



ALC SAFEGUARDING IN EDUCATION POLICY

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| Policy: | Child Protection & Safeguarding |
| Age Range: | 3-16 |
| Type: | Statutory |
| Sub Committee: | Relationships and Wellbeing |
| Governing Body Approval: | 10 th December 2025 |
| Review Date: | December 2026 |
| Staff Lead: | Deputy Headteacher |

Version Control

| Version | Key Changes | Sub Committee Approval (Date) | Full GB Approval (Date) | Review Date |
|---------|---|-------------------------------|--------------------------------|---------------|
| 3.0 | Updated following LA annual review - inclusion of anti-racism and Social Care Wales Safeguarding training, learning and development standards | | 10 th December 2025 | December 2026 |
| 2.0 | DSP/Deputy DSP details added. Content unchanged | 12 th March 2025 | | December 2025 |
| 1.0 | | | 11 th December 2024 | |

Review

Headteacher Mrs T Jarvis of Abertillery Learning Community has mechanisms for monitoring and reviewing this policy and its effectiveness. The policy must be annually reviewed, and the head teacher and responsible governor must ensure its inclusion as a standing item on the governing body' agenda.

Headteacher:

A handwritten signature in black ink, appearing to read 'Mrs Jarvis', written in a cursive style.

Chair of Governors:

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Date: 10th December 2025

Child Protection & Safeguarding Policy - Abertillery Learning Community

1. INTRODUCTION

Abertillery Learning Community 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 contact with children and adults at risk, our staff are well placed to observe the outward signs of abuse; and
- **Support** to learners who may have been abused.

Our policy applies to all practitioners, (staff and volunteers) working in the Abertillery Learning Community. In the case of schools, it is the Governing Body's policy.

It is recognised by **Abertillery Learning Community** that all practitioners, including teaching assistants, mid-day supervisors, caretakers, clerks, volunteers, governors and teachers, can be the first point of disclosure for a child/adult at risk. This first point of contact is an important part of the safeguarding process, and it is essential that all practitioners are aware of and implement the school's procedures as noted in this policy.

2. PREVENTION

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

Abertillery Learning Community will therefore: -

- a) Establish and maintain an ethos where children and adults at risk feel secure, are encouraged to talk and share their concerns and are listened to.
- b) Ensure that children and adults at risk know that all practitioners in the school can be approached if they have concerns about their wellbeing, are worried or in difficulty.
- c) Include in the curriculum, activities and opportunities for relationships and sexuality education to increase learners' understanding of and participation in healthy, safe, and fulfilling relationships, to be able to recognise abusive or unhealthy relationships and seek help and support.
- d) Include in the curriculum, material which will help children and adults at risk develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare, healthy relationships and parenting skills.
- e) Build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate.
- f) Include in the ethos of the setting that people have the right to be safe from abuse and to know who they can turn to for help.

- g) Take a whole-school approach to well-being which will incorporate safeguarding and preventative measures to support children and families. [Framework on embedding a whole-school approach to emotional and mental wellbeing | GOV.WALES](#).

3. PROCEDURES

At Abertillery Learning Community we will follow the [Wales Safeguarding Procedures](#), and guidance and protocols that have been endorsed and agreed by the [Gwent Safeguarding Board \(GSB\)](#).

Abertillery Learning Community will: -

- Ensure it has a designated safeguarding person (DSP) for safeguarding on each of its campuses (**Mr Ian Carter US, Mrs Marie Lewis TS, Mrs Louisa Tudge RR & Mrs Alison Lyndon Jones SB**) who have undertaken the appropriate training in line with agreed national and local requirements. Abertillery Learning Community will also nominate named deputies (**Mrs V Blackwell, Mrs S Hegarty in US, Mrs J Davies, Miss K Smith in RR, Mrs K Webber, Miss K Williamson, Mrs J Baker, Miss J Hughes in SB and Mrs S Hulme, Mrs C Jayne, Miss S Sheedy in TS**) who will be the central contact at times when the DSP is absent/not on campus
- Recognise the role of the DSP on each campus and arrange support to be available to them.
- Ensure that the DSP on each campus can access an appropriate level of safeguarding training
- Ensure that all practitioners, including permanent, part-time and adult volunteers, along with every governor, know: -
 - the name and contact details of the DSPs for each campus (**Mr I Carter in US, Mrs Louisa Tudge in RR, Mrs M Lewis in TS & Mrs A L-Jones, SB**) and their role, the local authority point of contact (**Mrs Sarah Dixon**) and the designated governor for safeguarding, **Mr D Tovey**.
 - that they have an individual responsibility for reporting children at risk and safeguarding 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 (**Mr I Carter US, Mrs Louisa Tudge RR, Mrs M Lewis TS & Mrs A L-Jones, SB**) or Deputy DSP (**Mrs V Blackwell, Mrs S Hegarty in US, Mrs J Davies, Miss K Smith in RR, Mrs K Webber, Miss K Williamson, Mrs J Baker, Miss J Hughes in SB and Mrs S Hulme, Mrs C Jayne, Miss S Sheedy in TS**) for each campus is unavailable
 - that advice can be sought from the Social Services Information, Advice and Assistance (IAA), and /or the Safeguarding in Education Manager if necessary

when a report is being considered. When out of hours, advice will be sought from the South East Wales Emergency Duty Team (SEWEDT)

- Ensure that all practitioners 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 staff members are aware of wider safeguarding concerns and report these to the DSP (**Mr I Carter US, Mrs Louisa Tudge RR, Mrs M Lewis TS & Mrs A L-Jones, SB**): staff will be made aware of the information on wider safeguarding issues contained in Keeping Learners Safe and Wales safeguarding Procedures, including safeguarding responsibilities in specific circumstances, peer-on-peer abuse and harmful sexual behaviour and the suite of guidance on 'Rights, Respect, Equality' to help prevent and address bullying.
- Ensure that members of staff who are EWC 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-of-professional-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 and staff for safeguarding by setting out its obligations in the school brochure and/or other forms of communication.
- Provide safeguarding training for all practitioners, who will be expected to attend as arranged/directed by Abertillery learning Community, so that they: -
 - Understand their personal responsibility
 - Are cognisant of agreed local procedures and their duty to respond
 - Are aware of the need to be vigilant in identifying suspected cases of abuse and neglect
 - Know how to support a person who discloses abuse or neglect
 - Understand the role online behaviours may have in each of the above
- Notify Social Services if:
 - a learner on the child protection register is excluded either for a fixed term or permanently; and
 - 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 co-operate as required with their enquiries regarding safeguarding matters including attendance at initial and review child protection conferences and core groups and subsequent meetings and support these with the submission of written reports

- Keep written records of concerns about children and adults at risk (individual files, noting date, event and action taken), even where there is no need to report the matter to agencies immediately.
- Ensure that all records and files are kept secure and in locked locations. The DSP (**Mr I Carter US, Mrs Louisa Tudge RR, Mrs M Lewis TS & Mrs A L-Jones, SB**) for each campus is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the DSP (**Mr I Carter US, Mrs Louisa Tudge RR, Mrs M Lewis TS & Mrs A L-Jones, SB**) for each campus to ensure that any transfer of records is conducted sensitively and securely. This can be done using the My Concern software package or there is a suggested procedure for the 'Transfer of Sensitive Information' (Appendix 2).
- Adhere to the procedures set out in the Welsh Government circular 002/2020, [Disciplinary and dismissal procedures for school staff | GOV.WALES](#)
- Ensure that all recruitment and selection procedures follow national and local guidance, the Council's Recruitment and Selection policy and, in the case of volunteers, the Council's Volunteer Guidance. Schools will seek advice and guidance from the Council's Organisational Development Department on recruitment and selection.
- The school designates a governor (**Mr D Tovey**) for safeguarding who oversees the school's policy and practice. **Mr D Tovey** will feed back to the Governing Body on safeguarding matters as and when required, and will be required to provide an annual report to the Governing Body on the school's safeguarding activities.
- Ensure the 'Keeping Learners Safe' safeguarding self-evaluation is shared with the Governing Body at least annually and provided to the Safeguarding in Education Manager (**Mrs Sarah Dixon**) during the first half of the Autumn Term.

4. SUPPORTING THOSE AT RISK

At Abertillery Learning Community we recognise that children/adults who are at risk, suffer abuse, or witness violence may be deeply affected by this.

Abertillery Learning Community may be the only stable, secure and predictable element in the lives of the children/adults at risk. Nevertheless, their behaviour in school may be challenging /concerning and the learner could internalise (i.e. be withdrawn) or externalise (i.e. be defiant for example) as a means of communicating their distress, experiences, emotions.

Abertillery Learning Community will endeavour to support learners through:

- The content of activities and the curriculum to encourage self-esteem and self-motivation,
- The ethos of the school/setting which: -
 - promotes a positive, supportive and secure environment; and
 - Gives pupils/adults at risk a sense of being valued
- Identify an emotionally available adult (EAA) for the learner.
- The school's relationship policy, which is aimed at supporting vulnerable pupils in the setting. All practitioners will agree on a consistent approach that focuses on understanding and supporting the learner and their experiences, to help them to develop more appropriate ways of communicating their distress/ behaviour. These approaches should focus on maintaining 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 the Educational Psychology Service, Education Welfare Service, Child and Adolescent Mental Health services, Social Services, and advocacy services; and
- Keeping records and notifying Social Services 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 school/setting immediately and inform Social Services.

At Abertillery Learning Community we will endeavour to be patient and supportive to those at risk of harm or abuse.

5. SAFEGUARDING IN SPECIFIC CIRCUMSTANCES

Community Cohesion – PREVENT Duties

In March 2015, the Counter Terrorism and Security Act received Royal Assent. The Act includes how we need to work together to prevent people from being drawn into terrorism.

Abertillery Learning Community is committed to providing a safe environment for all of our learners and practitioners. There is no place for extremist views of any kind in our school. When we become aware of information involving identification of potential instances of extremism and radicalisation, we will refer to Children's/Adult Services in the same way as for all safeguarding concerns, as well as considering a Prevent referral.

Our policy statement for community cohesion is attached as appendix 3: Community Cohesion – Preventing Extremism.

The Local Authority has 'Secure and Shelter' (Lockdown) procedures that may be activated in response to any number of situations and includes the requirement to carry out practice procedures. A separate policy for 'secure and shelter' is available for the school.

Rights, Respect, Equality

The school's policy on the prevention of and challenging bullying, has been set out in a separate document (anti-bullying) and is reviewed by the governing body.

There are a range of Welsh Government guidance documents which underpin our approach

[Rights, respect, equality: guidance for parents and carers](#)

Guidance to help parents and carers deal with bullying.

[Rights, respect, equality: guidance for schools](#)

Guidance to help schools deal with bullying.

[Rights, respect, equality: guidance for local authorities](#)

Guidance to help local authorities deal with bullying.

[Rights, respect, equality: guide for young people](#)

Guidance to help young people deal with bullying.

[Rights, respect, equality: guide for children](#)

Guidance to help children deal with bullying.

[Bullying: posters for children and young people](#)

An update on the revised statutory anti-bullying guidance.

Anti-Racism

We recognise and acknowledge that eradicating racism and discrimination in our learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of our school community. We have moral and legal duty under the Public Sector Equality Duty of the Equality Act 2010 to:

- eliminate unlawful discrimination, harassment and victimisation;
- advancing equal opportunities between people who have a protected characteristic and those who do not; and
- fostering good relations between people who have a protected characteristic and those who do not.

Violence Against Women, Domestic Abuse and Sexual Violence (VAWDA&SV)

The Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 aims to improve arrangements for the prevention of gender-based violence, abuse and sexual violence.

The protection of victims and support for people affected is underpinned by the 'Ask and Act' duty placed on public service staff to ask potential victims about the possibility that they may be experiencing VAWDASV and act so as to reduce suffering and harm.

The regional VAWDASV board has also prioritised a 'whole school approach' to training and support in order to continue a preventative agenda to domestic abuse. This approach is relevant for all education settings.

Abertillery Learning community has a designated lead (**Mr D Newberry**) responsible for supporting learners with relationships and sexuality education. There is extensive guidance available on preventing and responding to child sexual abuse, including 'Keeping Learners Safe'

[Keeping learners safe | GOV.WALES](#) and [guidance-for-education-settings-on-peer sexual-abuse-exploitation-and-harmful-sexual-behaviour.pdf \(gov.wales\)](#).

Operation Encompass

Abertillery Learning Community participates in Operation Encompass, a Gwent wide initiative to provide early sharing of information between Police and schools. Its aim is to safeguard children and young people who are affected by domestic abuse, by ensuring that appropriate services are made aware of an incident at the earliest possible opportunity.

This school fully supports Operation Encompass the purpose of which is to safeguard and support those children and young people who have witnessed and/or been present at the time of a domestic abuse incident.

Following such an incident taking place, children will often arrive at school distressed and unprepared. Operation Encompass aims to ensure that appropriate school staff are made aware at the earliest possible stage in order to provide relevant and tailored support to children and young people in a way that means that they feel safe and included.

All information will be managed sensitively, and only staff who need to be made aware will know about the concern.

Physical punishment of children

Since 21 March 2022 all physical punishment of children is illegal in Wales. Children now have the same protection from assault as adults.

Any concerns for children around physical punishment will be managed as per our legal duty to report safeguarding concerns.

Information, advice and support is available for anyone who needs it, to help them find positive ways to manage children's behaviour and to help avoid such a situation ever happening.

The Gov.Wales information page 'Parenting. Give it time' offers positive parenting practical hints, tips and expert advice to encourage good behaviour from children and alternatives to physical punishment. Their parenting support page offers links to further support and helplines.

Universal parenting support and advice is provided by midwives, health visitors, GPs and your local authority. Early help programmes such as Flying Start and Families First can also offer advice and support.

Modern Slavery

Modern slavery describes forced labour practices with the perpetrator trapping and controlling the victim.

Modern slavery is a hidden, pervasive crime targeted towards those individuals most vulnerable. The Council and BAWSO are first responding organisations to cases of slavery. Training and victim support regarding Modern Slavery can be found at BAWSO, www.bawso.org.uk

Police, Local Authorities, the National Crime Agency and the Gangmasters Labour and Abuse Authority who encounter a potential victim of modern slavery or human trafficking have a duty to notify the Home Office under Section 52 of the Modern Slavery Act 2015.

Safer Schools' Partnership

Abertillery Learning Community is part of The Safer Schools' partnership that allows the safe and legal sharing of information that ensures children can be safeguarded where they are identified as being at risk of or involved in crime and anti-social behaviour. This is a multi-agency risk assessment approach.

Children with Additional Learning Needs (ALN)

We recognise that statistically children and young people with additional learning needs are most vulnerable to abuse. Practitioners who work with learners with an additional learning need such as a profound and multiple disability, sensory impairment, neurodiversity or emotional and behavioural need to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out in (a separate document).

Care Experienced Children

Abertillery Learning Community recognises that Children Looked After (CLA) are often the most vulnerable. Advice and guidance can be sought from the Local Authority's Education Coordinator for Children Looked After.

6. INFORMATION FOR ALL PRACTITIONERS (STAFF/VOLUNTEERS)

a) What to do if a person tells you they have been abused or harmed:

A person may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- Yours is a listening role, do not interrupt them when they are freely recalling events. Limit any questions to clarify your understanding of what is being said. Any questions should be framed in an open manner so not to lead;

- You must report to the Designated Safeguarding Person (DSP) (**Mr I Carter US, Mrs M Lewis TS, Mrs L Tudge RR & Mrs A L-Jones SB**) or their Deputy (**Mrs V Blackwell, Mrs S Hegarty in US, Mrs J Davies, Miss K Smith in RR, Mrs K Webber, Miss K Williamson, Mrs J Baker, Miss J Hughes in SB and Mrs S Hulme, Mrs C Jayne, Miss S Sheedy in TS**) in their absence immediately to inform them of what has been disclosed. In the unlikely event of both being absent seek out the most senior person in the school; If you are unable to speak to the DSP or their deputy, (or another appropriate senior person), do not delay anyone can contact the local authority children's social services to raise a concern at any time (Information, Advice and Assistance (IAA) team). Staff members should always act in the best interests of the child.
- Log details of the discussion via the My Concern system, as soon as is reasonably practical (but within 24 hours) to pass on to the DSP (**Mr I Carter US, Mrs M Lewis TS, Mrs L Tudge RR & Mrs A L-Jones SB**). The note, which should be clear in its use of terminology, should record the time, date, place, and people who were present and should record answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the process. Remember, your note of the discussion may be used in any subsequent formal investigation and/or court proceedings. It is advised that you retain a copy in a safe place;
- Do not give undertakings of absolute confidentiality. You will need to express this in age/developmental related ways as soon as appropriately possible during the disclosure. This may result in the person 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the DSP (**Mr I Carter US, Mrs M Lewis TS, Mrs L Tudge RR & Mrs A L-Jones SB**). Often what is initially shared is the tip of an iceberg;
- That a person may be waiting for a case to go to criminal court, may have to give evidence or in the case of a child, may be awaiting care proceedings;
- You may have a future role in terms of supporting or monitoring the person, for example, contributing to an assessment or in the case of a child, supporting child protection plans. You can ask the DSP (**Mr I Carter US, Mrs M Lewis TS, Mrs L Tudge RR & Mrs A L-Jones SB**) for an update, but they may be limited in their response. The level of feedback will be on a need to know basis, but whatever is shared is confidential and not for sharing with others;
- When making a report about an 'adult at risk', consent is not required to make the report, but it would be helpful to know if the adult at risk consents to the adult safeguarding process.

b) Additional considerations when responding to practitioner concerns (including volunteers)

(Also refer to the Wales Safeguarding Procedures and the Welsh Government guidance circular 009/2014 Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff. A summary of procedures is included in appendix 4: Practitioner Allegations/Concerns)

Where there is an allegation of abuse or safeguarding concern made about a practitioner, it will be reported to children's/adult services in the same way as for all allegations of abuse/safeguarding concerns.

If a safeguarding allegation/concern about a practitioner is made, this must be reported to the Head Teacher (**Mrs T Jarvis**)

If the concern is about the Head Teacher (**Mrs T Jarvis**), this must be reported to the Chair of Governors (**Mr D Tovey**) and advice sought from the Safeguarding in Education manager, or children's services if they cannot be reached.

In all cases, practitioner concerns/allegations must also be discussed with the Safeguarding in Education Manager. In the absence of the Safeguarding in Education Manager, do not delay, contact the Social Services Information, Advice and Assistance Team.

If there is an allegation against a Local Authority Officer, then this must be communicated to the Corporate Director for Education. If there is a concern about the Corporate Director for Education, then this should be referred to the Chief Executive.

Interim safeguarding arrangements must be considered to prevent any unsupervised contact between the person making the allegation and the subject of the allegation and should consider the contact that takes place between any other child(ren)/adult at risk and the person against whom the allegation has been made. This will require a risk assessment to be completed and documented by the Head teacher/Chair of Governors/manager. The matter must be treated confidentially.

Information about the child, adult at risk or family must not be shared with the individual against whom the allegation was made or anyone representing them.

When a report has been made to the Local Authority, consideration will be given to the report by the statutory authorities, who can conclude their considerations at any stage in the safeguarding process. Once the statutory authorities have completed their consideration of the allegation, the matter is referred back to the governing body to consider any actions required by the employer. At the conclusion of the involvement of statutory services, the Safeguarding in Education Manager will consult with the Headteacher and chair of governors to discuss next steps.

c) Confidentiality

Abertillery Learning Community and practitioners are fully aware of confidentiality issues if a person divulges that they are or have been abused. A person may only feel confident to confide in a practitioner if they feel that the information will not be divulged to anyone else. However, practitioners have a professional responsibility to share relevant information with the designated statutory agencies when a child or adult at risk is experiencing abuse and/or neglect.

It is important that each practitioner deals with this sensitively. When responding, practitioners should explain that they must inform the appropriate people who can help, but they will only tell those who need to know in order to be able to help. Practitioners should reassure the person and tell them that their situation will not be common knowledge within the school. Be aware that it may well have taken significant courage to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Ensure that only those with a professional involvement, i.e. the DSP (**Mr I Carter US, Mrs M Lewis TS, Mrs L Tudge RR & Mrs A L-Jones SB**) and Headteacher/Manager, have access to safeguarding records. At all other times, they should be kept secure and separate from the person's main file.

7. TRAINING

Abertillery Learning Community will be cognisant of national and local training requirements and guidance, which will include Gwent Safeguarding Board guidance, advice and training opportunities.

All practitioners will complete the relevant safeguarding training in accordance with the National Safeguarding training, learning and development standards: [National safeguarding training, learning and... | Social Care Wales](#). Members of the school governing body will also receive safeguarding training.

Abertillery Learning Community will ensure that the designated senior person (**Mr I Carter US, Mrs M Lewis TS, Mrs L Tudge RR & Mrs A L-Jones SB**) and deputies (**Mrs V Blackwell, Mrs S Hegarty in US, Mrs J Davies, Miss K Smith in RR, Mrs K Webber, Miss K Williamson, Mrs J Baker, Miss J Hughes in SB and Mrs S Hulme, Mrs C Jayne, Miss S Sheedy in TS**) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP/deputy DSP development. The designated deputy (**Mrs V Blackwell, Mrs S Hegarty in US, Mrs J Davies, Miss K Smith in RR, Mrs K Webber, Miss K Williamson, Mrs J Baker, Miss J Hughes in SB and Mrs S Hulme, Mrs C Jayne, Miss S Sheedy in TS**) will be initially supported by the designated person and consideration for joint opportunities for training with the DSP will be given. All practitioners will be regularly updated as appropriate from the DSP.

Training refresher intervals will be aligned to the requirement of the National Safeguarding training learning and development standards.

In addition to the safeguarding children and/or adults training, all staff must complete Group 1 training on Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) as outlined in the National Training Framework and should also complete PREVENT training through the Home Office package available online. Links to online PREVENT training are contained in Appendix 3.

Abertillery Learning Community along with all educational settings and partners working with children and adults at risk in Blaenau Gwent must keep records of training and carry out regular audits to ensure that all practitioner training for safeguarding is kept up to date. All educational settings must ensure that all practitioners receive this training within timescales and the training record must show this. Educational establishments and partner agencies will be required to provide information on practitioner training to the Council upon request.

Children - Further guidance and the relevant Multi Agency Referral Form to make a report can be found through the Gwent Safeguarding website, at <https://www.gwentsafeguarding.org.uk/en/Children/Report/Report-a-child-at-risk.aspx>

Adults - Further guidance and the appropriate referral form for reporting an adult at risk can be found through the Gwent Safeguarding website <https://www.gwentsafeguarding.org.uk/en/Adults/Report/Report-an-adult-at-risk.aspx>

8. KEY CONTACT INFORMATION:

The Designated Senior Person and Deputies for safeguarding at each campus in Abertillery Learning Community are:

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| Upper School | Roseheyworth Road | Six Bells | Tillery Street |
| DSP Lead | | | |
| Mr. Ian Carter | Mrs. Louisa Tudge | Mrs. Alison Lyndon Jones | Mrs. Marie Lewis |
| Deputy DSP Lead | | | |
| Mrs. Vikki Blackwell Mrs. Sarah Hegarty | Mrs. Jade Davies Miss Kayleigh Smith | Mrs. Kathryn Webber Miss Kirsty Williamson Mrs. Joanne Baker Miss Jessica Hughes | Mrs. Sarah Hulme Mrs. Ceri Jayne Miss Sinead Sheedy |

The designated governor for safeguarding at this school is:

Mr D Tovey

The Council's Safeguarding in Education Manager is:

Sarah.Dixon@blaenau-gwent.gov.uk

Social Services can be contacted as follows: -

Telephone- **01495-315700** / Out of hours number **0800 328 4432**

This policy was presented and accepted by the Governing Body on: 10th December 2026

This policy will be reviewed: December 2026

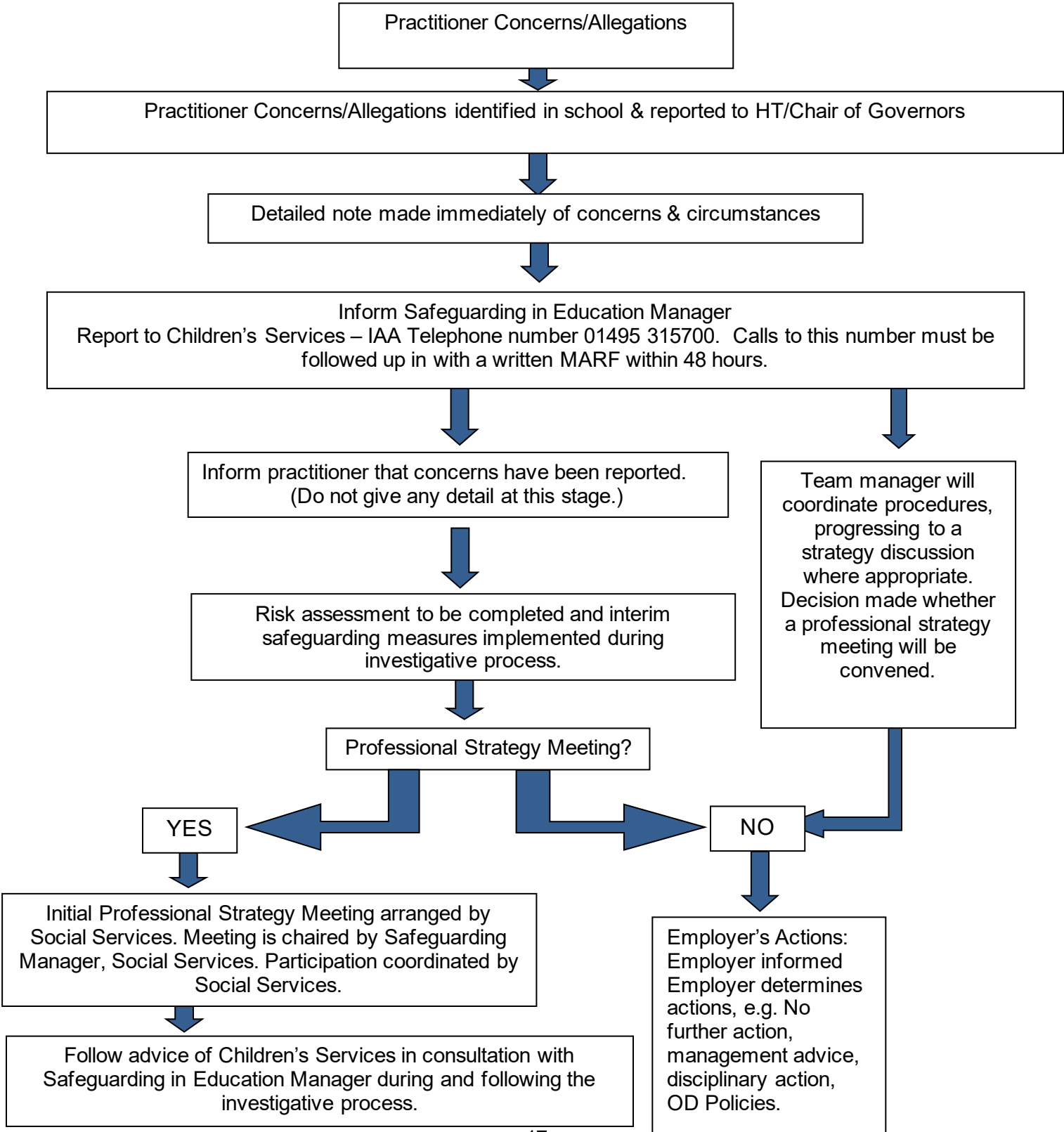
Contact Information:

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| Safeguarding in Education Manager (Safeguarding and Quality Assurance team, Children's Services) | Sarah.Dixon@blaenau-gwent.gov.uk |
| Safeguarding Manager (Safeguarding and Quality Assurance team, Children's Services) | Leanne.Tetley@blaenau-gwent.gov.uk |
| PREVENT Lead | Helena.hunt@blaenau-gwent.gov.uk |
| Strategic Safeguarding Lead (SSL) for Education Directorate | Michelle.Jones@blaenau-gwent.gov.uk |
| Information, Advice and Assistance (IAA) Service, Social Services | 01495 315700 Children - DutyTeam@blaenau-gwent.gov.uk Adults - DutyTeamAdults@blaenau-gwent.gov.uk |
| South East Wales Emergency Duty Team (SEWEDT) - after 5pm, weekends and Bank Holidays. | 0800 328 4432 |

LISTEN, SHARE, RECORD

PRACTITIONER CONCERNS/ALLEGATIONS

This Flowchart should be used as a brief checklist of procedure for practitioner concerns/allegations
Detailed procedures are outlined in Wales Safeguarding Procedures, section 5
Also refer to Safeguarding Children in Education: Handling Allegations of abuse against teachers and other staff
009/2014



Communication Guidance Framework
Managing communication with the practitioner subject to a safeguarding allegation/concern

The following communication considerations must be made when handling any allegation/concerns about education practitioners.

When an allegation is made/concern raised about a practitioner, the process under part 5 of the Wales Safeguarding procedures must be followed. The Safeguarding in Education manager must also be informed of all practitioner concerns/allegations; advice and guidance will be provided.

Communication - the following factors need to be considered:

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| <p>Initial communication upon receipt of allegation/concern</p> <ul style="list-style-type: none"> Initial information sharing is minimal due to the potential for any future investigation by statutory agencies. Support to the individual – what can be offered? <i>Vivup and Trade Union support. Discuss how they will be supported both in and out of work.</i> Initial safeguarding arrangements implemented and shared with practitioner. Risk management plan - record and share initial plan directly with practitioner. <i>It is SLT responsibility to communicate and implement the plan (where the subject is a HT, the CoG has this responsibility)</i> | <p>Action taken/summary of discussion: <i>Record dates/times</i></p> |
| <p>Considerations prior to a weekend:</p> <ul style="list-style-type: none"> Possibility of information reaching practitioner through other means if not informed prior to weekend. Potential detrimental impact on practitioners' mental wellbeing across the weekend Assess their support network available over the weekend. Implement additional support as agreed with practitioner. | <p>Action taken/summary of discussion: <i>Record dates/times.</i></p> |
| <p>Review schedule</p> <ul style="list-style-type: none"> Communication intervals and method of communication to be agreed with practitioner. | <p>Action taken/summary of discussion: <i>Record dates/times.</i></p> |

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| <ul style="list-style-type: none"> Establish Review schedule for the risk management plan. | |
| School <i>closure periods</i> /holidays <ul style="list-style-type: none"> Communication over <i>these</i> periods to be <i>discussed and mutually pre-agreed</i> with the practitioner. Agreement reached to be documented in risk management plan | Action taken/summary of discussion: <i>Record dates/times.</i> |

Review schedule

The communication schedule is to be reviewed alongside the risk management plan:

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| Date of review: Summary of any amendments to the communication schedule: |
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| Date of review: Summary of any amendments to the communication schedule: |
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|---|
| Date of review: Summary of any amendments to the communication schedule: |
|---|

APPENDIX 2

Safeguarding File - Transfer of Records

A receiving school must be made aware of the existence of a Child's Safeguarding file prior to the child transferring from their original school.

The confidential Safeguarding File must be securely transferred to the new school either in Person, or via secure mail that requires a signature of receipt. This transfer of Records form should be completed and forwarded with the file to the new school.

Either the Head teacher (**Mrs T Jarvis**) or the Designated Senior Person (**Mr I Carter US, Mrs M Lewis TS, Mrs L Tudge RR & Mrs A L Jones SB**) for safeguarding should sign a receipt for the file.

Sending Schools should retain a copy of the signed Transfer of Records forms as evidence of the transfer, and ensure appropriate signatures are obtained.

| | |
|-------------------|--|
| Child Name | |
| DOB | |

| | | |
|--|-----------------|------------------------|
| Name of sending school/setting: | | |
| Date record ended at this school/setting (pupil end date): | | |
| Name of receiving school/setting: | | |
| Date of contact with new school/setting | | |
| Has sensitive and urgent information been shared with a new school/setting? | Yes / No | If No, why not? |

| | |
|------------------------------------|--|
| Name of DSP sending records | |
| Date file sent | |

| | |
|-------------------------------|--|
| File passed to (name): | |
|-------------------------------|--|

This section will be completed by the receiving school if the file is delivered by hand.

| | |
|---------------------------------|--|
| Receiving School/setting | |
| Signed | |
| Print name and position | |
| Date | |

This section is to be completed by the sending school with the postage receipt reference if file sent via secure post as proof of sending.

| | |
|--|--|
| Reference number of postage receipt | |
| Name and address of recipient | |
| Date of postage | |

Community Cohesion – Preventing Extremism

Abertillery Learning Community is committed to providing a safe environment for all of our children, staff and any visitors. There is no place for extremist views of any kind in our school.

Community cohesion is the term used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. A cohesive community is where a person has a strong sense of belonging. It is safe, vibrant and able to be resilient and strong when tensions occur.

Those involved in supporting terrorism look to exploit and radicalise vulnerable people, including children and young people. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on us 'to have due regard to the need to prevent people from being drawn into terrorism'.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which spring from a variety of sources including the internet. At times learners, visitors or parents may themselves reflect or display views that may be considered as discriminatory, prejudiced or extremist, including using derogatory language; this will always be challenged and where appropriate dealt with.

Education is a powerful deterrent against this and we will strive to equip young people with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way. This way our students are enriched, understand and become tolerant of difference and diversity where they can thrive, feel valued and not marginalised.

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our school.

Where such cases are identified a Duty to Report form is to be completed and submitted to Children's Services. The Local Authority Lead Officer for PREVENT should also be contacted.

Safeguarding Channel Panel

Safeguarding and promoting the welfare of children, young people and adults is everyone's responsibility. We are committed to working with our partners to protect and support our students, and where a Duty to Report form leads to one of our Students needing safeguarding, we will support the Channel programme.

Channel is a multi-agency approach to protect vulnerable people by identifying individuals at

risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

Training

We are committed to ensuring that all staff in the Abertillery Learning Community have access to PREVENT training and are encouraged to make use of other counter-terrorism related training modules and the reference material below.

Key Points of Contact

The Designated Senior Person and Deputies for safeguarding at each campus in **Abertillery Learning Community** are:

| | | | |
|--|---|---|---|
| Upper School | Roseheyworth Road | Six Bells | Tillery Street |
| DSP Lead | | | |
| Mr. Ian Carter | Mrs. Louisa Tudge | Mrs. Alison Lyndon Jones | Mrs. Marie Lewis |
| Deputy DSP Lead | | | |
| Mrs. Vikki Blackwell Mrs. Sarah Hegarty | Mrs. Jade Davies Miss Kayleigh Smith | Mrs. Kathryn Webber Miss Kirsty Williamson Mrs. Joanne Baker Miss Jessica Hughes | Mrs. Sarah Hulme Mrs. Ceri Jayne Miss Sinead Sheedy |

Helena Hunt, Prevent Lead for Blaenau Gwent County Borough Council

Email: Helena.hunt@blaenau-gwent.gov.uk Tel: 07791 875737

Reference Material

<https://gov.wales/respect-and-resilience-developing-community-cohesion> This guidance aims to provide information to all schools, including a range of external resources, advice and support via established referral processes, regarding the causes of violent extremism and preventative measures that can be taken. Included within this guidance is a self-assessment tool, to support schools to assess their levels of compliance with best practice in the creation of a safe learning community, and to keep learners safe from the dangers of radicalisation and extremism.

Prevent Duty Guidance: https://www.gov.uk/government/publications/prevent-duty_guidance

Channel Guidance: <https://www.gov.uk/government/publications/channel-guidance>

E-learning training on PREVENT:

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

PREVENT Referrals:

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

Channel Awareness:

<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

Website: <http://educateagainsthate.com> Resources for parents and teachers

Associated Policies, Guidance and Advice

Wales Safeguarding Procedures

- <https://safeguarding.wales/en/>
- [Keeping Learners Safe \(gov.wales\)](#)

Recruitment:

- [http://intranet/organisational-development-\(hr\)/schools-hr/recruitment.aspx](http://intranet/organisational-development-(hr)/schools-hr/recruitment.aspx)
- <https://gov.wales/handling-allegations-abuse-against-teachers-and-staff> Disciplinary and dismissal procedures for school staff | GOV.WALES
- [Blaenau Gwent Corporate Safeguarding Policy | Blaenau Gwent CBC \(blaenau gwent.gov.uk\)](#)
- <https://gov.wales/whistleblowing-schools-guidance-governors>

Blaenau Gwent Whistleblowing policy:

- <http://intranet/media/160180/Whistleblowing-Policy-September-2019.pdf>
- [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf](#)
- [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.gov.wales/sites/default/files/publications/2018-03/educational-records-school-reports-and-the-common-transfer-system-the-keeping-disposal-disclosure-and-transfer-of-pupil-information.pdf](#)

Gwent Safeguarding:

- <https://www.gwentsafeguarding.org.uk/>

BAWSO:

- <https://bawso.org.uk/en/>

Violence against women, domestic abuse and sexual violence (VAWDASV):

- <https://gov.wales/live-fear-free>
- <https://www.gwentsafeguarding.org.uk/en/vawdasv>
- <https://gov.wales/violence-against-women-domestic-abuse-and-sexual-violence-vawdasv-educational-toolkit>
- https://gov.wales/sites/default/files/publications/2019-06/guidance-for-governors_0.pdf

Modern Slavery:

- [Live Fear Free: Slavery campaign | GOV.WALES](#)

Keeping safe online:

- <https://hwb.gov.wales/zones/keeping-safe-online/>

Peer-on-peer sexual harassment and harmful sexual behaviour:

- <https://gov.wales/sites/default/files/publications/2020-10/guidance-for-education-settings-on-peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour.pdf>
- <https://gov.wales/incidence-peer-peer-sexual-harassment-among-secondary-school-pupils-wales-government-response-html>
- <https://www.estyn.gov.wales/thematic-report/we-dont-tell-our-teachers-experiences-peer-peer-sexual-harassment-among-secondary>
- <https://www.estyn.gov.wales/system/files/2021-12/Experiences%20of%20peer-on-peer%20sexual%20harassment%20among%20secondary%20school%20pupils%20in%20Wales%20-%20Supporting%20resources.pdf>
- [Everybody's affected \(senedd.wales\)](#)