



Ysgol Caban Aur

Safeguarding Policy

Policy date:

September 2023

Last reviewed on:

March 2026 (Minor changes May 2026)

This policy supersedes all previous versions.

Next review due by:

March 2027

Contents

1. Introduction – p2
2. Prevention – p2
3. Procedures – p2
4. Supporting those at risk – p3
5. Anti-bullying – p3
6. Physical intervention – p3
7. Radicalisation – p3
8. Children with additional learning needs (ALN) – p3

Appendices

A: Flow chart describing the safeguarding concern reporting process – p5

B: Training slides for school based safeguarding training as provided to YCA and AGCH staff – p6-9

1. INTRODUCTION

1.1 Ysgol Caban Aur (YCA) fully recognises the contribution it makes to safeguarding all of its learners.

1.2 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 safeguarding matters, particularly historic abuse
- Support to learners who may have been abused

1.3 Our policy applies to all staff working in the education setting of YCA.

2. PREVENTION

2.1 We recognise that by increasing self-esteem, and confidence, and through responsive lines of communication with trusted adults these help to safeguard learners.

2.2 The school will therefore:

- Establish and maintain an ethos where learners feel secure and are encouraged to talk and are listened to
- Ensure learners 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 learners with the skills they need to stay safe from abuse and to know to whom to turn for help
- Included in the curriculum material that will help learners develop realistic attitudes to the responsibilities of adult life, particularly regarding positive relationships across the age spectrum
- Build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate
- All children have individual risk assessments and a risk management plan covering issues such as level of supervision, contact with peers, community activities, access to money, use of mobile phones and access to the internet/social media
- Take a collaborative approach to well-being which will incorporate safeguarding and preventative measures to support children and the care provision of AGCH

3. PROCEDURES

3.1 YCA will follow the Wales Safeguarding Procedures. The school will:

- Ensure it has a Designated Safeguarding Person (DSP) and Deputy Designated Safeguarding Person (DDSP) for safeguarding who will undertake annual advanced safeguarding training
 - Daniel Hutchinson, Headteacher is the designated DSP for YCA
 - Andrew Collett, Senior Learning Facilitator is the designated DDSP for YCA
- Ensure every member of YCA and AGCH staff knows:
 1. The name of the DSP and DDSP and their roles
 2. That they have an individual responsibility for reporting children at risk and protection concerns to the DSP, or DDSP in the absence of the DSP
 3. How to take forward those concerns when neither the DSP or DDSP is available:
 - Report any concerns to Louise Irving, School Proprietor YCA
 4. That concern relating to the DSP would be reported to Louise Irving, School Proprietor YCA
 5. 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
 6. A flow chart (Appendix A) detailing the reporting process is provided to staff during the YCA and AGCH induction process and is displayed in appropriate locations, such as the Caban Aur office
- Ensure that members of staff who are Education Wales Council (EWC) registrants are aware of the Code of Professional Conduct and Practice, and the expectation within the Code of Professional Conduct and Practice that the registrants have regarding to the safety and well-being of learners in their care and related content

- Ensure that parents/placement authorities/social services understand the responsibility placed on the school and staff for safeguarding, and child protection, by setting out its obligations in the school brochure/website
- The DSP and/or DDSP may seek further advice on, or reform a safeguarding concern raised to them to Anglesey County Council
- The contact telephone numbers for the Anglesey County Council LADO are 01248 725 888 and 01248 353 551 (out of hours)
- Whether a child is living 'out of county' or not the DSP and/or DDSP will contact Anglesey County Council on the phone numbers provided here for safeguarding referrals
- Provide annual training (Appendix B) for all staff so that they:
 - Understand their personal responsibility for safeguarding learners
 - Know the agreed 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
- 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. Staff are able to report low level safeguarding concerns via a locked submissions box in the Caban Aur office. These reports are subsequently stored in a locked box within a filing cabinet. The DSP and DDSP are the only members of staff who hold keys for the locked boxes.
- Adhere to the procedures set out in the Welsh Government 's Disciplinary and dismissal procedures for school staff
- Ensure that recruitment and selection procedures are made in accordance with Welsh Government 's Keeping Learners Safe Guidance.

4. SUPPORTING THOSE AT RISK

4.1 We recognise that children/young people who are at risk, suffer abuse or experience violence, may be deeply affected by this

4.2 YCA is the stable, secure and predictable element in the lives of children placed here

4.3 YCA will endeavour to support the learner through:

- The content of the curriculum to encourage self-esteem and self-motivation.
- The school ethos which:
 1. promotes a positive, supportive and secure environment.
 2. gives learners a sense of being valued.
- The school's behaviour policy, which is aimed at supporting vulnerable pupils in the school. 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 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 placement authority as soon as there is a recurrence of a concern.

4.4 When a learner on the child protection registers leaves, we will transfer information to the new provider immediately and inform the placement authorities social services.

5. ANTI-BULLYING

5.1 Our Anti-Bullying policy is reviewed annually.

5.2 The policy supports our practices and procedures regarding safeguarding.

6. PHYSICAL INTERVENTION

6.1 Staff are trained in Cornell University's Therapeutic Crisis Intervention (TCI) techniques. These support learners and staff in working within a safe environment. These techniques support staff in de-escalating a situation.

6.2 Physical intervention will occur only where it is a last resort. Physical intervention is only to be used to promote safety and where it is used within the guidance of TCI training, detailed in TCI training guidance.

7. RADICALISATION

7.1 Children and young people get their information from many sources and can be exposed to many different views. This can leave them open to misinformation and viewpoints that are considered radical or extreme. It is likely that the risk of radicalisation has increased for a small number of vulnerable people, as young people may spend more time online and exacerbate grievances. These circumstances give radicalisers an opportunity to exploit the vulnerable, cashing in on their loneliness and grooming them to adopt extreme views and ideologies. We know that radicalisers can be very persuasive and have a dominating effect on young or vulnerable people.

7.2 Radicalisation is described as:

The process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is, in itself, a form of harm.

7.3 Extremism is defined as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

7.4 All staff at YCA and AGCH are trained to identify signs of radicalisation within the school setting, the UK Government online "Prevent" course and associated update course are undertaken by YCA and AGCH on an annual basis.

7.5 Radicalisation and extremism refer to complex processes where feelings of opposition towards our basic societal values can develop and can eventually lead to criminal activity. The impact of accepting extreme viewpoints can often be spotted by those close to the 'target' of the groomer. There is no single all-encompassing list, but it may be noticed that the child or young person may become:

- Increasingly socially isolated, have low self-esteem and feelings of being picked on or persecuted
- Secretive about their activities online
- Suddenly interested in becoming more religious or political
- Different in appearance and dress in a specific way
- Disinterested in hobbies or education
- Disinterested in old friends and boast of having new ones
- Supportive of the use of violence to support an idea or cause
- Intolerant of anyone who does not share their views
- Influenced or controlled by a group

The trust established in the classroom encourages honest discussions, which in turn help children make reasoned decisions and enable them to build resilience.

7.6 If a member of YCA staff is concerned about the possibility of radicalisation or extremism and the child is not in immediate danger, or suffering from harm, then approaching the DSP or DDSP is the first course of action.

7.7 The DSP will consider the level of risk and decide which agency to make a referral to. A referral to CTP Cymru/Wales may be made. These experts work with the young person, providing support, individual sessions and activities to help them become deradicalised.

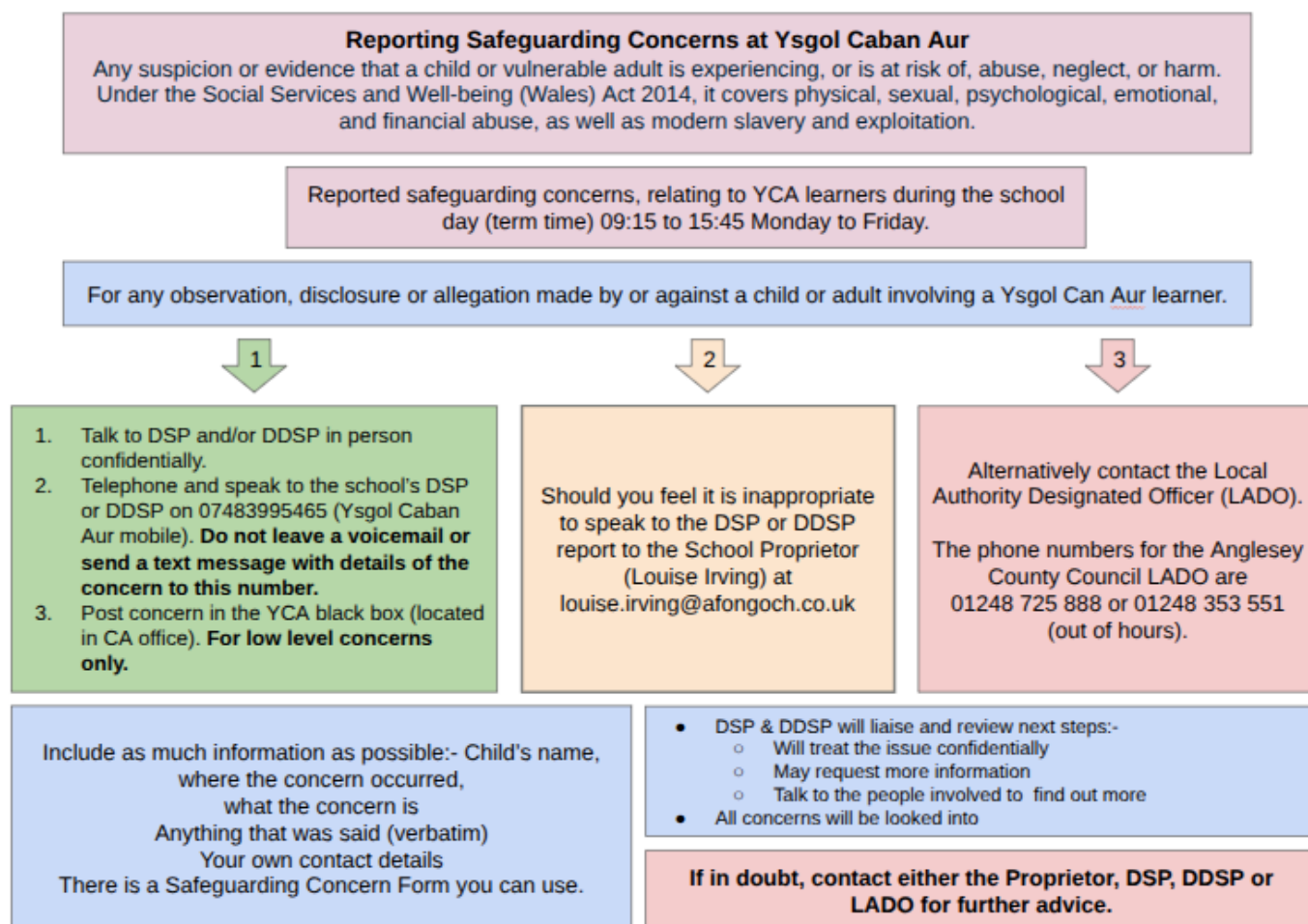
7.8 Children and young people can go online where help is available from Meic www.meiccymru.org or ChildLine: Phone 0800 11 11 or online at www.childline.org.uk

7.9 You can phone the anti-terrorist hotline on 0800 789 321 or report online, using the <https://www.northwales.police.uk/advice/advice-and-information/t/prevent/prevent/> or phone the police on 101.

8. CHILDREN WITH ADDITIONAL LEARNING NEEDS (ALN)

8.1 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.

Appendix A: Flow chart describing the safeguarding concern reporting process



Ysgol Caban Aur

Safeguarding

YCA's safeguarding policy is available to download at www.cabanaur.co.uk



A Note on Professional Curiosity

In Wales, the "Wales Safeguarding Procedures" emphasise Professional Curiosity.

> *"In these scenarios, have we been seeing the 'lived experience' of the child, or are we just accepting the member of staff's explanation?"*

UN Convention on the Rights of the Child (UNCRC), which is embedded in Welsh law.

> *"Does this child have Article 19 protection (protection from all forms of violence, abuse, and neglect) right now? If you aren't 100% sure, the DSP needs to know."*



Handy Table

If the Concern is....	Primary Contact	Why?
Inside the Classroom	School DSP	Standard educational safeguarding
Inside the Care Home	School DSP	To ensure an independent, non-biased record is created.
About a Care Home Manager	School DSP / <u>Whistleblowing</u>	Never report "up" within a silo if that silo is the potential source of the risk.
About the School DSP	Headteacher / Regional Board	Does not alert the accused of the accusation



DSP and DDSP for YCA



Daniel Hutchinson (DSP)



Andrew Collett (DDSP)

Note:

You may also contact and report a concern to the school's proprietor, **Louise Irving**. For example, if contacting the above would be inappropriate or not possible.



When should I contact them?

The 'concern' could be any disclosure, observation or discussion that is covered in safeguarding training that involves a **YCA learner** during the school day.

This includes break times, lunchtime, gardening and Outdoor Education.

A 'concern' may be small and perhaps seem insignificant but may fit into a bigger picture you are not aware of.



How do I contact them?



Talk to either Daniel or Andrew.



Call the YCA phone (07483995465) and speak to either Daniel or Andrew. **Do not** send a text message or WhatsApp.



Write down the concern and post in this box - found in CA office. This is only for low level and/or non-urgent concerns and you must include your name.

First Aid



Any accidents that happen during the school day **MUST** be filled in in the **YCA First Aid Book**, not in the home's First Aid Book.

This is for any injury/accident experienced by a YCA learner or staff who are working in an education function, e.g.

Teaching in YCA - **YES** - fill it in

Climbing a Mountain - **YES** - fill it in

Supporting a child during a Maths lesson - **YES** - fill it in

Note:

Outdoor Ed holds their own YCA First Aid Book.



Quiz

Please complete the following quiz:

<https://forms.gle/K8gSUBMzNht6aAeZA>

Thank you.

