

William Brookes School

Child Protection Policy and Procedure

*We work hard and aim for excellence in all we do,
showing kindness, friendship
and respect to each other.*

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Section 1 Introduction

This policy is derived initially from the Shropshire Council model policy, 2022, adapted to The 3-18 Education Trust. Each school in the trust has adapted relevant sections, which are specific to their setting – their context, their phases and their operational procedures.

This is therefore a trust-based policy, contextualised for individual schools, grounded on Shropshire Council's policy

Section 2. Policy Statement

At The 3-18 Education Trust we believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognise that safeguarding the welfare of all children and young people is everyone's responsibility. We follow Shropshire Safeguarding Community Partnership (SSCP) multi-agency procedures and acknowledge that the welfare of the child is paramount.

At William Brookes School it is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect of a child. We work in partnership with children, young people, their parents, carers and other agencies. Our statutory duties and supporting guidance are set out in The Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2022.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

At all the schools in our Trust we recognise that all children, regardless of who they are or where they are from have the right to protection from all types of abuse. No child or group of children in our schools will be treated any less favourably by us than others in being able to access their right to education or other services and support we are reasonably able to provide to or access for them for the purposes of safeguarding and promoting their welfare. This may mean that additional positive actions and/or safeguards may be taken by us to ensure the individual and/or groups of children are not disadvantaged from receiving education or services or disproportionately subjected to abuse.

This policy is also based on the following legislation and guidance:

- The Children Act 1989 and 2004 - Safeguarding and promoting the welfare of children is defined as; protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.

Section 3 (5) of the Children Act 1989 states that the law empowers anyone who has care of a child to do all that is reasonable in the circumstances to safeguard his/her welfare.

- [Keeping Children Safe in Education 2022](#)
- [The Statutory Framework for the Early Years Foundation Stage \(EYFS\) 2021](#)
- [The Ofsted Compulsory Childcare Register](#)
- [Shropshire Safeguarding Community Partnership Threshold Guidance](#)
- [West Midlands Child Protection Procedures](#)

- Human Rights Act 1998 – it is unlawful for schools and colleges to act in a way that is incompatible with the European Convention on Human Rights (the Convention) that apply in the UK.
- Equality Act 2010: Compliance with the Public-Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies. Schools and colleges that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment, and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.
- The Public Sector Equality Duty (as required by s149 of the Equality Act) applies to all of our schools and we refer to the [Equality Act 2010: Government advice for schools](#)
- Counterterrorism and Security Act 2015 – preventing people being drawn into terrorism and promotion of British values to ensure children are kept safe from radicalisation
- Female Genital Mutilation Act 2003 – Serious Crime Act 2015 - mandatory reporting of FGM from 31st October 2015 including the [Mandatory reporting of female genital mutilation: procedural information](#)
- Education and Training (Welfare of Children Act 2021
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- [Statutory Guidance on the Prevent Duty](#), which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

This policy and procedure will also link to other William Brookes School policies and procedures:

- Behaviour
- KCSIE Code of Conduct for Staff Working in the Trust
- Anti-Bullying
- KCSIE: Safer Recruitment
- Special Educational Needs
- Attendance
- Health and Safety
- Relationship, sex and health education
- E-safety/ICT
- Looked After Children
- KCSIE Whistleblowing

Section 3 Procedure

3.1 Adult Roles and Responsibilities

All staff (including students on placement and volunteers) at William Brookes School are familiar with the definitions indicators of abuse or neglect and Safeguarding Issues as outlined in Keeping Children Safe in Education 2022 and [West Midlands Child Protection Procedures](#). Staff understand and alert to the fact that children can be at risk of harm inside and outside of the school, inside and outside of home and online.

All staff are aware of their individual roles in safeguarding and promoting the welfare of children including their responsibility to be alert to any issues for concern in the child's life at home or elsewhere.

Keeping Children Safe in Education 2022 Part 1 must be read and understood by all members of the staff. Governing bodies and proprietors, working with the senior leadership team and especially the designated safeguarding lead, should ensure that those staff who do not work directly with children read either Part one or Annex A.

All Designated Safeguarding Leads, senior leadership team, trustees and local governors should read KCSiE 2022 in its entirety.

All staff (including students on placement, volunteers, trustees and local governors) will undergo an induction process to enable them to understand and ensure they are fulfilling their role in safeguarding in William Brookes School. This will include:

- Being given copies of relevant policies and training to help them understand the systems and processes in William Brookes School which support Safeguarding and the procedures they must follow if they suspect abuse or neglect. Relevant procedures include:
 - Child Protection Policy
 - Behaviour Policy
 - Staff Code of Conduct
 - Procedures for Managing Children Missing Education.
- Appropriate safeguarding and child protection training (including online safety); relevant to their role in William Brookes School.

On-going support is provided to staff through regular supervision and appraisals to ensure these policies and procedures are put into practice to protect children.

All staff are expected to update their safeguarding and child protection training at least every three years. In addition, all staff members should receive regular safeguarding and child protection updates to provide them with relevant skills and knowledge to safeguard children effectively. At William Brookes School staff will receive a weekly briefing to highlight key students of concern and further training updates are based on the needs of its students, so it gives a fluid and proactive response to concerns that arise.

Our staff have been trained in key areas including –

- Prevent and radicalisation
- Harmful sexual behaviours, sexual violence and harassment
- Their understanding of KCSiE
- Sexting
- Knife crime
- Self harm

The Designated Safeguarding Lead (DSL) who will take the lead for safeguarding and child protection issues is: Stacey Dickson

The deputy Designated Safeguarding Leads are: Steve Beard, Claire Mincher and Stephen Richards

The safeguarding link governor who oversees this work is: Jennie Mattinson

Our Designated Safeguarding Lead will update their child protection/safeguarding training every two years and has specific responsibilities as listed in Appendix A.

3.2 Information Sharing and Record Keeping

When a concern about a child's welfare or safety is raised it will be discussed with the DSL and recorded. The DSL will decide if the concern should be shared with another agency (see **decision making** below) or kept on record in case future concerns arise.

Records should include:

- A clear and comprehensive summary of the concern;
- Details of how the concern was followed up and resolved;
- A note of any action taken, decisions reached and the outcome.

All records will be stored on our electronic safeguarding systems, CPOMS and this has restricted levels of access to all staff in school.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school/college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of the new term. When a child transfers to another school/college within this or another authority, the confidential information held is forwarded under confidential cover and separate from the child's main file to the DSL for child protection in the receiving school/college. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained (Appendix B).

In addition to the child protection file the DSL will consider sharing additional information with the new school/college in advance of a child leaving. This would be for the purpose of helping the new school/college put in place the right support to safeguard this child and to help the child thrive in the school/college.

Where children have a Social Worker; local authorities will share this information with the school, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Information sharing is vital in identifying and tackling all form of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. We follow the guidance in the HM Government 2018 guide ['Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers'](#) and the Department for Education 2015 guide ['What to do if you are worried a child is being abused'](#).

Staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority

children's social care. Governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Data Protection Act 2018 and UK General Data Protection Regulation do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the DSL or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

When information is being accumulated prior to possible referral we take a chronology from CPOMS. Some chronologies will need to be produced for a specific reason; for example: when a new relationship is started, during multi-agency meetings, from the start of a significant event, or from the start of the date parameters set by a statutory case review. The chronology should then continue throughout the intervention, or for as long as is required.

The DSL will regularly review all child protection chronologies to decide if the accumulation of events is having a detrimental impact on a child and must be referred to Compass. If the DSL decides not to refer, the reason will be noted on the child's chronology.

3.3 Decision making – 'Accessing the right service at the right time'

We take a holistic approach to safeguarding all children in our care and recognise that different families need a different level of support at different times. To enable us to recognise at which level a family might require support; we use the Shropshire Safeguarding Community Partnership Multi-Agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire: the Shropshire [Threshold Document](#).

The DSL and relevant staff must familiarise themselves with the Threshold Document and should access relevant [Shropshire Council Early Help training and support](#) to enable them to understand the Thresholds Document and support the local multi-agency approach to early help assessment.

This guidance identifies four levels of need to ensure all children receive the support and intervention they need to achieve a positive life experience. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of parents and carers and we aim to develop good, professional relationships to ensure that we have a shared understanding of each child's needs.

It should be noted that if parents demonstrate a lack of co-operation or appreciation about the concerns we identify, this may raise the level of the need and required level of action.

Just because a child is assessed at a point in time as meeting certain threshold criteria does not mean that they always will. An assessment is an on-going process, not an event; children's needs often change over time.

The Designated Lead for Safeguarding will maintain an overview of all children with a plan to ensure children's needs are being met at the right level of intervention.

Level 1 – Universal

Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

Consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed.

Support is provided by services identified as universal in local communities and are available to all. These include: schools, colleges, early years and childcare provision, primary healthcare provision (i.e. GP, hospitals), and the voluntary and community sector.

Universal support will most likely be provided by a single agency and/or existing support from family, friends and the community.

It is these Universal Services who are best placed to ensure children and families have access to the Early Help Offer. The needs of the child/young person are appropriately met within this framework.

Level 2 – Children in need of Early Help

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential.

Their identified needs may relate to the health, education or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child.

In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.

Early Help aims to provide a multi-agency response when a single agency is not able to progress and help the child and their family.

The existing single agency or multi-agency team should work with the family and each other to complete a Whole Family Assessment and Action Plan.

At this stage a lead professional/practitioner should be identified who can build a relationship with the whole family and ensure the whole family's needs are met and actions progressed.

Consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed.

At William Brookes School a meeting with parent/carers will be arranged by a student's House Leader and support can be explored around various school based interventions that help build self-esteem, confidence, resilience and emotional regulation.

Level 3 – Targeted Early Help

This level applies to those children identified as requiring targeted support and who meet at least 2 of the 6 Strengthening Families criteria in the Whole Family Assessment. It is likely that for those children their needs and care are compromised.

These children will be those who are vulnerable to harm or experiencing adversity. In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.

These children are potentially at risk of developing acute/complex needs if they do not receive targeted early help.

If a child continues to have unmet needs which cannot be met by Universal or Early Help support, then the existing single agency or multi-agency team should work with the family and each other to review the Whole Family Assessment and Action Plan and follow the Request for Intervention Pathway to request more intensive family support from a Targeted Early Help Family Support Worker.

Consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed.

Level 4 – Complex Significant Needs

These are children whose needs and care at the present time are likely to be significantly compromised and/or they are suffering or likely to suffer significant harm and so who require intervention from Shropshire Council Children's Social Care.

An immediate referral to Compass should be made for assessment under Section 17 or Section 47 of the Children Act 1989.

Specific local tools and pathways and the Shropshire Threshold Matrix should be used to support their referral and help practitioners to assess significant harm to the child.

Child in Need

Section 17 of the Children Act 1989 states that a child shall be considered in need if:

- They are unlikely to achieve, maintain or have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision of services by a local authority.
 - Their health and development is likely to be significantly impaired, or further impaired, without the provision of such services
- and/or
- They are disabled.

Consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed.

Child Protection

Section 47 of the Children Act 1989 states that the authority shall make necessary enquiries to enable them to decide whether they should take action to safeguard or promote the child's

welfare where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm.

Where it is suspected that a child is suffering or likely to suffer significant harm; referring practitioners must inform parents or carers that they are making a referral to Compass, and seek consent unless to do so may:

- Place the child at increased risk of significant harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

Guidance for assessment practice can be found on page 13 of the Shropshire Threshold document.

Taken from: Shropshire Safeguarding Community Partnership Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire 2021: [Threshold Document](#)

3.4 Partnership with families

A copy of this policy is made available to all parents prior to their child joining William Brookes School as well as details of the complaints procedure. In general, any concerns will be discussed with parents, and we will offer support. All conversations, whatever the outcome, should be recorded appropriately to show that they took place, identify what was agreed and evaluate how effectively they enabled needs to be met. In this way quality conversations can demonstrate their impact on successful practice, including improvements in decision making and joint working. Conversations should continue to inform the on-going planning and reviewing.

Practitioners working with families at a Universal, Early Help or Targeted or Child in Need level will need to obtain the consent of the family before any information is held or shared with other agencies. Any information sharing between agencies without consent must be clear as to its legal basis.

If the practitioner does not gain the family's consent and in future has ongoing concerns, they should refer to local tools and pathways available via [West Midlands Child Protection Procedures](#) and consider contacting Compass for advice and guidance. Except for child protection matters, referrals to Compass cannot be accepted without parents having been consulted first.

Consent is not required for child protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, the referring practitioner, would need to inform parents or carers that they are making a referral, unless to do so may:

- Place the child at increased risk of Significant Harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

The child's interest must be the overriding consideration in making such decisions. Decisions should be recorded. If consent is withheld by the parent:

- If it is felt that the child's needs can be met through Early Help, then discussion with the family should take place about the completion of a Whole Family Assessment and provision of services through an Early Help Plan. Early help consultations are available from the Early Help Advisors for support in managing these situations.

- For another agency familiar with the child and family to make the approach about information sharing to the family.
- No Whole Family Assessment should take place. Other specific local tools and pathways available via [West Midlands Child Protection Procedures](#) should be used where there are concerns about possible harm to the child. The rationale for this decision will be recorded on the concerns form.
- The combination of the concerns and the refusal to consent to enquiries being made may result in the concerns being defined as child protection concerns. In this case, information sharing may proceed without parental consent. The consultation and the decision to proceed without consent must be clearly recorded on the case file.

If a child has been injured or is in imminent danger of being injured then we will contact the emergency services, medical or police, immediately on 999.

When making a level 4 referral to Compass we will ensure we have a record of all details required detailed on a [Shropshire Multi-Agency Referral Form](#)

If you are a family that live in Telford & Wrekin level 4 referrals are made to Family Connect (not Compass) and we will ensure we have a record of all details required on a Family Connect Request for Service Form -

<https://www.telfordsafeguardingpartnership.org.uk/downloads/file/19/family-connect-request-for-service-form>

3.5 Specific legal duties

Legislation has recognised and criminalised the following types of abuse and placed duties on education settings to report offences to the authorities:

Radicalisation and the Prevent Duty

The government set out its definition of British values in the 2011 Prevent Strategy – this promotes the values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those of different faiths and beliefs

If a member of staff has a concern about a child they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead as set out in the Child Protection policy.

The designated lead should refer to the [Shropshire Safeguarding Community Partnership Child Exploitation Practice Guidance and Protocol](#) (Preventing Terrorism)

Prevent referrals should be sent to ctu_gateway@westmidlands.police.uk

If uncertain about whether threshold is met for a Prevent referral, contact West Mercia Police on 01386 591821 for a consultation

For assistance with completion of a Prevent referral form, contact the West Midlands Prevent hub 0121 251 0241.

Prevent Engagement Officer, West Mercia Police is DC Holly Aungiers – 01386 591815

Domestic abuse and honour-based abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. It can take place between individuals aged 16 years and over who have a “personal connection” (as defined by the Domestic Abuse Act 2021).

So called “honour”-based abuse (including female genital mutilation (below) and forced marriage) may also be considered as domestic abuse.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

We will seek support for victims and their children by following:

- [Shropshire Safeguarding Community Partnership Domestic Abuse Pathway](#).
- [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](#)
- [Multi-agency statutory guidance on female genital mutilation - GOV.UK \(www.gov.uk\)](#)

Depending on the level of risk, we may or may not consult parents before contacting Compass.

William Brookes School takes part in Operation Encompass, which is being run locally in partnership with Shropshire Council and West Mercia Police.

Operation Encompass is a process whereby the police and the council will inform a member of staff if a child or young person has experienced any domestic abuse incident. This will be done prior to the start of the day. Information sharing between professional agencies allows staff to provide emotional and practical support to their pupils experiencing domestic abuse.

The sharing of details under Operation Encompass is permitted under Statutory Safeguarding Legislation and in respect of local authority schools under the Crime and Disorder Act (for the prevention of crime) and doing so without the child’s or parent’s consent is permissible under both pieces of legislation and the General Data Protection Regulation (GDPR).

For more information on Operation Encompass, please visit:

<https://www.operationencompass.org/>

Female Genital Mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or deputy) about any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, during their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must personally report this to the police.

All teachers will be aware of and adhere to the Government Guidance on [Mandatory reporting of female genital mutilation: procedural information](#)

For more information about FGM, please refer to

<https://www.gov.uk/government/publications/female-genital-mutilation-leaflet>

Parental consent may not be sought if this may put the girl at increased risk.

3.6 Abuse, Neglect and Specific Safeguarding Issues

To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse is defined in statutory guidance (Keeping Children Safe in Education 2022) as:

- A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.
- Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
- Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.
- Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- Children may be abused by an adult or by another child or children.

All staff should be aware that safeguarding incidents and/behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL and deputy DSLs should consider whether children are at risk of abuse and exploitation in situations outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms (but not limited to) sexual exploitation, criminal exploitation, radicalisation and serious youth violence. Please see link: [Contextual Safeguarding](#)

Staff are made aware of the four main categories of abuse and other specific forms of abuse and safeguarding issues (such as those outlined in the table below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education 2022, and accessing multi-agency procedures at <http://www.safeguardingshropshireschildren.org.uk/>

Staff should exercise professional curiosity to be able to identify children who may need help or protection.

William Brookes School ensures that the DSL is continually updated in all areas below. They are familiar with the referral pathways and specific toolkits and guidance on [West Midlands Child Protection Procedures](#), and training available on the [Shropshire Safeguarding Community Partnership](#) websites.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), and consensual and non-consensual sharing of nudes and semi-nude images and/or videos ([UKCIS](#)) can be signs that children are at risk.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools, colleges and early years settings can be found on the TES, MindEd and the NSPCC websites.

Staff can access government guidance as required on the issues listed below via [Keeping Children Safe in Education 2022](#), [West Midlands Child Protection Procedures](#) and other government websites as well as through continuing professional development.

Staff at William Brookes School have attended training on the following key areas

- Prevent and Radicalisation with the Counter Terrorism Unit of West Mercia Police.
- Harmful sexual behaviours and understanding sexual violence and harassment with Purple Leaf – West Mercia Rape and Sexual Abuse Support Centre.
- Raising awareness of Exploitation and Vulnerability with West Mercia Police.

Table:

Specific Forms of Abuse	Safeguarding Issues
<p><u>Four main categories</u></p> <ul style="list-style-type: none"> • Emotional Abuse • Physical Abuse • Neglect • Sexual abuse and exploitation (including sexual violence and sexual harassment between children) <p><u>Other types of abuse</u></p> <ul style="list-style-type: none"> • Abuse motivated by Hate (hate related incidents will be reported to Shropshire Council using the Hate related Incident Reporting Form) • Abuse linked to faith or belief • Child abduction and community safety incidents • Child-on-child abuse (see below) • Child exploitation (including criminal and sexual exploitation) • Cybercrime (including cyberbullying) • Domestic Abuse • Gender based abuse/violence against women and girls • Fabricated or induced illness • Modern Slavery (including Trafficking) • Online abuse • Radicalisation • So-called honour-based abuse (including Female Genital Mutilation and Forced Marriage) 	<ul style="list-style-type: none"> • Child missing from education, home or care • Children and the court system • Children with family members in prison • Drug and/or alcohol use (parental or child) • Extremism • Health and Wellbeing (parental or child). Includes medical conditions, physical health, mental health. • Homelessness • Private fostering arrangements • Serious Violence

Trauma and Mental Health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff should be aware of how these children’s experiences, can impact on their physical and mental health, behaviour, and education.

All staff are made aware that mental health problems can, in some cases, be an indicator of abuse. The DSL will liaise with the school mental health lead (Ruth Shaw) to ensure information is being shared.

At William Brookes School we will signpost to the BeeU service for additional support – Kooth, Beam, Access Team.

[\(https://shropshire.gov.uk/early-help/practitioners/the-early-help-offer-provision-of-early-help-services/bee-u-children-s-mental-health-and-wellbeing/\)](https://shropshire.gov.uk/early-help/practitioners/the-early-help-offer-provision-of-early-help-services/bee-u-children-s-mental-health-and-wellbeing/)

We may also request that a student is taken to see the family Doctor.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy, and speaking to the designated safeguarding lead or a deputy. The [Mental Health and Behaviour in Schools guidance](#) sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.

Child on child abuse

Staff should recognise that children can abuse other children, and that it can happen both inside and outside of the setting/school; at home or someone else's home, in public spaces and online.

It can take place in spaces which are supervised or unsupervised. Within a school context, for example, child-on-child abuse might take place in spaces such as toilets, the playground, corridors and when children are walking home. All staff should understand, that even if there are no reports in their schools or colleges, it does not mean it is not happening, it may be the case that it is just not being reported.

Examples of child-on-child abuse are listed below.

At William Brookes School we understand that even if there are no reports of child-on-child abuse, that such abuse may still be taking place. We want to create a safe environment for children that does not accept abusive behaviour and encourages children to report to staff when they witness or experience it.

As such, staff will take a zero-tolerance approach to abuse. They will challenge inappropriate behaviours between children that are abusive in nature. They should not downplay abusive behaviour by children towards other children, such as passing it off as "banter" or "part of growing up".

Children who experience or witness child on child abuse will have any concerns they raise taken seriously. Children experiencing, causing or who witness child-on-child abuse will be supported and protected to ensure their needs are met and they are effectively safeguarded, in accordance with this policy.

Staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- **bullying** (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- **sexual violence**, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- **consensual and non-consensual sharing of nude and semi-nude images** and/or videos (also known as sexting or youth produced sexual imagery)
- **upskirting**, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- **initiation/hazing type violence and rituals** (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should read and be familiar with:

- Part 5 of Keeping Children Safe in Education 2022: Child-on-child sexual violence and sexual harassment.
- [Sharing nudes and semi-nudes: how to respond to an incident \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101221/keeping-children-safe-in-education-2022-child-on-child-sexual-violence-and-sexual-harassment.pdf)

William Brookes School will ensure that children are taught about key subjects to minimise the risk of child-on-child abuse as outlined in the Prevention of Curriculum section in this policy.

If staff have any concerns regarding child-on-child abuse, they should speak to their designated safeguarding lead (or deputy). and log their concerns on CPOMS.

Child-on-child sexual violence and sexual harassment

Where there are concerns of child-on-child sexual violence or sexual harassment, the school will follow the below pieces of Government Guidance as set out in:

- Part 5 of Keeping Children Safe in Education 2022: Child-on-child sexual violence and sexual harassment.
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101221/keeping-children-safe-in-education-2022-child-on-child-sexual-violence-and-sexual-harassment.pdf)
- [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101221/keeping-children-safe-in-education-2022-child-on-child-sexual-violence-and-sexual-harassment.pdf)

In summary the process and procedures for managing a sexual violence or sexual harassment incident are:

Whole school approach:

Pre-planned risk assessment proforma in place
 Training for staff on how to report incidents
 Training on how to manage reports

Responding to a report:

Victims are reassured, supported and kept safe
 Record the concern
 Inform the DSL if not involved in the initial report.

Risk Assessment:

Risk assessment for victim
 Risk assessment for alleged perpetrator
 Risk assessment for all other children involved (include any necessary support for siblings)
 Initial consideration of children sharing a classroom and/or having direct contact in school
 Initial consideration of contact between children travelling to and from school

Support

Support for victim and alleged perpetrator

Managing the report:

Consider the options to manage the report, including manage internally, early help, referral to children's social care and report to police

Consider bail conditions

Manage delays in the criminal process

The school monitors where there are any patterns of child-on-child abuse by recording on CPOMS and will determine necessary support and intervention.

It is vital that staff at William Brookes School understand that the child who is perpetrating the abuse may also be at risk of harm. Staff should make every effort to ensure that the child who is perpetrating the abuse is also treated as a potential victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse.

Staff must be able to use their professional judgement in identifying when what may be perceived as "normal developmental childhood behaviour" becomes abusive, dangerous and harmful to others. Designated leads may need to consult with the SSCP Threshold document to help with their decision making.

The Designated Safeguarding Lead has attended Brook Traffic Light Training (1st December 2021) which will support in identifying developmentally typical behaviours or those that may be referred to as problematic or harmful.

Children do not always feel able to speak out about their experience of child-on-child sexual abuse. They may be afraid of:

- being considered a 'snitch'
- getting in trouble themselves
- how they will be perceived by others
- teachers or adults not being discrete
- their parents being informed.

A helpline was launched by the NSPCC on 1st April 2021 to support potential victims of sexual harassment and abuse. Run by the NSPCC it aims to provide advice and support to both children and adults who are victims of abuse in school. It will also include how to contact the police to report crimes. The advice line is also available to support professionals and parents. **NSPCC helpline number is 0800 136 663.**

This dedicated helpline will offer support to:

- all children and young people making current and non-recent disclosures of abuse
- any children or young people who want to talk about being involved or witnessing any incidents
- any adults who have experienced non-recent abuse
- parents and carers who have any concerns about their own or other children
- parents and carers who have any concerns about their own or other children
- professionals who work in schools and need support on this or related issues

This school promotes the use of this helpline by;

- Posters around the school

- Promoted in school assemblies and staff meetings
- Newsletters to parents
- On the school's website

3.7 Safeguarding Children with Special Educational Needs and Disabilities

It is recognised that children with special educational needs or disabilities (SEND) can face additional safeguarding challenges both online and offline. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers; and/or cognitive understanding.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENCO – Ruth Bennett.

We will consider extra pastoral support attention for children with SEND. This will be decided following communication with the SENCO and other relevant staff.

3.8 Alternative Provision

The cohort of pupils accessing Alternative Provision often have complex need, so it is important that governing bodies and proprietors are aware of the additional risk of harm that their pupils may be vulnerable to. The Department of Education has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard: [Alternative Provision](#) and [Education for children with health needs who cannot attend school](#).

William Brookes School ensures that any alternative provision used for pupils is quality assured. A quality assurance checklist (Appendix C) is used to evidence that safeguarding procedures are being followed and the necessary vetting checks for staff at the Alternative Provision have been undertaken.

3.9 Children Missing Education

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow their procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Where reasonably possible the school will hold at least two emergency contacts for every child in the school in case of emergency and in case there are welfare concerns at home.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance or Shropshire Council Learning Gateway. [Children missing education information \(Shropshire Council\)](#)

3.10 Elective Home Education

Many home education children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Please see link to [Elective Home Education \(Shropshire Council\)](#)

3.11 Safeguarding children who are/have been Looked After

Staff are aware the most common reason for children becoming looked after is because of abuse and/or neglect. Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Appropriate staff members also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher for looked after children will work with the Local Authority to promote the educational achievement of registered pupils who are looked after or who have left care through adoption, special guardianship, child arrangement orders or who are adopted from state care outside of England and Wales. The appointment of a designated teacher is a statutory requirement for governing bodies of maintained schools and proprietors of academies.

The designated safeguarding lead should have details of the child's social worker and the name of the virtual head teacher. The designated safeguarding lead should work closely with the designated teacher.

The Designated Teacher for LAC is Steve Beard

3.12 Injuries

At the beginning of each session or school day parents are requested to notify us of any accidents, incidents or injuries which may affect their child before leaving him/her at the setting/school. A note will be made of any existing injuries and how the injury was received will be recorded. A body map may be used to indicate any marks/bruises (Refer to body map in [Multi-agency referral form \(MARF\)](#))

Any serious injury occurring at William Brookes School e.g. broken bone, is reported to Health and Safety Executive (HSE) via RIDDOR.

3.13 Safe Use of ICT and Mobile Phones (E-Safety Policy)

It is essential that children are safeguarded from potentially harmful and inappropriate online material. At William Brookes School we ensure that there are appropriate filters and appropriate monitoring systems in place. We have an effective whole school/college approach to online safety that empowers us as a school, to protect and educate pupils, students, our staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns were appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Training

The Trust Board should ensure that, as part of the requirement for staff to undergo regular updates safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole schools or college safeguarding approach and wider staff training and curriculum planning

An online training module – Annual certificate in Safeguarding with National College - will also be completed by all staff members as part of the overall safeguarding approach. This is completed as part of their induction, and has a specific module relating to online safety.

Where children are being asked to learn online at home the school will follow advice from the Department of Education; [safeguarding and remote education](#).

Pupils will be able to access their remote education via Microsoft Teams, this is best accessed via Google Chrome and navigating to <https://teams.microsoft.com>

All students have been contacted to discover who did not have access to remote education. All students that responded have been provided with a laptop and/or a 3G dongle on loan for the remainder of the academic year. If parents/carers are unable to access the online curriculum they should contact school via email (admin@williambrookes.com) and we will endeavour to support the student. While the student is without access school will provide printed copies of resources.

The use of mobile phones and other electronic devices such as computers, tablets, and game devices are commonplace. However, as a society, we are beginning to recognise that although these devices have brought great benefit, we also need to ensure that we help children to understand there are dangers and how to keep themselves safe. This includes:

- Keeping personal details secure

- Understanding that not all content is appropriate, truthful or legal
- What to do if they do accidentally access inappropriate or illegal content
- What to do if they are upset by something they receive
- What to do if they are going to physically meet someone they have met on-line

Appropriate use of mobile phones is essential at William Brookes School.

Staff can use their personal mobile phones (including smart watches) during their break times in private areas. During working hours, they must be kept out of the reach of children and parents. All staff are made aware of their duty to follow this procedure, and to challenge anyone not adhering to it.

Visitors to William Brookes School are asked to adhere to the same guidelines as staff and to refrain from using smart phones or cameras at all times unless express permission has been given by the Headteacher.

Photographs and recordings

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at William Brookes School. We take a mixture of photos that reflect the settings/environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. To safeguard children and adults and to maintain privacy, cameras are not to be used during intimate care situations by adults or children. Photographs will always be taken on a school device and deleted from the device as soon as possible.

Online Safety

As part of a broad and balanced curriculum, all students will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of the following:

- Student attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a student's online activity
- William Brookes School will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material.
- The use of mobile phones by staff and students is closely monitored by William Brookes School.
- William Brookes School will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what students can be taught regarding online teaching.
- Further information regarding the school's approach to online safety can be found in the E-Safety Policy.
- Where pupils need to learn online from home, William Brookes Academy Trust will support them to do so safely.

Students regularly use iPads and computers in their learning. By using any network connected device, they agree to adhere to the acceptable use policy they all get in their welcome packs when they join the school, which states what they should and should not do when using technology in school.

All teaching staff use ARBOR to records children's attendance, learning and behaviour. This is highly secure on-site and off-site, using two-factor authentication.

Each school invests in anti-virus software, which is always updated. Children regularly access the internet on the school wired network, which is protected by strong Watchguard firewall internet access policies. We have the ability to block specific applications, such as social media sites, on our wired and wireless network.

Through induction, staff and volunteers are made aware of our 'acceptable use of technology' policy both at home and in the workplace. If any staff or volunteers breach this policy then we will take disciplinary action which may result in a referral to the Disclosure and Barring Service.

Students are not permitted to use mobile phones in school but are allowed to bring their iPads in for lessons. This is strictly under the supervision of a teacher and students can only access the internet through the BYOD network, which is regularly monitored. Students are made aware of the serious consequences of taking images of others and this is monitored closely. There are strict sanctions for any student who does not adhere to this rule.

3.14 Prevention in the Curriculum

William Brookes School recognises the importance of teaching our children to develop their awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe, including online.

William Brookes School will be proactive in responding to student need and will work with external agencies to deliver relevant safeguarding messages to students.

This could include agencies that explore 'tricky/taboo' subjects, such as:

- Self harm
- Sexual and criminal exploitation
- Harmful sexual behaviours
- Knife crime
- Sexting
- Bereavement and loss

William Brookes School will ensure that the following areas are covered within the curriculum to prevent the risk of harm to our children and others:

The PSHE programmes, which includes Relationships Education and Relationships and Sex Education in each key stage, provides personal development opportunities for students to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, students are taught to, for example:

- Safely explore their own and others' attitudes.
- Recognise and manage risks in different situations and how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- The importance of Internet safety.
- See Relationships & Sex Education (RSE) and Health Education Policy
- See British Values Statement & Policy

3.15 Taking Action

The following section will be followed by all staff at William Brookes School.

It is vital that as staff working with children in our school that you build trusted relationships with them. This means listening to and supporting them in a way which meets their needs in your everyday work. This will help our children to feel reassured, safe and able to communicate with you more easily.

Key points to remember for taking action are:

- in an emergency take the action necessary to protect the child, for example, call 999
- report your concern to the DSL immediately
- if the DSL is not able to be contacted ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern (Appendix F)
- seek support for yourself if you are distressed.

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, or you may have noticed other physical but inconclusive signs.

Children may not feel ready or know how to tell you that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could also be due to their vulnerability, experiences, individual characteristics or needs.

In these circumstances, use your professional curiosity and the trusted relationship you have with them to try to, give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

If the child does begin to reveal that they are being harmed, you should follow the advice in the section below 'If a child discloses information to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures set out in this policy and by speaking with the DSL.

If a child tells you that they've been abused

Make sure you are aware of the Shropshire [Children Reporting Concern guidance](#)

It takes a lot of courage for a child to tell someone that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the

conversation, the child may feel that you have misled them into revealing more than they would have otherwise. Telling a child you must pass information on might mean that the child is worried about or chooses not to talk to you. Keep in mind and recognise how difficult telling you is likely to be. Offer them reassurance and explanations that you want to help them to be safe (making sure you do not make any promises about what will happen. Be honest and say if you do not know.

All staff should be able to reassure children who tell them about abuse that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child ever be made to feel ashamed for making a report or choosing not to talk to staff.

During your conversation with the child:

Allow them to speak freely.

- Remain calm and do not overreact – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘this isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child that to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Log your concern on CPOMS.
- Seek support if you feel distressed.

3.16 Managing allegations of abuse made against staff (this includes apprentices and supply staff), students on placements or volunteers.

As part of our whole school approach to safeguarding, this school will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the schools or college (including support teachers, volunteers and contractors) are dealt with promptly and appropriately.

There are two levels of allegation/concern:

1. Allegations that **may** meet the harms threshold
2. Allegation/concerns that **do not** meet the harms threshold – which may be referred to as ‘low level concerns’

Allegations which might indicate that a person would pose a risk of harm to children if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college, will be taken seriously. We have a duty to

inform Ofsted of any serious allegations made against a person which suggests he or she has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes any behaviour that may have happened outside of school or college that might make an individual unsuitable to work with children (transferable risk).

We also have a duty of care towards our staff. We provide support for anyone facing an allegation and provide employees with a named contact if they are suspended. It is essential that any allegations of abuse made against members of staff or volunteers are dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Staff

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) **posing a risk of harm to children**, then:

- this should be referred to the headteacher
- where there are concerns/allegations about the headteacher, this should be referred to the Chief Executive Officer.

Staff may consider discussing any concerns with the schools designated safeguarding lead and make any referral via them.

Where the school or college identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately in line with [Shropshire Safeguarding Community Partnership Local Authority Designated Officer/Managing Allegations](#). There are two aspects to consider when an allegation is made:

- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care in line with the Shropshire Safeguarding Community Partnership Procedures
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The LADO may ask for additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the LADO will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern; in which case, this decision and a justification for it will be recorded by both the Registered Person/Headteacher and the LADO, and agreement reached on what information should be put in writing to the individuals concerned and by whom. The Registered Person/Headteacher will then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

If further action is required, we will follow the advice of the LADO and co-operate with any investigations. We will follow instructions about what can be disclosed to the accused and whether he/she should be suspended whilst further investigations take place. This is not an indication of admission that the alleged incident has taken place but is to protect the staff as well as children and families throughout the process. Clear advice will be given to workers on the process of investigation by other agencies. We will follow advice about how to inform families about the allegation.

If the member of staff/volunteer is found to be a risk to children and vulnerable adults, the Disclosure & Barring Service will be notified. You will need to consider who makes the referral if an allegation is made against the Designated Safeguarding Lead e.g., if an allegation is made against the Designated Safeguarding Lead the CEO will make the referral. If we are aware of the details of a child who has or may have been harmed by a member of staff or volunteer, we will contact Compass to make a referral to seek support for the child.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. [Safeguarding Vulnerable Groups Act 2006](#)

3.17 Whistleblowing (Please refer to The 3-18 Education Trust Whistleblowing Policy)

Whistleblowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behaviour by colleagues that raises concern regardless of source will be recorded and reported to the designated practitioner or appropriate agency.

3.18 Recruiting Staff (Please refer to The 3-18 Education Trust Safer Recruitment Policy)

We provide adequate and appropriate staffing resources to meet the needs of children. (More information can be found in our recruitment and retention policy).

Job adverts and application packs refer to our safeguarding policy and procedures.

Applicants for posts are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974. We ensure that we meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006.

Where applicants are rejected because of information that has been disclosed, we will inform the applicant about their right to know and to challenge incorrect information.

We comply with the Safeguarding and Welfare Requirements in the [Keeping Children Safe in Education 2022](#) in respect of references and Enhanced Disclosure and Barring Service checks for staff and volunteers to ensure that no disqualified or unsuitable person works with or has access to the children.

Keeping Children Safe in Education [2022](#) states that schools will be required to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Note that even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then schools are not legally allowed to do a barred list check).

We have procedures for recording the details of visitors and each school in our trust has separate, robust procedures in school for visitors, including prospective candidates, to the

setting and we ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to the children.

Where pupils are placed in an alternative provision, the schools should obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

3.19 Staff Supervision (including students on placements and volunteers)

To ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and child protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCP approved training. Individual supervision offers staff an opportunity to receive coaching to improve their practice with children and address any issues resulting in poor performance.

Individual supervision also provides a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting.

William Brookes School provides an Employee Assistance Programme for all staff. This can provide them with counselling support and advice on other topics that can affect people's lives.

Staff are encouraged to report any concerns about their colleagues and then support is provided either from their line manager or a member of the safeguarding team.

Staff supervision is encouraged for the members of the safeguarding and pastoral teams.

3.20 Resolution of professional disagreements

When practitioners are working together in the complex business of safeguarding children there will inevitably be occasions when there are professional differences of opinion or concerns about practice decisions, actions or lack of actions to a referral, assessment or the progress of child's plan. In these circumstances practitioners have a duty to take action to address professional disagreements as soon as they arise in a way that is appropriate and proportionate

Examples of case-specific professional disagreements include:

- When there is disagreement about the response to a referral made by one agency to another agency or service (e.g. decision making).
- When there is disagreement about the outcome of an assessment.
- When there is serious concern about the implementation of a child's Plan and disagreement about how this should be addressed (e.g. agreed actions not being followed through).
- When there is serious concern about the effectiveness of a child's Plan in bringing about the necessary changes and disagreement about how this should be addressed (e.g. drift/delay).
- When there is disagreement over the sharing of information in a case.

Designated Safeguarding Leads and managers will consult with the procedures for resolving professional disagreements by accessing it on the West Midlands Child Protection Procedures [website](#) . Designated Safeguarding Leads will record any actions taken and outcomes on file.

3.21 Use of William Brookes School premises for non-school activities

The Trust Board hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the Trust Board, under the direct supervision or management of their school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The Trust Board should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The Trust Board should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Please refer to the School Business Manager for further guidance on lettings at William Brookes School.

Section 4 Policy Monitoring and Review

4.1 Monitoring

The Chief Executive Officer will monitor the outcomes and impact of this policy/procedure on an annual basis.

4.2 Review

Member of Staff Responsible	Chief Executive Officer/Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Local Authority Safeguarding/Child Protection consultant
Policy Adopted By	Trust Board
Contextualisation	Local Governing Board
Date of Policy	September 2022
Review Period	Annually
Date of Next Review	September 2023

Appendix A

William Brookes School

The role of the Designated Safeguarding Lead

The Trust Board should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively.

Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Deputy Designated Safeguarding Leads

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage Referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;

- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes:
 - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information sharing and managing the child protection file.

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education 2021 Part one and Part two of the guidance.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies, procedures and guidance and required audit processes from the Shropshire Safeguarding Community Partnership (SSCP)
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;

- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information


The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of Keeping Children Safe in Education 2022 guidance, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

Appendix B

File Transfer Record and Receipt

 COUBERTIN SCHOOL PERFORMING ARTS COLLEGE MATHS & COMPUTING COLLEGE	<h1>William Brookes School</h1>
	<u>Transfer of Safeguarding/Child Protection/Concern Records</u>
	Name of Child
	Date of Birth
	Unique reference number (schools only)
	Home address
	Name of originating establishment
	Address of originating establishment
	Name of current Child Protection Lead
	Date file exchanged by handOR
	Date file posted by special deliveryOR
	Date information received electronically
	Name of receiving establishment
	Address of receiving establishment
	Name of receiving Child Protection Lead
Date file received by handOR	
Date received by recorded deliveryOR	
Date information received electronically	
Signature of receiving Child Protection LeadDate.....	
Upon receipt, the receiving setting should	
<input type="checkbox"/> Sign this form and keep a copy with the child's CP records	
<input type="checkbox"/> Ensure the original form is returned to the originating establishment without delay	
<input type="checkbox"/> The originating establishment should keep the returned form securely in line with their Safeguarding & Child Protection Policy.	

Appendix C

Alternative Provision Quality Assurance Checklist			
Name of alternative provision:			
Name of person completing checklist (from host school):			
All agencies and settings who place pupils at alternative provision MUST quality assure the placement. This quality assurance document must be completed prior to working with a new alternative provision and annually thereafter.			
		On file/ evidence of check	Date & Initial
1	If this quality assurance check is a review, please confirm the date of previous assurance check.		
2	<p>Is the alternative provision registered as an independent school with the DfE? Y/N</p> <p>The criteria to be registered as an independent school is that;</p> <ul style="list-style-type: none"> • full-time¹ education is provided for five or more pupils of compulsory school age Or • full-time education is provided for one or more pupils with an EHC plan or who is “looked after” by a local authority <p>¹ There is no legal definition of what constitutes ‘full-time’ education. However, DfE would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child’s education.</p>		
3	What is the provider’s DfE number? (If applicable)		
4	Copy of signed Service Level Agreement (SLA) /contract (attached)		
5	Is there a clear governance structure within the Alternative provision? Y/N		
6	Does the referral process include the requirement for a detailed pupil profile from the host school prior to agreement of placement? Y/N		
7	<p>Pupil’s attendance should be monitored daily. Is this included in the SLA? Y/N</p> <p>Copy of providers Attendance policy attached.</p>		
8	Is there a procedure for when pupils fail to attend? Y/N		
9	Is there adequate access to resources for all pupils who access the provision? Y/N		
10	<p>Is there inclusive practice with regards to positive behaviour management, attendance and punctuality? Y/N</p> <ul style="list-style-type: none"> • Pro-actively promote and support the regular attendance of pupils • Effective reward/incentive strategies to promote participation 		
11	Is there regular assessment and review of pupil progress? Y/N Provision agree to share weekly progress reports		
12	Are risk assessments completed for activities that pupils may undertake? Y/N (copy attached)		

13	Is there a full and clear pupil induction procedure regarding health and safety and fire evacuation? Y/N		
14	Are there robust procedures in place to safeguard children in line with KCSIE? Y/N Copy of providers Safeguarding/Child protection policy attached.		
15	Has evidence of staff receiving accredited child protection training been seen? Y/N Has evidence of DSL receiving training for their role been seen? Y/N Have contact details for DSL been provided? Y/N (attached).		
16	Copy of public liability insurance document attached.		
17	Is there a policy for when members of staff are working alone with pupils? Y/N (copy attached)		
18	Does the provider have an ICT policy that includes mobile phones? Y/N (copy attached)		
19	Copy of health and safety policy attached.		
20	Has written confirmation from the provider that staff vetting checks have been undertaken been received? Y/N Checks include; <ul style="list-style-type: none"> • an identity check; • a barred list check; • an enhanced DBS check/certificate; • a prohibition from teaching check; • further checks on people who have lived or worked outside the UK • a check of professional qualifications, where required; and • a check to establish the person's right to work in the United Kingdom. Has confirmation of these checks been added to the host school Single Central Record on the agency tab?		
21	Is there a Designated First Aid Officer and suitable equipment available? Y/N <ul style="list-style-type: none"> - Qualified First Aiders identified - Recording system for accidents including informing host school and home - Historical or current RIDDOR investigations - Evidence of full first aid kit 		
22	Has confirmation been received from the provider that a representative will attend or contribute to multi-agency meetings (e.g. Child protection conferences and core group) when necessary? Y/N		

Action Plan

If 'no' is answered to any of the questions in Part 2 an action plan must be formulated to obtain information

Action reference number.	Area for improvement	Intended action

Signed by host school _____ Date _____

Signed by Alternative Provision _____ Date _____