council
07817106758
Nic.Davies@newport.gov.uk

Welsh Government (Orbis schools)
Cathays Park
Cardiff
CF10 3NQ
Tel: English: 0300 0603300
Tel: Welsh: 0300 0604400

Introduction

1.1 This policy complies with national statutory guidance from:

- Keeping Learners Safe (April 2021)
- 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

<https://safeguarding.wales>

Safeguarding statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children/young people. We endeavour to provide a safe and welcoming environment where children/young people are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children/young people receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers, contractors and visitors and are consistent with those of the local safeguarding children boards (LSCBs) involved with our children and young people.

Policy aims

- To provide all staff with the necessary information to enable them to meet their safeguarding and safeguarding responsibilities
- To ensure consistent good practice
- To demonstrate the company's commitment with regard to safeguarding to children/young people, parents and other partners
- To contribute to the service's safeguarding portfolio

Procedures

We will follow the All Wales Child Protection Procedures that has been endorsed by the Local Safeguarding Children's Board. The school will:

- Ensure it has a designated senior person for child protection who has undertaken the appropriate training
- All staff and governors are to undertake yearly safeguarding refresher training
- All records in respect to safeguarding will be recorded and held on My Concern.

Key personnel

The designated safeguarding persons (DSP) are as follows:

Head of Education and safeguarding officer: Mrs Kelly Price kelly.price@orbis-group.co.uk

Contact details: 02920 544290



Deputy safeguarding officer: Mrs Jodie Crawford Jodie.crawford@orbis-group.co.uk

Contact details: 02920 544290



If the concern raised relates to the DSP or deputy then issues should be reported to the Director of Education
Lucy Pottinger

Contact details: 02920029922

How to report:

If you have concerns about a colleague

- Report to the DSP or deputy DSP immediately
- Email orbis@safecall.co.uk
- Call the independent whistle blowing service 'safecall' on 08009151571

Complaints about the Head of Education should be reported to the Director of Education.

Roles and responsibilities

It is essential that the DSP:

- is appropriately trained
- acts as a source of support and expertise to the service's community
- has an understanding of LSCB procedures
- keeps written records of all concerns about children (noting the date, event and action taken) , ensuring that such records are stored securely
- refers cases of suspected abuse to children's social care, Protection of Vulnerable Adults (POVA (if over 18 years of age)) or police as appropriate
- notifies the local social services team if a pupil on the child protection register is excluded either for a fixed term or permanently or if there is an unexplained absence of a pupil on the child protection register or more than two days duration from schools (or one day following a weekend)
- ensures that when a child/young person with a safeguarding plan leaves the school, their information is passed to their new school and the child/young person's social worker is informed
- attends and/or contributes to safeguarding conferences
- coordinates the service's contribution to safeguarding plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the safeguarding policy
- ensures that the safeguarding policy is reviewed annually
- liaises with the Responsible Individual and the Director for Education as appropriate
- keeps a record of staff attendance at safeguarding training
- Ensures that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupils who may disclose abuse
- makes the safeguarding policy available to parents via the website
- Ensures that every member of staff is aware of the DSP's name and role, and the need to be alert of signs of abuse and know how to respond to a pupil who may disclose abuse

The organisation ensures that:

- The service has a DSP for safeguarding who is a member of the senior management team and who has undertaken training in inter-agency working, in addition to basic safeguarding training
- a safeguarding policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head of education, Registered manager and other senior members of the company
- adheres to the procedures set out in the Welsh Government circular 002/2013: 'Disciplinary and Dismissal Procedures for School Staff'
- Ensures that recruitment and selection procedures are made in accordance with Welsh Government guidance 'Keeping Learners Safe' 158/2015
- There is a training strategy that ensures all staff, including the Heads of Service, receive safeguarding training, with refresher training at yearly intervals and is supplemented by the organisations e-learning programme. Arrangements to ensure that all temporary staff and volunteers are made aware of the services' arrangements for safeguarding.

The responsible individual is responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Head of Education or Registered Manager.

The senior management team:

- Ensures that the safeguarding policy and procedures are implemented and followed by all staff

- Allocates sufficient time and resources to enable the DSP to carry out the role effectively, including the assessment of children/young people and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- Ensures that children/young people's safety and welfare is addressed through the 24hr curriculum.

Orbis education's Safeguarding Training

Our annual safeguarding training attended by all staff ensures that it sets out particulars to staff so that they know:

- Their personal responsibility
- The agreed local procedures
- The need to be vigilant in identifying cases of abuse
- How to support a child who discloses abuse
- Recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

Orbis education's Good practice includes:

- treating all children/young people with respect
- setting a good example by conducting ourselves appropriately
- involving children/young people in decisions that affect them
- encouraging positive and safe behaviour among children/young people
- being a good listener
- being alert to changes in children/young people's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the company's safeguarding policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the child/young person's permission (where applicable and possible) before doing anything for them of a physical nature, such as assisting with toileting, dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children/young people and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children/young people lead to an increased risk of abuse.

Abuse of trust

All staff are aware that inappropriate behaviour towards children/young people is unacceptable and that their conduct towards children/young people must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the company and a child/young person using the services of the company may be a criminal offence, even if that child/young person is over the age of consent.

Supporting the pupil at risk

We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this. This school and care home may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. We will support children/young people and their families by:

- Ensuring the school curriculum has a context to encourage self-esteem and self-motivation
- The school ethos promotes a positive, supportive and secure environment whilst giving pupils a sense of being valued

Ethos: Our primary aim is to provide a safe and secure school environment that encourages individuality, confidence and self-esteem. We aim to optimise Quality of Life for our pupils by developing, nurturing and promoting independence. Our service model is Positive Behavioural Support, which directs us to focus on improving quality of life, thus rendering challenging behaviour less necessary. We will ensure that everyone in our school is supported to develop a positive image, overcome barriers to learning and have valued roles in society.

- The school's behaviour policy is aimed at supporting vulnerable pupil in the school (Please refer to 'Promoting Positive Behaviour' policy)
- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child/young person, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from children/young people or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- keeping records and notifying social services as soon as there is a recurrence of a concern
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- Co-operating fully with relevant statutory agencies.

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child/young person has been inadequately supervised. The identification of physical signs is complicated, as children/young people may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child/young person has been abused.

A child/young person who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own, or others' safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn

- challenge authority
- become disinterested in their school work or other activities
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child/young person is at risk.

What to do when a young person makes a disclosure/allegation

If a young person makes a disclosure or allegation to you, you should follow the procedures set out in appendix 1.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child/young person to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can, and do, happen. A child/young person may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to children/young people and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Initial considerations: The procedures for dealing with allegations need to be applied with common sense and judgement. The Local Authority safeguarding contact should be informed of ALL allegations that come to a school’s attention so that they can consult children’s social services and the police as appropriate. The following definitions should be used when determining the outcome of allegation investigations:

Substantiated: there is sufficient evidence to prove the allegations

False: there is sufficient evidence to disprove the allegation

Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;

Uninformed: there is no evidence or proper basis to support the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all circumstances.

Unsubstantiated: this is not the same as a false allegation. It means there is insufficient evidence to prove or disprove the allegation. The term does not imply guilt or innocence.

Receipt of an allegation

Allegations should be brought immediately to the attention of the head of education or registered manager. The head of education or registered manager should inform the responsible individual of ALL allegations of abuse that come to his/her attention. The case manager should immediately discuss the allegation with the Local Authority safeguarding team, the purpose of which is to consider the nature, content and context of the allegation and agree a course of action. The initial enquiries should establish:

- that an allegation has been made
- what is alleged to have occurred

- when and where the episode is/are alleged to have occurred
- who was involved
- any other persons present

The safeguarding contact may request relevant additional information such as previous history, whether the child or their family have made similar allegations and the member of staff's current contact with children.

Informing Parents/ Carers

Parents/carers should be made aware of the allegation as soon as possible. Where a strategy discussion is required or police or children's services need to be involved the head of education/registered manager should consult those agencies and agree what information can be disclosed to the parents/carers. Parents/carers should be kept informed about the progress of the case and be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002.

Informing the accused person

You should inform the accused person as soon as possible and provide them with as much information as possible. If the employee is a member of a trade union they should be advised to contact them.

Supporting those involved

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegation process. Support for the individual is key to fulfilling this duty. Employees should be given access to welfare counselling or medical advice.

Confidentiality

It is important that the school and home make every effort to maintain confidentiality to guard against unwanted publicity while an allegation is being investigated or considered.

The full procedures for dealing with allegations against staff can be found in Keeping Learners Safe 272/2021, [210419-cls-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act.pdf](#)

Safer recruitment

Our company endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education (pp20-54) together with the company's individual procedures.

Safer recruitment means that all applicants will:

We adhere to safer recruitment guidelines. Please see safer recruitment policy for full details.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our children/young people attend off-site activities, we will check that effective safeguarding arrangements are in place. The same applies for any and all activities that are carried out by the children's home part of the service.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect children/young people we will:

- seek their consent (or those who hold parental responsibility where they are unable to give consent) for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the child/young person's first name with an image
- ensure children/young people are appropriately dressed
- encourage children/young people to tell us if they are worried about any photographs that are taken of them.
- Request that all visitors hand in their mobile phone to reception to rule out any possibility of them using their cameras to photograph children in our schools or home

Radicalisation and child exploitation

In 2012 the Government launched a refocused Prevent strategy. Please see our 'PREVENT' policy for further information on this. This is covered in staff's initial safeguarding training and all staff complete further training in relation to this.

Child exploitation

<https://gov.wales/keeping-children-and-young-people-safe-html>

E-Safety

Please refer to our e-safety policy for further information and guidance on this matter.

Whistle blowing

All staff are reminded of their right to whistle blow. Please see the Orbis education whistleblowing policy for further details.

Bullying


While bullying between children/young people is not a separate category of abuse it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

Our policy on bullying is set out in a separate document and is reviewed annually by the Senior Management Team

Physical Intervention

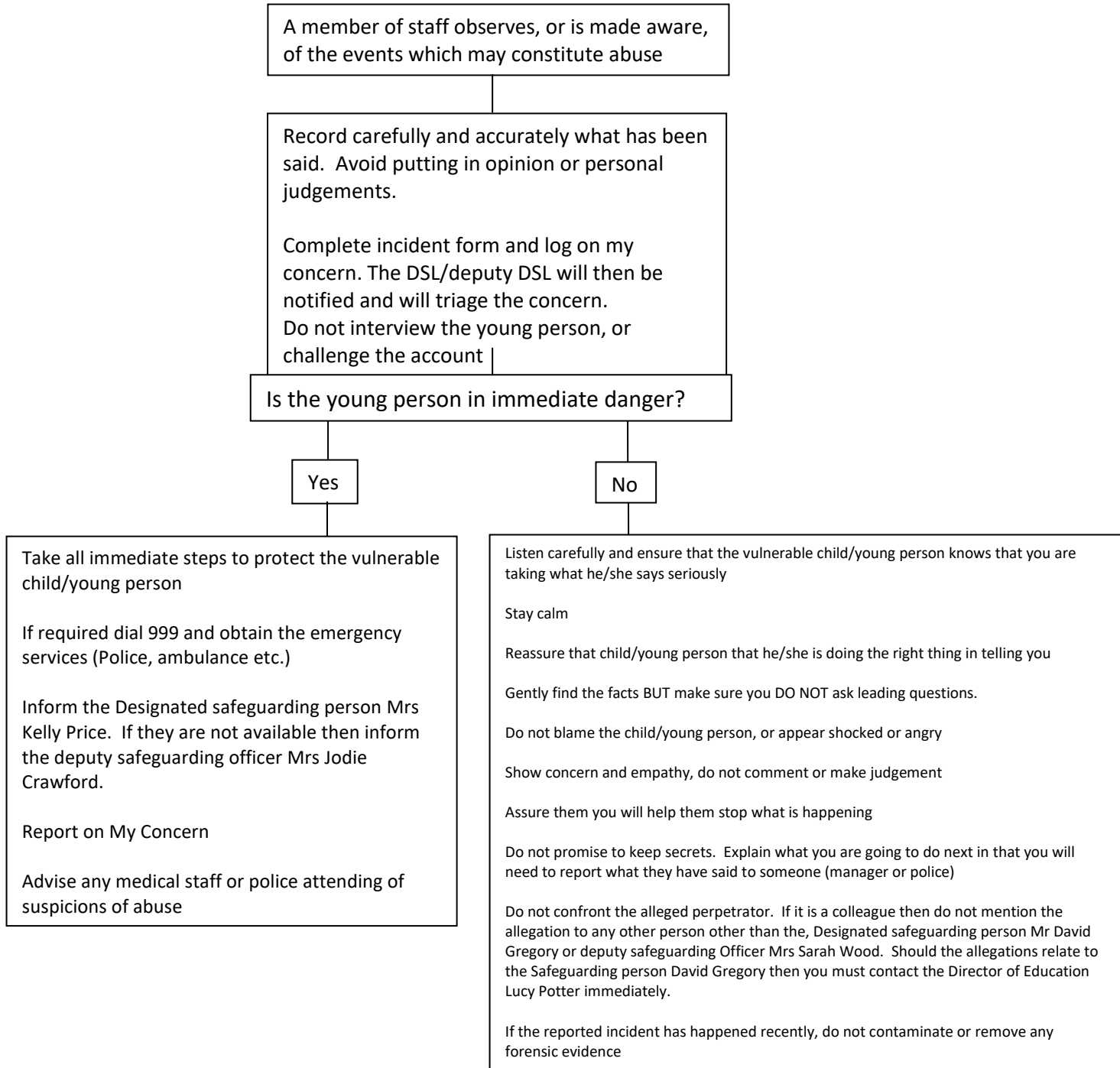
Our Policy on physical intervention is set out in a separate document and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force and searching for weapons 097/2013

Policy Review Date: November 2021

Signature:  (Director of Education)

Appendix 1

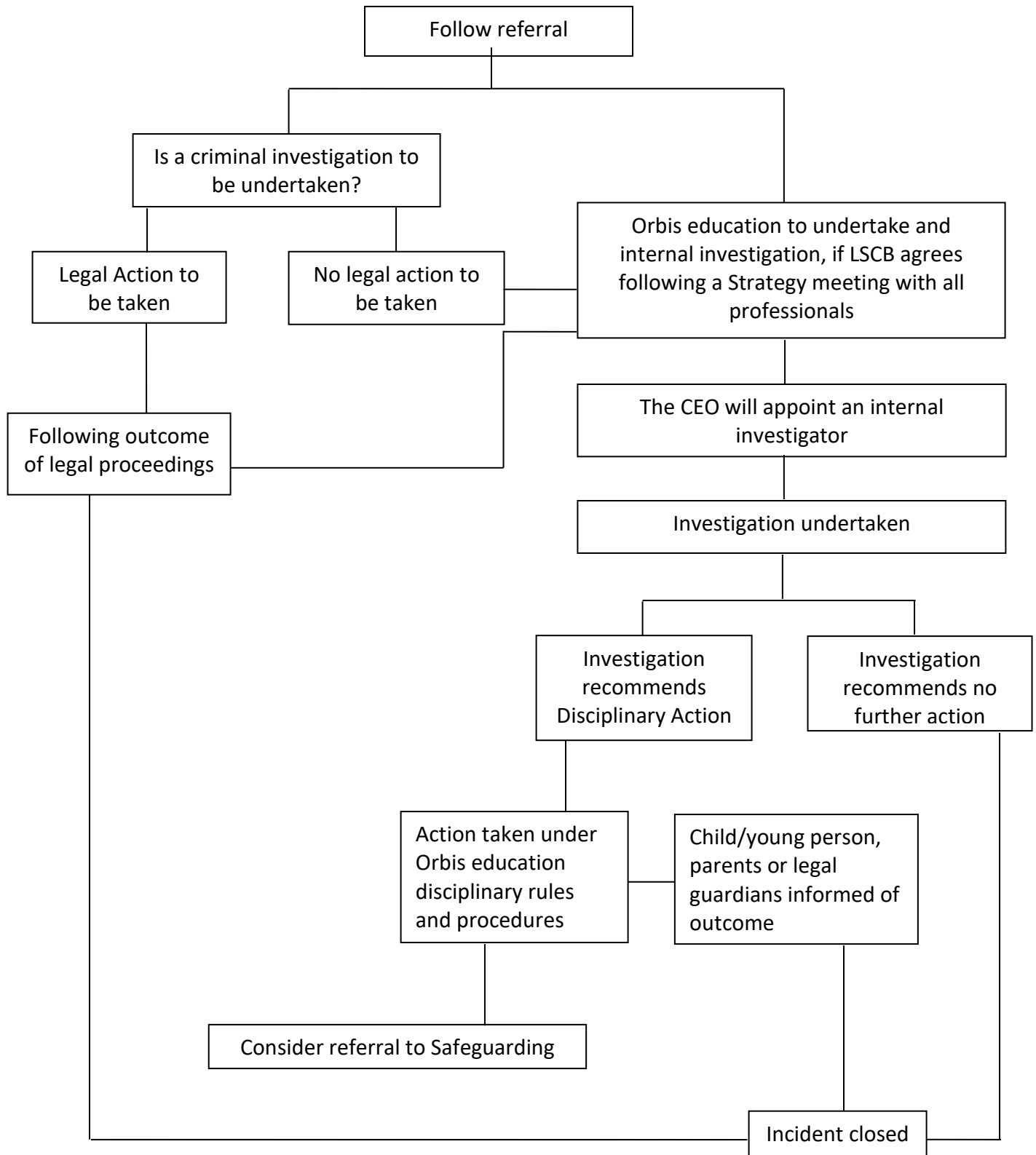
Alerting Allegations of Abuse



Appendix 2

Investigating Allegations of Abuse

Once a safeguarding issue has been passed on to the DSP/on call manager or responsible individual then the local safeguarding children's board will be informed along with CSSIW (schedule 5 notification). The flowchart below explains the process that takes place.



Appendix 3

Confirmation of receipt of safeguarding policy

Name: _____

Date of joining company: _____

Post: _____

Date of induction: _____

I confirm that I have received and read the company's safeguarding policy.

I have been made aware of my duty to safeguard and promote children and young people's welfare.

The procedure for reporting concerns about a child/young person has been explained to me.

Signature: _____

Name: _____

Date: _____

Please sign and return this form to your line manager.

Policy Review Date: July 2022

Signature:  (Director of Education)

Safeguarding concern form

NATURE OF CONCERN

Details about the young person

Details about you

Details about the concern

Details about what happened

Details about disclosure/observation

Details about your response

Any other relevant information

DATE RAISED

DATE REPORTED

DATE RECORDED

SIGNED