

Thomas Telford School



Child Protection and Safeguarding Policy

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Child Protection and Safeguarding

The National Context

This policy has been developed in accordance with the duty to safeguard and promote the welfare of the students at Thomas Telford School under Section 11 of the Children Act 2004, and Section 175 and 157 of the Education Act 2002.

We adhere to '[Working together to safeguard children 2018](#)' and '**Keeping Children Safe in Education 2020**' (KCSIE).

This policy has been developed in line with legal obligations, including the [Human Rights Act 1998](#), the [Equality Act 2010](#) and the [Public Sector Equality Duty](#).

Full guidance, 'Working Together to Safeguard Children' July 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Full guidance, **Keeping Children Safe in Education September 2020** at:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The safety and protection of all students at Thomas Telford School is of paramount importance. For avoidance of doubt the role of governing bodies, boards and proprietors of all schools and colleges is set out in **KCSIE**, effective from 2nd September 2020.

This guidance coupled with Working Together to Safeguard Children, is the blueprint for all inter agency working and should be available and accessible to all those responsible for children's welfare.

Thomas Telford School Governing Board will ensure that all staff have read at least **part one of KCSIE** and maintain a record of all those who have read part one of KCSIE.

Further useful Information

Information Sharing Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers. July 2018 at:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

What to do if you're worried a child is being abused Advice for Practitioners March 2015 at:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2> (Advice for practitioners providing safeguarding services to children, young people, parents and carers.)

The above links provided above are current at September 2020.

All documents can be found in the staff shared area/safeguarding/updated/ safeguarding documents September 2020.

Aims, Ethos and Purpose of Thomas Telford School

The aim of the policy is to make all within the school feel safe and have clear roles and responsibilities in place for that to happen. This policy replaces the previous policy of September 2019.

Aims

- To support the child's development in ways that will foster security, confidence and independence.



- To provide an environment in which children and young people feel safe, secure, valued and respected; and feel confident and know how to approach adults if they are in difficulties, knowing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to Safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendix 1)
- To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure that we, the School, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the School which will be followed by all members of the School community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our School who have substantial access to children, have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory DBS check (according to guidance) and a single central record is kept for audit.
- The School's duty of care will be in line the Government Legislation and Local Telford & Wrekin Safeguarding Children Board (TWSCB) Procedures.
- The school recognises its responsibilities for safeguarding within the remit of Ofsted "The common inspection framework: education, skills and early years"
<https://www.gov.uk/government/collections/education-inspection-framework>

Purpose and Ethos

At Thomas Telford School it is everyone's responsibility to safeguard and promote the welfare of children, this includes everyone who comes into contact with children and their families. Everyone should consider, at all times, what is in the best interest for the child.

For the purpose of this policy 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 grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18.

No one at Thomas Telford School will manage concerns about a child in isolation. Everyone will identify concerns, share information and take prompt action.

Children can develop a special and close relationship with the school/college community and view them as significant and trustworthy adults. For the purpose of these policies and for avoidance of doubt, the school community shall include all those that work at the setting. Those being teachers, whole school staff, Governors, children, parents that play an active role regularly at the setting and volunteers.

This policy is our commitment towards the statement above and we expect that the parents and carers embrace everything that is documented therein. In principle parents sign up to our school ethos, the law and the legislation that sits behind it.

Thomas Telford School is committed to identifying children who may benefit from early help as soon as a problem emerges.



At Thomas Telford School we agree that the safety, welfare and protection of all children is paramount and maintain an attitude 'it could happen here' where safeguarding is concerned. Any delay in reporting concerns is unacceptable. All staff will adhere to this principle and the child protection procedures. Staff must always act in children's interest where they are concerned about a child's welfare.

Staff must be pro-active as they have a responsibility for early identification of children who need help. Concerns must be recorded and brought to the attention of the Designated Lead as soon as possible on the same working day. They must be prepared to challenge any decision with which they feel unhappy. 'Keeping Children Safe in Education' September 2020.

The policy will be published on our school website for all to view.

The Designated Safeguarding Lead (DSL) for the school is: Mr Phil Nicholls.

The Deputy Safeguarding Lead is: Mrs Bethan Cash.

The Governor with responsibility for safeguarding is: Mr Bromley Jones.

The designated safeguarding lead and their deputies role is to advise on safeguarding concerns, support others to carry out their safeguarding duties and liaise with other agencies.

All staff (paid or voluntary) will receive a robust induction to help them fully understand the systems for safeguarding, in addition to this policy staff will be familiar with the school behaviour policy, staff Code of Conduct, how to respond to children going missing and the role of the DSL. They will receive appropriate Child Protection and Safeguarding training for their role.

At Thomas Telford School staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Early help

Thomas Telford School believe that any child may benefit from early help and we ensure that all staff are alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and,
- is a privately fostered child.

Abuse and neglect

All staff are trained on the indicators of abuse and neglect to help identify children who may be in need of help or protection.



Indicators of abuse

It is important to note that the four defined categories of abuse (appendix 1):

- **Physical**
- **Sexual**
- **Emotional**
- **Neglect**

But not forgetting **bullying** which can transgress across all four definitions.

The 4 categories can be viewed in detail in KCSIE 2020 pages 8/9 and KCSIE Part 1 pages 7/8.

As a school we also recognise that extremist views in children can be a sign of potential abuse and will be dealt with in the same way as any other concerns children may face whilst in our care.

The same principle applies to Domestic Violence, Adult's Mental Health Impact on children, Special Education Needs, Children With a Disability, Female Genital Mutilation, Honour Based Violence, Child Trafficking, Modern Slavery, Forced Marriage, Suicide Intervention, Young Carers, Children in the Court System, Homelessness, Adoption, Children returned to their family from care, Sexual Violence, Sexual Harassment, Sexual Exploitation, Initiation or hazing, Drug and Substance Misuse, Gang Activity, County Lines Fabricated and Induced Illness (*see Section 7 "Children's Welfare"*). **All our staff will be made aware of all these safeguarding issues that children may face whilst in our care and what steps they need to take if they are aware of them. For avoidance of doubt **Annex A of KCSIE 2020- Page 82** will be referred to for any assistance that the DSL or any other school staff may need in ensuring a child's safety and welfare.**

The policy aims to provide clear guidance for all those working in the Thomas Telford School setting.

Thomas Telford School – Statement on Child Protection

At Thomas Telford School we agree that the safety, welfare and protection of all children is paramount and any delay in reporting concerns is unacceptable. All staff will adhere to this principle and to the child protection procedures established by the Telford & Wrekin and Wolverhampton Safeguarding Children Boards www.telfordSafeguardingboard.org.uk
www.wolverhamptonsafeguarding.org.uk

Wherever possible there should be a conversation with Designated Safeguarding Lead (or Deputy), who will help staff to decide what to do next. Options include:

- Managing any support for the child internally via the school's own pastoral support
- An early help assessment
- A referral for statutory services, for example as the child is in need or suffering or likely to suffer harm

In exceptional circumstances where the Designated Lead or Deputy is not available, this should not delay appropriate action being taken.

Staff within this school may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care assessment for statutory services if the child's situation does not appear to be improving or is getting worse.



Staff within this school will also be made aware of the process for making referral. It is important that a referral to children's social care is made immediately.

Also staff will be made aware of the flowchart from KCSIE 2020 page 17 "Actions where there are concerns about a child."

On occasions the School, where necessary, may be asked to participate in multi-agency meetings and in cases of sexually harmful behaviour (including social media and youth produced sexual imagery known as "sexting"), and be asked to undertake a risk and vulnerability management plan. Thomas Telford School will use the TWSCB Risk & Vulnerability Management Plan-Sexually Harmful Behaviour to assist them if this is deemed necessary and appropriate, so clear support is in place. This will be recorded and kept under review within school and with other partner agencies.

Furthermore, Thomas Telford School recognises that children are capable of abusing their peers and it will not be tolerated, and whilst participating in the above processes, the School will not pass off the abuse as "banter", "just having a laugh" or "part of growing up" (See Section 7 "Children's Welfare" for more detailed information). Any intervention will consider the victim, alleged perpetrator, all other children and if appropriate adult students and staff. Also we will engage with parents to manage and agree this process for all those involved.

We will work appropriately with each child, their family and other agencies to protect in all cases the welfare of the child.

Thomas Telford School's role is to refer information received to the proper authorities and **under no circumstances** become the investigator. (Further guidance within the policy).

All staff at Thomas Telford School work to the Safeguarding Children's Board (SCB) procedures where allegations may be made by a child/adult of abuse in any form. All staff will adhere to the procedures drawn up by the Board in line with national guidelines and supported by the SCB, managing allegations against those working with children, where this is managed by the SCB through the Local Authority Designated Officer (LADO).

The process for managing allegations can be viewed at www.telfordSafeguardingboard.org.uk www.wolverhamptonsafeguarding.org.uk and part 4 of 'Keeping Children Safe in Education' 2020 (KCSIE).

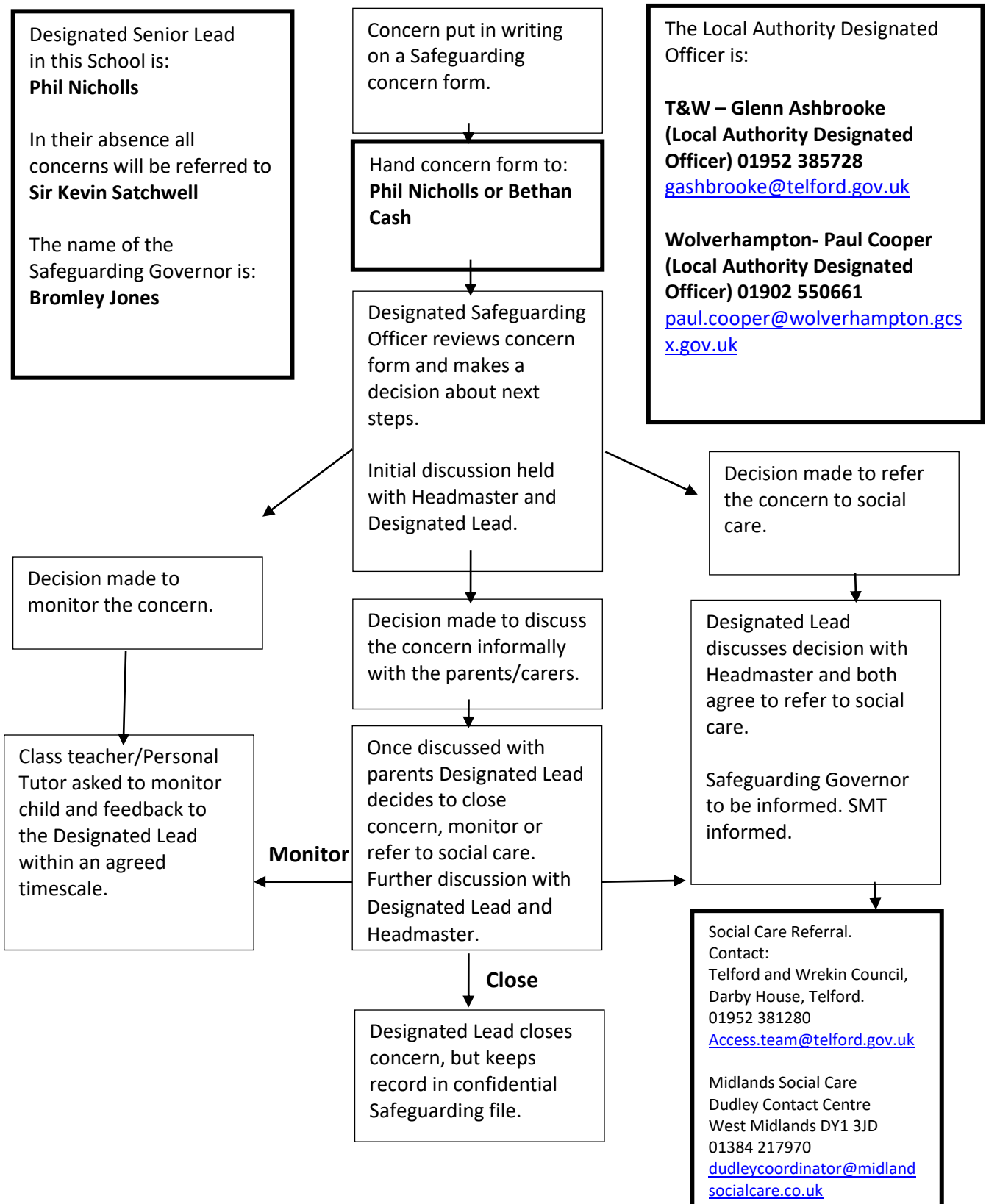
Thomas Telford School believes that those who work within the School community are in positions of trust and as such, codes of conduct are based on the underlying principle that the highest standards are expected from all. All staff will receive Thomas Telford School Code of Conduct and declaration.

We will ensure that Thomas Telford School takes measures including:

- Mobile phones should not be accessed during contact time by the children.
- Photographs or images of any children within our care may only be taken following parental consent and those images should be monitored through computer services and will remain within Thomas Telford School. (Please see E-Safety policy).
- When on outings, mobile phones may only be used to make or receive phone calls relating directly, to ensuring the safety and wellbeing of the children. (Please see E-Safety policy).



Flow Chart for Raising Safeguarding Concerns about a Student and Key Staff Responsibility





Key responsibilities of Thomas Telford School

Headmaster and Governors

The Headmaster, Sir Kevin Satchwell, and Governors, are **committed to working together to create and maintain a safe learning environment** for the children and young people attending the School. The Headmaster and Governors will follow the specific guidance as set out in paragraphs Chapter 2 of 'Working Together to Safeguard Children' 2018 and 'Keeping Children Safe in Education' September 2020 and will ensure that:

- Clear arrangements are in place to encourage, facilitate and support the reporting of child welfare concerns, including instances where students are missing from School
- That a Designated Safeguarding Lead (DSL) is available at all times whilst students are under direct supervision of School staff and a member of the Senior Management Team.
- Provision is made for appropriate training, induction, support and supervision for Designated Safeguarding Leads and other members of the School's community and workforce
- The School works with the Telford and Wrekin and Wolverhampton Local Authority Designated Officers (LADO) and appropriate partner agencies proactively to Safeguard students
- Records relating to Safeguarding are kept safely and shared appropriately
- Where our school uses alternative provision and work experience placements we continue to be responsible for the safeguarding of that student as identified in Part 3 of KCSIE 2020 pg50. Therefore, the School will obtain written confirmation from the setting that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the School would otherwise perform in respect of its own staff.
- Appropriate Safeguarding policies are adopted, monitored and evaluated which will include areas such as:
 - Child Protection and safeguarding
 - Suicide intervention
 - Bullying, Harassment and Discrimination
 - Use of reasonable force and restraint and behaviour management
 - Behaviour Management
 - Health and Safety including use of equipment and provision of first aid
 - E-Safety and acceptable use policy –use of internet, mobile phones and social networking sites.
 - School trips, placements, outdoor activities
 - Drugs and substance misuse
 - Meeting the needs of students with special medical conditions
 - Intimate care
 - Extended services provision
 - School security – E-Safety policy
 - Emergency Procedures Plan
 - Whistle Blowing
 - Mental Health and well-being



- The School premises are safe and that the School grounds are not open to unwanted intruders. The public areas and exits are continually monitored through CCTV coverage across the School. On entering the site there is a gate house where visitors are checked before entering the site. All visitors report to Reception and are made aware of the schools safeguarding procedures. Visitors are given a safeguarding leaflet detailing procedures and suitably identified, badged and a record is made in the visitors' book. Visitors are not left unsupervised within the School.
- Appointments to staff positions and other roles within the School community are made following the safer recruitment guidance within Part 3 KCSIE September 2019 and all appropriate vetting checks have been completed.
- Safer recruitment training has been completed by appropriate members of the Senior Management Team.
- The School's single central record of recruitment and vetting checks covering all staff and others identified by the School as having regular contact with children is kept up-to-date in line with KCSIE September 2019 and Ofsted requirements.

The Designated Lead (DSL)

The Designated Lead for child protection is: **Phil Nicholls**

The Deputy Safeguarding Lead is: **Bethan Cash.**

In their absence any concern must be referred to the Headmaster, **Sir Kevin Satchwell** who will take appropriate advice.

Deputy designated safeguarding lead

Thomas Telford School have appointed Mrs Bethan Cash as the deputy designated safeguarding lead.

Deputy designated lead training is to the same standard as the designated safeguarding lead and the role is explicit in their job description. Some of the activities of the designated safeguarding lead may be delegated to as appropriate. The ultimate lead responsibility for child protection remains with the designated safeguarding lead, this lead responsibility will not be delegated.

Responsibilities

During term time, the designated safeguarding lead and/or a deputy will always be available (during our normal school hours) for the staff to discuss any safeguarding concerns.

Designated Safeguarding Leads (DSL's) will keep themselves regularly updated through on line briefings, LA termly updates and Advanced Safeguarding Training every two years.

The DSL will ensure that all staff receive child protection training within the advised timescales. The DSL will ensure that all new members of staff will have completed an induction to child protection and safeguarding systems prior to taking up their post. These staff will include full time, temporary and volunteer staff.

All school staff will be given access to the Child Protection & Safeguarding Policy and KCSIE September 2020.

The DSL will make known to the whole School community, through training and briefings, the location of the Safeguarding Children's Board (SCB) website addresses



www.telfordSafeguardingboard.org.uk and www.wolverhamptonsafeguarding.org.uk where the SCB policies and procedures are on view. These are regularly reviewed and updated by the SCB.

The DSL has direct referral links with the Social Care Safeguarding Team.

For avoidance of doubt, the Designated Lead should be the point of contact with regard to referring a child if there are concerns about possible abuse.

A formal written referral should not delay a verbal discussion so that immediate action can be taken if necessary. However, any referral should be confirmed in writing **within 24 hours**.

The DSL must make it clear to all staff that if the DSL or Headteacher or member of the Senior Management Team is not available, then this should not delay in sharing any concerns about a child to the Safeguarding Advisors Teams (T&W Family connect/ Wolverhampton Social care).

The DSL keeps all written records of concerns about a child even if there is no need to make an immediate referral for action; this will include any e-technology use issues that may cause indirect abuse to a child. **E-Safety** will be treated as any other form of abuse and recognition that bullying can occur in all defined categories of abuse including bullying and harassment. (Part 1 KCSIE pg8/9 2020)

The DSL and Child Exploitation and Online Protection Officer (CEOP) (E Safety) will deal with online safety issues. It is recognised that online safety is an ever-changing process. Information that is cascaded down should also be shared on a whole school basis if it is of generic content, such as new and existing social media applications that may be harmful to a child's welfare.

The DSL will have due regard to safeguarding incidents and/or behaviours that can be associated with factors outside the School and/or can occur between children outside the School.

All staff should be considering the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**. This means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children's social care assessments should consider such factors so our school will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here;

- <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

The DSL is responsible for keeping all safeguarding records confidential and secure. Records are held separately from student records.

Ensure the Designated Lead or a Senior colleague are available to attend any Strategy / Resolution / Conference / Professionals / S17/47/CAF / TAC / MAPPA / CATE Risk Panels / PREVENT / Channel Panel / SEND Meetings/SIS Meetings/CIC Meetings/ Core Groups or Planning Meetings as deemed necessary in the remit of child protection. Also that attendance by any School staff includes key information to be tabled at the meeting, especially attendance figures which are considered a key element of all conference reports.



Ensure staff receive regular Safeguarding/Child Protection updates via email and information via the shared area to provide staff with relevant skills and knowledge to safeguard students effectively.

Ensure information regarding any student currently subject to a Child Protection Plan and deemed “at risk”, who is absent without explanation for two days, is shared with Children’s Services Family Connect Safeguarding Team and the Police.

If early help is appropriate, the Designated Safeguarding Lead will liaise with other agencies and set up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases will be kept under constant review, if the child’s situation does not appear to be improving or is getting worse consideration must be given for a referral to the children’s social care assessment services.

The Staff and what to do if there is a concern about a child

All those in the School community, including visiting professionals working with students in the School (e.g. counsellor), those who support sex education and those supporting School visits, are informed of the name of the DSL and the School procedures for protecting children, for example, how to report their concerns, suspicions and how to receive, record and report disclosures: (Safeguarding statement is at Reception for all visitors on entry clearly stating **Phil Nicholls and Bethan Cash – (Designated Safeguarding Leads)**).

All Staff will be briefed as to who is the Designate Safeguarding Leads are:

- During their first induction to the School
- Through a copy of this policy
- Through the staff handbook
- Through the School web site
- Through staff briefings
- Through their line managers (including non-teaching staff)
- Through regular staff development

Safeguarding and promoting the welfare of students is everyone’s responsibility. This means that everyone who comes into contact with students should consider, at all times, what is in the best interests of the student.

All staff need to be pro-active and alert, informing the designated lead if they have any concerns with signs of abuse. They should report any concerns or suspicions if not immediately, as soon as possible, that day to the DSL. If in doubt they should talk with the DSL, **delay is unacceptable**. Phil Nicholls, Bethan Cash or Sir Kevin Satchwell, in their absence, can be contacted on 01952 200000 or via pnicholls@ttsonline.net bcash@ttsonline.net ksatchwell@ttsonline.net.

We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so. All of the School community should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Unacceptable standards of conduct or behaviour should be challenged appropriately at the outset and will not be tolerated, set out in ‘Teachers terms and Conditions of Employment and Code of Conduct’. Staff are signposted to: Thomas Telford School Code of Conduct September 2020.

All staff have a responsibility for early identification of children who need help and have a responsibility to challenge decisions with which they are unhappy. Thomas Telford School will aim to create a culture of challenge to ensure students get the right help at the right time.



KCSIE 2020 –flowchart ‘Actions Where there are concerns about a child’.

Provision to view the SCB (The Telford & Wrekin Safeguarding Children’s Board and Wolverhampton Safeguarding Board) website www.telfordSafeguardingboard.org.uk

<https://www.wolverhamptonsafeguarding.org.uk/>

Telford and Wrekin – Family Connect 01952 385385/out of hours 01952 676500

Wolverhampton –Safeguarding concerns 01902 555392/out of hours 01902 552999

Shropshire – First Point Contact 0345 678 9021/out of hours 0345 6789040

Staffordshire – First Response 0800 1313 126/out of hours 0345 604 2886/07815 492613

If child is in immediate danger call the emergency services on 999.

Responding to a Disclosure

<p>Reporting to the Designated Safeguarding Lead</p>	<p>Any concern must be discussed with either Phil Nicholls or Bethan Cash, or in their absence Sir Kevin Satchwell, as soon as is possible and no later than the end of the morning or afternoon session of that day.</p>
<p>Immediate Response to the Child</p>	<p>It is vital that our actions do not abuse the child further or prejudice an investigation.</p> <p>It is important to follow this guidance:</p> <ol style="list-style-type: none"> 1. If a child confides in a member of staff and requests that the information is kept secret, staff will tell the child sensitively that they have a responsibility to refer cases of alleged abuse to the appropriate agencies for the welfare of that child. 2. Within that context, the child should, however, be reassured that this will be shared on a ‘need to know’ basis. 3. If conversations need to take place and confidentiality is paramount to welfare, then these conversations will be held in appropriate settings and away from any general areas, where that confidentiality may be compromised. <ul style="list-style-type: none"> • Listen to the child, if you are shocked by what is being said, try not to show it • It is OK to observe bruises but not to ask a child to remove their clothing to observe them • If a disclosure is made, the pace should be dictated by the child, without the child being pressed for detail or by asking leading questions such as “what did he/she do next?” or “where did he/she touch you?” It is our role to listen not to investigate. Use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?” • Accept what the child says. Be careful not to burden them with guilt by asking “why didn’t you tell me before?” • Do acknowledge how hard it was for them to tell you this and reassure



	<p>them that they have done absolutely the right thing by telling you</p> <ul style="list-style-type: none">• Do not criticise the alleged perpetrator, the child may have warm feelings for them, but merely wish any abuse to stop• Do not promise confidentiality, reassure the child that they have done the right thing, explain you will have to tell the designated lead and why; and, depending on their age, what the next stage will be. It is important that you don't make promises that you cannot keep such as "I'll stay with you all the time" or "It will be all right now".• In exceptional circumstances where the designated safeguarding leads (or deputies) are not available, this should not delay appropriate action being taken.• Any action taken should be shared with the designated safeguarding lead (or deputies) as soon as is reasonably practicable. Staff must never assume a colleague or another professional will take action and share information that might be critical in keeping children safe.
Recording Information	<ul style="list-style-type: none">• Make some brief handwritten notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, recording facts, with whom you shared them and not assumption, supposition and interpretation.• Also record where you spoke with them and personal safety details such as "I discussed the incident with the child in the Head's office with the door open" or justify if it were closed, but naming those who you told this to be the case. If alone, explain that rationale stating e.g. "the child stated they would only confide in me if I was alone".• If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow", "bruise noticed on fleshy part of the leg"• Note the non-verbal behaviour and the key words in the language used by the child (try not to translate into 'proper terms' ensuring that you use the child's own words). Body language should be noted and support any disclosure.• Copies of email streams are also useful additions which can clearly document sequential action. Again, these should be used alongside handwritten notes and by no means be regarded as a substitute action. It is preferable not to name children in an email. If you are alerting a colleague to a concern then it is preferable to state you have made a reference under, for example "DW" in the concerns form, where the "DW" states the child's name.• A Concern Form (found in the Safeguarding folder in the shared area) MUST be completed with all appropriate information recorded or attached.• It is important to retain signed original handwritten notes and pass them on to the DSL who may ask you to complete a Social Care Safeguarding Team referral form. The location for the delivery of the Concern Forms is the Safeguarding Hub located adjacent to the Medical Room.



What to do if you are concerned about another safeguarding practice in Thomas Telford School.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the safeguarding regime. Any such concerns will be taken seriously by our senior leadership team.

Where staff feel that they cannot report a concern through the above channels general guidance can be found at [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email help@nspcc.org.uk

Children with Special Educational Needs and Disabilities (SEND)

Thomas Telford School understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These signs may include:

- Change in behaviour, demeanour or mood
- Injury unrelated to the students disability
- Communication barriers and difficulties overcoming these

Students with SEN and disabilities can be disproportionately impacted by issues of bullying without outwardly showing any signs. Staff are informed annually of students with additional needs to enable any concerns to be explored which may not be related to the students Special Educational Needs or Disability. Students who require additional support will have access to mentoring support from the student liaison officer and counsellor.

Staff are informed annually of students with additional needs.

Children potentially at greater risk of harm -Children who need a social worker (Child in Need and Child Protection Plans) - KCSIE 2020

Thomas Telford School are aware that some children may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact a child has a social worker. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The designated safeguarding lead 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. Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children's wishes

Thomas Telford School will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. We will always operate with the best interests of the child at heart.



Support for Students

The Designated Safeguarding Lead and along with any Designated Teachers will assist within the setting and onto transition. The DSL will liaise with the appropriate person when the student leaves Thomas Telford School.

Recognition that a student who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child may feel self-blame and we will ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.

Recognition that the School may provide the only stability in the lives of children who have been at risk or who are at risk from harm. The School community will therefore establish an ethos where children feel secure and are encouraged to talk and are always listened to.

Acceptance that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We will ensure that we use the new Relationships Education and Relationships and Sex Education and Health guidance policy in school to further enhance our curriculum opportunities to equip children with the skills they need to stay safe from harm.

Thomas Telford School's policy on bullying and racist incidents is set out in a separate statement and acknowledges that to allow or condone bullying or racism may lead to consideration under child protection procedures. These will be documented like all other incidents. Any bullying whether racist, emotional, physical, sexist, homophobic, cyber or in any other forms will not be tolerated under any circumstances.

Children requiring mental health support

Thomas Telford School has an important role to play in supporting the mental health and wellbeing of our pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our Governing body ensures our school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Mental health support is offered through our pastoral and counselling system.

Children in Care

Children in Care (CIC) have access to the Deputy DSL and 'Child in Care Lead' Bethan Cash where they can seek support. Thomas Telford School recognises the Children in Care Policy to which we will adhere. The DSL will work with the virtual school head to discuss how funding can be best used to support the progress of looked after children (CIC) in the school and meet the needs identified in the student's personal education plan taking prompt action where necessary to safeguard these children.

[Thomas Telford School will follow the statutory guidance on Promoting the Education of Looked After Children.](#)



Managing Allegations against Staff - Staff- Disclosures and Allegations

The process of managing allegations against those who work with children can be viewed on <http://westmidlands.procedures.org.uk/> Section 1.14 'Allegations against Staff or Volunteers'.

Thomas Telford School has internal procedures and processes in place for dealing with allegations and will follow Telford and Wrekin Safeguarding policy & procedure.

Thomas Telford School will work within and alongside all agencies relating to **Part 4 of KCSIE 2020** **"Allegations of abuse made against teachers and other staff"**

Thomas Telford School believes that those who work within our community are in positions of trust and as such codes of conduct are based on the underlying principle that the highest standards are expected from all. In line with KCSIE 2020 and the separate code of conduct policy for staff and governors.

[Guidance for safer working practice for those working with children and young people in educational settings](#) produced by the Safer Recruitment Consortium, provides excellent guidance on the expected standards of all those that work with children. We will make all those in the Thomas Telford School community aware of its existence and this will work alongside the schools separate code of conduct mentioned above and any established human resources processes currently in place.

Staff may also need support either as a person who has received a disclosure or if an allegation has been made against them which subsequently needs investigation to conclusion. We will liaise with our Human Resources team to provide appropriate support for staff going through the disciplinary and LADO process. This will support referrers, investigators and those affected in any such dealings and gravity.

Thomas Telford School will manage all cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. We will act on all if a teacher or member of staff (including volunteers) have:

- 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 may pose a risk of harm to children.

If we receive allegations against a teacher who is no longer teaching in our school or at all we will refer this to the police. Historical allegations of abuse will also be referred to the police.

Thomas Telford School has a duty of care to their employees. It has clear internal procedures and processes for dealing with allegations which follow SCB (Safeguarding Board) Policies & Procedures and involve the Designated Person in School. The procedures make it clear that all allegations are to be reported straight away to the Headmaster for referral if necessary. The procedures also allow for the Chair of Governors to be informed. If the Headmaster is the subject of the allegation, the Senior Deputy Head and Designated Lead will liaise with the Chair of Governors and follow the appropriate process. Concerns about the Designated Lead should be raised to the Headmaster.

Staff will be advised to seek support from their Professional Association or Trade Union if it is needed. The designated officer for the Telford and Wrekin local authority is **Glenn Ashbrooke**.

To avoid potential allegations and for the safety and welfare of students and the protection of staff, teaching areas are highly visible places where easy viewing is possible. The masking of windows will be forbidden (with exception below) and will be treated as a health & safety issue for the protection



of all. There may be exceptional circumstances where the masking of teaching areas is needed and justified, for example for the teaching of Drama. In these cases, the Headmaster will make a judgement on a case by case basis.

Staff should not accept personal invitation visits to the homes of children unless permission or instruction has been sought from the Headmaster and it is viewed as a professional appointment, for example supporting Education Welfare issues etc. This should be viewed on a case by case basis. To support this, guidance from the Department of Education (September 2010) "Meetings with students away from the School premises should only be arranged with the specified approval of the Headteacher and the prior permission of the student and parents in question". Under no circumstances must a member of staff take a student home through e.g. illness, missing late coaches. In these circumstances advice must be sought through SMT and the Headmaster and only in extreme circumstances two members of staff (one member of staff must be female) will accompany the student home with the permission of the parents.

Thomas Telford School accept this guidance from the Department of Education stating that in the case of private meetings, 'Staff and volunteers should be aware that private meetings with individual students could give cause for concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another student or adult should be present or nearby.

All SMT/staff/Governor meetings will have Child Protection and Safeguarding as a standard item on all meetings.

Confidentiality

The personal information about all families is regarded by those who work in Thomas Telford School as confidential. **All staff need to be aware of the confidential nature of personal information** and will aim to maintain this confidentiality in all areas of the School.

Staff should understand they need know only enough to prepare them to act with sensitivity to a child and to refer concerns appropriately. It is inappropriate to provide all staff with detailed information about the child, the incident, the family and the consequent actions.

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies.

We will keep parents informed in all areas of Safeguarding and Child Protection with the regular methods of interaction such as parent's information evenings, mail shots and via the Safeguarding tab on the school website.

Parents & Carers

Parents play an important role in protecting their children from abuse. The School is required to consider the safety of the child and should a concern arise, professional advice will be sought prior to contacting parents. The School will contact parents and work to support the needs of the child. Consent from the parents/carers will be sought, although in exceptional circumstances and with the best interests of the child being considered, this may be overridden.

Thomas Telford School aims to help parents/carers understand their responsibility for the welfare of all children and has a duty to refer cases to Family Connect/Police in the interests of the child. The Governors will include a child protection statement in the School prospectus and all parents can request a copy of this policy. The policy will be made available electronically via the Schools website.



Parents who may have concerns regarding a School staff member can in the first instance raise these with the Headmaster, Designated Lead or Governing Body of the School for further exploration. This may involve sharing those concerns with the relevant agencies. Where the parent may have concerns regarding the Headmaster, the Governor responsible for Child Protection, Senior Deputy Head or Designated Lead the parent should consult with another senior member of staff in the first instance.

Parents can liaise with Ofsted on such conduct issues or regulatory concerns, advice can be found on its website www.ofsted.gov.uk or contact can be made direct to Ofsted on; Helpline- concerns (08456 404046)

Thomas Telford School will keep parents informed in all areas of Safeguarding and Child Protection through regular methods of interaction.

Managing allegations against other students

At Thomas Telford School, the majority of behavioural issues are managed in line with the Behaviour Policy to a successful outcome by the appropriate member of the Senior Management team.

On a rare occasion, some students may present a safeguarding risk to other students; if this is the case, appropriate action will be taken. We will consider peer on peer/ child on child abuse, recognising that sometimes this abuse is not between peers in line with **KCSIE 2020** revised guidance.

Safeguarding allegations

Occasionally, allegations may be made against students by others in the School which are of a safeguarding nature. These may include:

- Pre-planned violence
- Inappropriate taking of photographs or videos.
- Indecent exposure
- Persistent threats and intimidation
- Taking part in sexting

What to do

When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern or behavioural concern. If there is evidence to support a safeguarding concern, the Designated Safeguarding Leads **Phil Nicholls and Bethan Cash** should be informed.

- If it is established the concern is a behavioural issue, a school investigation should take place into the matter in line with the School's usual disciplinary procedures.
- If it is established the concern falls within safeguarding, a factual record will be recorded of the allegation.
- If the DSL concludes it is a safeguarding issue, Family Connect will be contacted to discuss the case.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' who are involved.
- If the allegation indicates a potential criminal offence has taken place, the Police should be contacted at the earliest opportunity and parent informed (of both student being complained about and the alleged victim).



- It may be appropriate for the School to take further measures e.g. exclude the student about whom the complaint has been lodged. This would be for a period of time according to the school's behaviour policy and procedures.

Departmental, SMT and Governor Meetings will have Child Protection and Safeguarding as a standing agenda item at all meetings, making these priority areas and at the forefront of our minds.

Peer on Peer Abuse

Thomas Telford School recognises that some children may abuse their peers. We take such abuse as seriously as abuse perpetrated by an adult. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up" In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting', Child Sexual Exploitation, sexual violence/harassment, physical abuse, radicalisation, abuse in intimate friendships, children who display sexually harmful behaviour, Gang associated serious violence and rituals.

We do not tolerate any harmful behaviour in School and will take swift action to intervene where this occurs.

We have programmed assemblies to enable students to understand, in an age-appropriate way, what abuse is and encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Thomas Telford School understands there are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family, living with domestic violence, young people in care, children who go missing, children with additional needs (SEN and/or disabilities) and different gender issues.

Any incidents of peer on peer abuse will be managed in the same way as any other Child Protection concern and will follow the same procedures. **(KCSIE 2020 Pg26)**

Record Keeping by Designated Safeguarding Lead and Information Sharing

The policy for **record keeping is to chronologically record concerns in a confidential file**. This will include details of dates, times, staff involved and action taken. *These should be handwritten but can be typed up to sit alongside handwritten notes. **Never discard handwritten notes. *Subject to change with introduction of CPOMS system.**

The records are reviewed annually in the Summer Term by the Designated Person and checked to be chronological, tidy, legible and factual in content. This should be undertaken each year, as records may sometimes be immediately required by Professionals. Where reports are needed for Child Protection Conferences, these should include attendance figures where the child is of compulsory School age.

All child protection records are clearly marked as such and are kept securely locked in the Safeguarding Records cupboard, access to these records is strictly restricted to **Phil Nicholls, Bethan Cash and Sir Kevin Satchwell**.

Withdrawal of records from the School for the purpose of off-site meetings by staff, will be noted and signed for, as will files released to Professionals, such as the Group Solicitor, Safeguarding/Child Protection, LADO, NSPCC or Police Teams.



Where children are transferring to other schools within and outside of the district, we have adopted guidance from Telford & Wrekin Safeguarding Board [“Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving” \(September 1st 2018\)](#).

In respect of files being released when requested by the Police under [Section 29 of the Data Protection Act 2018 a form entitled “Request to external organisation for the disclosure of personal data to the police-Under Schedule 2 Part 1 Paragraph 2 of the Data Protection Act 2018 and GDPR Article 6\(1\)d\)”](#) should accompany that release and a copy will be retained for our records. Also we will consider the [7 Golden Rules for Information Sharing](#). This school will also seek advice and adopt HM Government Information Sharing Advice July 2018. If in any doubt we will seek advice from our **Data Protection Officer**.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Upon releasing records Thomas Telford School will request ID Badges for release. If the Police are only after minimal data e.g. address or phone number, we will ensure we check the police ID and we will record what information was asked for and the name of the police officer requesting it. A form may not be required on these occasions.

[Data will be processed to in line with the requirements and protections set out in the General Data Protection Regulation \(GDPR\)](#).

Alternative Educational Provision

Thomas Telford School has a responsibility for safeguarding all students. If a student is placed in an alternative Educational Provision we will request to written confirmation that appropriate safeguarding checks have been carried out on individual working at the establishment.

When a Child Transfers to another School

If a child is subject to a **Child Protection Plan** and is deemed at risk, the designated safeguarding lead will ensure the child protection file is transferred to the new school/college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt will be obtained.

As a receiving school we will ensure key staff such as designated safeguarding leads and SENCO with oversight for SEN, are aware as required.

In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new school/college in advance of a child leaving. For example, information that would allow the new school/ college to continue supporting children of abuse and have that support in place for when the child arrives.

Retention of Children’s files

All Schools must keep **educational records** on their students. These should include:

- Copies of the reports which have been sent to parents/carers on the child’s achievements, as well as other records about those achievements
- Exchanges of correspondence between parents and the School
- Any information the School has on the child's education from the local authority



- Any statement of special educational needs
- Any personal educational plan

There may be other records kept like details of attendance, exclusions, behaviour and family background. This is not compulsory but would be viewed as “best practice”. The educational record does not include the notes that a teacher makes for his or her own use only.

The Child Protection file is a separate file from the educational records. It must be noted that this file is a secured file with limited access, both files are key elements in any processes for which they are needed.

Student record files must be kept until the individual reaches the age of 25 years. At this point the file will be shredded. In line with [“Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving” TWSCB September 1st 2018](#)

Children’s Welfare Poor or Irregular attendance

Thomas Telford School staff need to be particularly sensitive to signs which may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance or children missing from education.

The recognised figure for persistent absence being less than 90%, although concerns may still be raised if above this.

In respect of this, Thomas Telford School requires behaviour and attendance leads to follow the established protocol in school.

Children That Have Gone Missing

*All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Where children have gone missing we will follow the ‘Missing Children Process’ for Telford and Wrekin. ***In reference to Annex A- KCSIE 2020**

This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early help strategies are used if necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of the schools registration procedures. All unauthorised absences are reported and investigated in line with school procedures. All concerns will be passed on to the Local Safeguarding Board.

Emergency Contacts for Students

Parents must ensure Thomas Telford School have at **least two** emergency contacts for their child in case of an emergency or any welfare concerns.

Thomas Telford School will ask parents to update their contact details annually or if any of their circumstances to inform the school as soon as possible.



Child Sexual Exploitation (CSE)

Thomas Telford School recognises child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- In exchange for something the victim needs or wants
or
- For the financial advantage
or
- Increased status of the perpetrator or facilitator.

Thomas Telford School is aware that children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. (KCSIE 2020)

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

Like all forms of child sex abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Thomas Telford School is aware there have been a high number of reports of CSE cases in the borough of Telford and Wrekin and that a significant number of children who are victims of CSE go missing from home, care and education at some point.



The School is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead **Phil Nicholls, is also the named CSE Lead** in School on these issues and will work with agencies as appropriate.

All concerns surrounding CSE will be fully considered when making safeguarding decisions and referrals. Staff are advised that as much information as possible should be passed on as part of the referral process, including any external factors which may be a threat to the child's safety or welfare.

If we, as a School, feel that children may be being abused through exploitation we will consult The Family Connect Team or Wolverhampton Safeguarding Hub and seek advice as to whether the incident follows a CATE (Children Abused through Exploitation – tell-someone.org) referral pathway. The concerns will be followed through sensitively and appropriately with fellow professionals.

Contextual safeguarding

Thomas Telford School recognises that incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school.

We refer to this as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

All staff, designated safeguarding lead and deputies, will consider the context within which such incidents and/or behaviours occur.

Forced Marriage

Thomas Telford School understands that forcing a person into a marriage is a crime in England and Wales. We know that a forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. We play an important role in safeguarding children from forced marriage.

We will follow the [Forced Marriage guidance](#). Our staff can contact the Forced Marriage Unit if they need advice or information, contact: 020 7008 0151 or email fm@fco.gov.uk

Female Genital Mutilation (FGM) mandatory reporting duty for teachers

Thomas Telford School will comply with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) Section 47 which clearly states "If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police". Those failing to report such cases will face disciplinary sanctions. The teacher must discuss any such cases with the designated safeguarding leads **Phil Nicholls and Bethan Cash**. Information on when and how to make a report can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf



In respect of FGM we will adopt the local [Telford and Wrekin FGM Practice Guidelines and Resource Pack](#) as part of safeguarding responsibilities and inform/educate our staff in this particular area.

So-called 'honour-based' violence (HBV)

Thomas Telford School recognises that so-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of motivation) and should be handled and escalated as such.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to Phil Nicholls safeguarding lead (or deputy). As appropriate, local safeguarding procedures will be activated by contacting Family Connect and if necessary the police.

Children Leaving School Premises without Permission

Thomas Telford School Behaviour Management Policy covers incidents where students leave the class or school without permission. 'Anyone who has care of a child without parental responsibility may do what is "*reasonable*" in all the circumstances to safeguard and promote the child's welfare.

It is likely to be "*reasonable*" to inform the police, or children's services departments. If a child is no longer on the premises. In the first instance parents will be contacted. If they are not contactable we will inform the police that a pupil has left the school and is at risk. . For avoidance of doubt and for all within and outside of the school, staff will not run after children but will seek additional support.

Private Fostering

A private fostering arrangement occurs when someone other than a parent or close relative cares for a student for a period of 28 days or more, with the agreement of the student's parents. It applies to students under the age of 16, or under the age of 18 if the student is disabled, this extends to children who are within homestay arrangements. Children who are looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered. Most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases where so called "sofa surfing" has been evident.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's social care as soon as possible. If Thomas Telford School become aware of a private fostering arrangement for a child that has not been notified to children's social care, we will encourage parents and private foster carers to notify them and will share information with children's social care as appropriate.

Where a member of staff becomes aware that private fostering arrangements have been made with any student at Thomas Telford School, they should raise this with the Designated Leads **Phil Nicholls** or **Bethan Cash**.

Children staying with host families (homestay)

If Thomas Telford School arrange a homestay, we will consider the suitability of the adults in the respective families and who will be responsible for the visiting child during the stay.

We will consider what information will best inform our assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay. We will use our



professional judgement to decide what will be relevant. To help inform our assessment, we will obtain a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed it will also allow the school to consider, alongside all other intelligence that the school has obtained, whether the adults would be a suitable host for a child. The school will also decide whether it is necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying.

Homestay – suitability of adults in host families abroad

Thomas Telford School recognises it is not possible for us to obtain criminality information from the DBS about adults who provide homestays abroad. We will liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. We will use our professional judgement to satisfy ourselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We will always inform parents of the agreed arrangement.

We will decide on a case by case whether it is necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.

Homelessness

Thomas Telford School understands that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding leads (and deputies) are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. As appropriate, we will make referrals and/or hold discussions with the Local Housing Authority. However, this does not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Indicators that a family may be at risk of homelessness include:

- household debt,
- rent arrears,
- domestic abuse and anti-social behaviour
- family being asked to leave a property.

Thomas Telford School will consider homelessness in the context of children who live with their families, and intervention will be on that basis.

Thomas Telford School recognises, in some cases, 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding leads (or a deputy) will ensure appropriate referrals are made based on the child's circumstances. In these cases we will follow the department and the Ministry of Housing, Communities and Local Government joint statutory guidance on the [provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation](#).



Modern slavery and child human trafficking

Thomas Telford School recognise modern slavery, including child trafficking as abuse. If any staff become aware or have suspicions that a child may have or is being exploited or trafficked, they must pass their concerns onto the Safeguarding Leads. The Local Authority Safeguarding Board will be informed in the normal manner to seek advice and support. All children, irrespective of their immigration status, are entitled to safeguarding and protection under the law. We recognise this as any normal child protection referral and potential victims of trafficking and modern slavery can be of any nationality and may include British children.

Domestic abuse

Thomas Telford School recognises domestic violence and abuse as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

We understand exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Thomas Telford School will liaise with agencies in a two-way process where domestic abuse and/or violence is a factor in a household. Children within our care will be supported where needed. To this end, we will be part of any agency referral, in a two-way process, such as the Domestic Violence Multi-agency Risk Assessment Conference (MARAC) and Multi Agency Public Protection Arrangements (MAPPA) or any other named agencies where these specific issues are a factor that may impair and impact on children's development.

Drug and Substance misuse

Thomas Telford School has a zero-tolerance policy in relation to drug and substance abuse. If on the rare occasion an issue comes to the attention of Thomas Telford School in relation to drugs and substance misuse, we will follow our guidelines set out in our behaviour policy.

Suicide Intervention

Thomas Telford School accepts and understands that thoughts of suicide are common and can leading cause of death in young people. Thomas Telford School will work in partnership to support student who may have thoughts of suicide.

Thomas Telford School will follow our [Suicide Intervention Policy](#) to assist wherever we can in making those in our care as safe as is possible. We will also make staff aware of the following useful link in raising awareness of the subject.



Thomas Telford School recognises that suicide bereavement has been described as ‘grief with the volume turned up’. The effects on families, communities and society as a whole are devastating and tragic. We will support in any way we can and the link below will be signposted as appropriate

The following useful link raises awareness of the subject;

<http://zerosuicidealliance.com/> http://www.petesdragons.org.uk/Bereavement_Support_2369.aspx

Changing in school

Thomas Telford School considers arrangements for safe changing of children for physical education (PE). We will be guided by the NSPCC guidance Best Practice for PE Changing Rooms. This consideration will come under our duty and remit of health & safety and in the context of children’s welfare.

We follow the guidance and do what we need to do as a school in relation to organising changing facilities for children; staff supervision; changing areas for children with additional needs; changing considerations for drama productions and using off-site changing rooms. [NSPCC factsheet](#)

Children with Family Members in Prison and within the Court system

Thomas Telford School are aware that some children will have family members in prison and within the court system and also may be subject to the court system themselves when parents are in the process of separating. We recognise that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We recognise that these students may need extra support during this traumatic time in their lives.

The School will provide support is needed and in respect of the students and families wishes through our pastoral and counselling provisions.

Children and the court system

Sometimes children are required to give evidence in criminal courts, for crimes committed against them or for other crimes they have witnessed. We will follow the age appropriate guides to support children [5-11 year-olds](#) and [12-17 year-olds](#) and follow the [guidance of the Ministry of Justice](#) in managing these situations.

Where necessary we may seek specialist help and direct those needing it to the website; <https://www.nicco.org.uk/>. In relation to children in the court system we recognise that assistance is hyperlinked and available within **Annex A of KCSIE 2020 to support staff**.

Child criminal exploitation: County Lines

Thomas Telford School recognise that we and the vast majority of young people will not be affected by serious violence or gangs. However, if these problems do occur there will almost certainly be a significant impact.

We will embrace the Home Office guidance for [Preventing youth violence and gang involvement practical advice for schools and colleges](#) and follow this guidance which clearly sets out understanding the issue, seeking support, working with local partners, early help and legal powers



for our staff. Thomas Telford School has a duty and a responsibility to protect our students and staff and we recognise dealing with violence also helps attainment.

Thomas Telford School recognises criminal exploitation of children is a geographically widespread form of harm that is a typical feature of **county lines** criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. We recognise that the key to identifying potential **involvement in county lines are missing episodes**, when the victim may have been trafficked for the purpose of transporting drugs. Should we suspect this we will refer to the multi-agency safeguarding hub Family Connect and to the [National Referral Mechanism](#).

In respect of the above we will ensure staff and students must:

- feel safe at our setting all the time
- understand very clearly what safe situations are
- be highly aware of how to keep themselves and others safe
- monitor thoroughly missing episodes
- aware that any child of any age and gender may be vulnerable to grooming activity by others of any age and gender
- aware a child of any age may be susceptible
- aware that it is exploitation even if consensual
- aware that it may be typified by a form of power imbalance

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and/or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones;
- excessive receipt of texts/phone calls and/or having multiple handsets;
- relationships with controlling/older individuals or groups;
- leaving home/care without explanation;
- suspicion of physical assault/unexplained injuries;
- parental concerns;
- carrying weapons;
- significant decline in school results/performance;
- gang association or isolation from peers or social networks, and
- self-harm or significant changes in emotional well-being.

We recognise that child criminal exploitation can take a number of forms.

Sexual violence and sexual harassment between children

Thomas Telford School understands that sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. We will ensure that **all** victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. We know that evidence shows girls, children with SEND and LGBT children are at greater risk.

Thomas Telford School will ensure that staff are aware of the importance of a whole school approach:



- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;

Sexual Violence

Thomas Telford is aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

The ‘Sexual violence and sexual harassment between children in school and colleges’ guidance, republished in May 2018. Can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf.
May 2018

Keeping Children Safe in Education (2020)’ part 5. Further information

In relation to issues of this nature Thomas Telford School will follow guidelines set out in the behavioural policy.

Thomas Telford School recognise that children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. The school will treat sexual violence and sexual harassment in line with any other child protection concern.

Sexual harassment

When referring to sexual harassment it is the ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;



- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

Upskirting

Thomas Telford School understands that 'upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. **We accept that this is now a criminal offence (Voyeurism offences Act- April 2019).**

The response to a report of sexual violence or sexual harassment

In the event of such an incident it will be taken seriously and dealt with via our behavioural procedures. The victim will be supported by staff and offered additional support through our counselling services if requested.

If staff have a concern about a child or a child makes a report to them, they should speak to the designated safeguarding leads. They will then consider the options to manage the concern, including:

1. manage internally;
2. early help;
3. referral to children's social care; and
4. reporting to the police.

Thomas Telford School will adopt the Sexual violence and sexual harassment between children in schools and colleges: advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads guidance, and consult the Local Authority Safeguarding Board for advice around how best to deal with any issues. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Thomas Telford School will ensure that designated staff understand consent through training. Additional information from the CPS around consent will be sought and will be especially helpful for the schools designated safeguarding leads and their deputies where the above definition is clearly set out. Consultation will be sought through the Local Authority Safeguarding Board for practical advice and support in this particularly sensitive area.

In addition and where necessary for effective safeguarding, this school will utilise/seek resources and seek support from established sources. [Peer-on-peer abuse toolkit \(PDF\)](https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool) <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> [TWSCB Risk & Vulnerability Management Plan-Sexually Harmful Behaviour](#)

This school will, as necessary, seek advice on harmful sexual behaviours from the specialist sexual violence sector for a whole school approach. We will consult in the first instance with Family Connect for advice and support and seek advice around how best to deal with any issues.



Sexting

In cases of 'sexting' Thomas Telford School will follow guidance given to school and colleges by [The UK Council for Child Internet Safety \(UKCCIS\) Education Group Sexting in Schools and Colleges](#) and Department for Education guidance [Searching, screening and confiscation](#). The Designated Safeguarding Lead (or Deputy) will take the lead on these issues.

Thomas Telford School will investigate incidents of sexting in accordance with Annex A of its Behaviour policy which is invoked to deal with such cases of serious misbehaviour.

Some useful guidance around Facebook social networking produced by the UK Safer Internet Centre. <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

E safety is a major concern for all professionals. For information and support in this area the following websites below are available for all staff to view. The sites are for all age groups, parents and carers and form the basis of e safety education and policy in our school; www.thinkuknow.co.uk & www.virtualglobaltaskforce.com.

Fabricated and Induced Illness

"The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child's signs and symptoms of illness. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information". **Taken from "Safeguarding Children in whom illness is fabricated or induced" HM Government.** This supplementary guidance to "**Working Together to Safeguard Children**" will be adopted by Thomas Telford School and we will adhere to our duties to refer as set out on pages 31 & 32 paragraphs 3.84-3.89

Extremism, Radicalisation & the PREVENT DUTY

Thomas Telford School is subject to a duty under section 26 of the Counter Terrorism and Security Act – 12th February 2015. We will exercise 'due regard' to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty.

Thomas Telford School takes this role very seriously and any expression of extremist views by anyone in Thomas Telford School will not be tolerated. Therefore, we will take and expect quick and decisive action where issues of this nature are brought to our attention, following published advice for schools on the Prevent Duty.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Staff will encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs or those of no faith. **We will treat extremism and radicalisation in the same way as any other child protection referral.**

At Thomas Telford School we have procedures in place to monitor IT usage and have a duty to seek advice and explore suspicious content being viewed. Those within and outside the school community should be left in no doubt that our duty is to cooperate under the law.

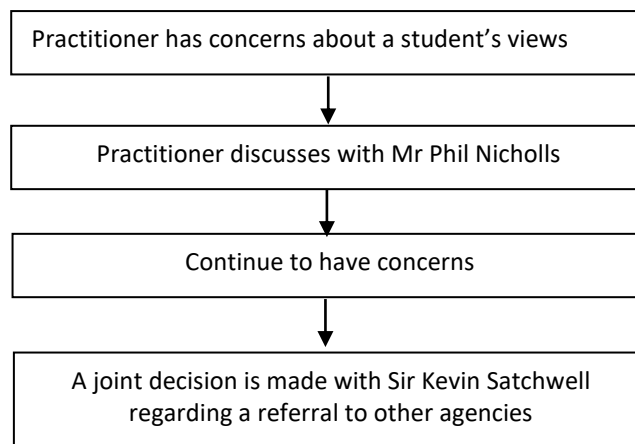


All staff have completed a workshop or online workshop to Raise Awareness of Prevent.

At Thomas Telford School if we feel a child is being abused through extremism or being radicalised, we will consult directly with the police PREVENT Team to seek advice. This is done with a PREVENT referral form (please see the flowchart below). As with all referrals this referral will be dealt with appropriately by professionals.

If it is deemed from the PREVENT Team that the intervention is not criminal and does not warrant a Channel Panel but needs local support, we will work with the professional lead for Telford & Wrekin Council who is currently **Jas Bedesha**. Our policy also recognises that the local police can be contacted in imminent circumstances on **01386 591835/591825 or 591816** and at prevent@warwickshireandwestmercia.pnn.police.uk.

If you are concerned that a student has extreme views you need to follow the School's prevent Procedures immediately:



Any concerns must be reported to the Prevent Lead immediately or in their absence the Headmaster. The concern will be logged and reported to the LA Prevent Team. Channel guidance and prevent E-learning information can be found in ANNEX A of KCSIE 2020

Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the Code of Conduct / Whistleblowing policy can be accessed in the staff handbook.

Clear whistle blowing procedures, which reflect the principles in Sir Robert Francis's 'Freedom to Speak Up report review' can be found at: <https://www.gov.uk/government/publications/sir-robert-francis-freedom-to-speak-up-review>

The use of 'reasonable force'

There may be the occasional circumstances when it is appropriate for staff in Thomas Telford School to use reasonable force to safeguard children and young people.

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact to control or restrain children for their own safety.



This can range from:

- guiding a child to safety by the arm,
- more extreme circumstances such as breaking up a fight
- where a young person needs to be restrained to prevent violence or injury

‘Reasonable’ in these circumstances means us ‘using no more than is needed’. Use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

We will always follow the advice for schools on the Use of [Reasonable Force in Schools](#).

Thomas Telford School believe that the adoption of a ‘no contact’ policy at our school could leave staff unable to fully support and protect our pupils and students. We will adopt a sensible approach allowing staff to make appropriate physical contact. The decision on whether to or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we will consider the risks carefully because we recognise the additional vulnerability of these groups. We will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

Thomas Telford School will plan positive and proactive behaviour support, for example, drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers. We aim to reduce the occurrence of challenging behaviour and the need to use reasonable force. We will only use reasonable force where de-escalation processes have failed.

Health and Safety

Policies on **Health & Safety** and Physical Intervention are set out in separate documentation. This reflects the consideration we give to the protection of our children both in the School environment and when away from the School, undertaking School trips and visits. There is separate documentation: Educational Visits and Health and Safety Policy.

Training, Learning and Development

Thomas Telford School will ensure all staff complete **Child Protection Training** on a three-year cycle and the DSL will update their training every two years in line with government guidance. In addition to the formal training set out above, knowledge and skills will be refreshed via e-bulletins, meeting other designated safeguarding leads and attending termly updates from the Telford and Wrekin LA., Training record is kept by the designated lead stating type of training and date received.

The safeguarding Lead:

- ensure the school’s child protection policies are known, understood and used appropriately;
- ensure the school’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body/proprietor regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school/college in this
- link with Telford and Wrekin Safeguarding Board to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.



Safer Recruitment

All staff are recruited through Thomas Telford School safer recruitment procedures.

All staff working at Thomas Telford School will be subject to enhanced Disclosure Barring Service (DBS) checks on a three-year rolling programme agreed with Governors. The governing board will act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service (DBS) checks, barred list checks and prohibition checks, together with references and interview information.

The school's human resources team to assist in the management of safer recruitment procedures, including for the following:

- recruitment, selection and pre-employment vetting
- Disclosure and Barring Service (DBS) checks
- prohibitions, directions, sanctions and restrictions
- pre-appointment checks
- employment history and references
- single central record
- individuals who have lived or worked outside the UK
- agency and third-party staff (supply staff)
- trainee/student teachers
- existing staff
- volunteers
- contractors
- visitors
- alternative provision
- adults who supervise children on work experience

Thomas Telford School will meet all requirements as set out in Part three: Safer recruitment KCISE 2020.

A member of SMT or Governor who are involved in interviewing an applicant for a post of Headteacher, Deputy Headteacher, Teacher or member of the whole School support staff, will have completed the Safer Recruitment training. This is part of Thomas Telford School policy on Child Protection. If this requirement changes, we will review our position.

Visitors

Thomas Telford School understand we do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates for visitors, for example relatives. We will always request to see appropriate identification for visitors. The head teacher will use professional judgement to determine the need escort or supervise visitors. A record of visitors will be made and all they will be suitably identified/badged.

E Safety and safe use of electronic devices

All within the School community must adhere to the **E-Safety, IT Acceptable Use policy** and social media guidance for Employees; the School will make all aware of its existence and importance through regular annual training. Where appropriate, intervention will take place when anyone uses e-technology in an unacceptable fashion. All monitoring software that is used within the School is reviewed and checked regularly by IT services.

It is recognised by Thomas Telford School that all Information Technology, whether personal or work based, is a **whole School issue** and all staff have a duty to be vigilant. The Telford & Wrekin



Safeguarding Children Board issued guidance “Raising Awareness in the Safe Use of ICT Systems at home and in the workplace”. The policies already mentioned cover the extent of this activity and its suitability. Staff and students are to be left in no doubt that contravention of them will be forwarded to the appropriate agencies to be dealt with.

Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm. An effective approach to online safety empowers Thomas Telford School to protect and educate the whole school community in our use of technology and we will work with our information technology partners to identify, intervene in and escalate any incident where appropriate.

(Please consult E Safety Policy 2020)

Taking Photographs

Permission from parents/carers to allow Thomas Telford School to take images of the students is gained annually when parents/carers update the Comprehensive Data Form.

(Please consult E Safety policy 2020).

Curriculum and Wider Activity – Work Placement/Exchange Visits

If students are staying with parents from overseas as part of an exchange, Thomas Telford School will ensure an enhanced DBS check has been completed on the host parents and any young person over the age of 16.

Thomas Telford School will work in line with the ‘Keeping Children Safe’ 2018 guidance - children on work experience. Work experience placements and other short-term visitors are covered by Thomas Telford School Risk Assessment process.

Thomas Telford School Staff requirement

All staff will be asked to sign to say they have:

- **Read a copy of the Schools Child Protection/Safeguarding policy**
- **Read the E- Safety policy**
- **Read Part 1 and Annexes A and C of ‘Keeping Children Safe’ September 2020.**

Also, all staff will be asked to sign to say they have read and identified students they teach who have medical and SEND additional needs.

This record will be kept in a separate file by the Designated Safeguarding Lead.

This policy will be reviewed on an ongoing basis to reflect any changes in government legislation or changes in the duty of statutory agencies in Child Protection and the wider Safeguarding agenda. If it is not appropriate to refine the policy during the year it will be reviewed by the named person on an annual basis. A COVID addendum will also be added



Availability

During term time the designated safeguarding lead (or a deputy) will always be available during school hours for staff to discuss any safeguarding concerns. The designated safeguarding lead (or deputy) will be available in person. Only in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

Out of school hours Thomas Telford School will sign post any safeguarding concerns via the telephone messaging service. Parents/carers/students will be instructed to follow the recorded information to access out of hours support in Telford and Wrekin, Wolverhampton and Shropshire. For any out of hours/out of term activities and trips/residential stays/outings appropriate details will be address through the risk assessment process

Our school website now includes a designated safeguarding page where support and guidance can be accessed. This includes important contact information and external agency support information. All telephone numbers and contact information will be reviewed regularly.

Appendix 1

Signs and Symptoms of Abuse and Neglect

(Keeping Children Safe in Education 2020 - Part 1- Pages 8/9)

Abuse: 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. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.



Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

There are a number of warning indicators which might suggest that a child may be being abused or neglected. –revised guidance 'What to do if you're worried a child is being abused' (2015)

Some of the following signs might be indicators of - Abuse or Neglect:

Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
Children with clothes which are ill-fitting and/or dirty;
Children with consistently poor hygiene;
Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
Children who don't want to change clothes in front of others or participate in physical activities;
Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
Children who talk about being left home alone, with inappropriate carers or with strangers;
Children who reach developmental milestones, such as learning to speak or walk late with no medical reason;
Children who are regularly missing from school or education;
Children who are reluctant to go home after school;
Children with poor school attendance and punctuality or who are consistently late being picked up.
Parents who are dismissive and non-responsive to practitioners' concerns;
Parents who collect their children from school when drunk, or under the influence of drugs;
Children who drink alcohol regularly from an early age;



Children who are concerned for younger siblings without explaining why;
Children who talk about running away; and
Children who shy away from being touched or flinch at sudden movements.

Some of the following signs may be indicators of - Physical Abuse:

Children with frequent injuries;
Children with unexplained or unusual fractures or broken bones; and
Children with unexplained: <ul style="list-style-type: none">▪ Bruises or cuts;▪ Burns or scalds; or▪ Bite marks.

Some of the following signs may be indicators of - Emotional Abuse:

Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
Parents or carers blaming their problems on their child; and
Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Some of the following signs may be indicators of - Neglect:

Children who are living in a home that is indisputably dirty or unsafe;
Children who are left hungry or dirty;
Children who are left without adequate clothing, e.g. not having a winter coat;
Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
Children who are often angry, aggressive or self-harm;
Children who fail to receive basic health care; and
Parents who fail to seek medical treatment when their children are ill or are injured.

Some of the following signs may be indicators of - Sexual Abuse:

Children who display knowledge or interest in sexual acts inappropriate to their age;
Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
Children who ask others to behave sexually or play sexual games; and
Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.



Some of the following signs may be indicators of – Child Sexual Exploitation (CSE):

Children who appear with unexplained gifts or new possessions;
Children who associate with other young people involved in exploitation;
Children who have older boyfriends or girlfriends;
Children who suffer from sexually transmitted infections or become pregnant;
Children who suffer from changes in emotional well-being;
Children who misuse drugs and alcohol;
Children who go missing for periods of time or regularly come home late
Children who regularly miss school or education or do not take part in education.

There are three main types of child sexual exploitation:

- Inappropriate relationships – usually involves one abuser who has inappropriate power-physically, emotionally or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with the abuser.
- Boyfriend/Girlfriend – Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafes or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/woman and threatened with violence if they try to seek help.
- Organised exploitation and trafficking – Victims are trafficked through criminal networks – often between towns and cities –and forced or coerced into sex with multiple men. They may also be used to recruit new victims.

Some of the following signs may be indicators that Female Genital Mutilation (FGM) may have already taken place. These may include:

The child may have difficulty walking, sitting or standing – may look uncomfortable.
The child may be spending longer than normal in the toilet.
The child may show signs of frequent urinary, menstrual problems.
The child may have repeated absences or behaviour changes – withdrawn or depressed.
The child may find confiding in a professional due to embarrassment or fear.
The child may talk about pain or discomfort between their legs.

Risk factors of FGM include:

- Low level of integration into UK society.
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PHSE
- Visiting female elder from the country of origin
- Being taken on holiday to the country of origin
- Talking about a special procedure to become a woman



Some of the following signs may be early indicators of - Recognising Extremism and Radicalisation

Showing sympathy for extremist causes.
Glorifying violence, especially to faiths and culture.
Making remarks or comments about being at extremist events or rallies outside of school.
Evidence of possessing illegal or extremist literature.
Advocating messages similar to illegal organisations or other extremist groups.
Out of character changes in dress, behaviour and peer relationships.
Secretive behaviour.
Online searches or sharing extremist messages or social profiles.
Intolerance of difference, including faith, culture, gender, race or sexuality.
Attempts to impose extremist views or practices on others.
Verbalising anti-Western or anti British Values.
Advocating violence towards others.

Taking Action

There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect/FGM/S

If a child is in immediate danger or is at risk, you should:

1. Refer to children’s social care and/or the police.
2. Be alert to signs of abuse and neglect
3. Question behaviours
4. Ask for help

Concerns about a child’s welfare can vary greatly in terms of their nature and seriousness, how they have been identified and over what duration they have arisen. If you have concerns about a child, you should ask for help.

Each has its own specific warning indicators, which you should be alert to. **Working Together to Safeguard Children (2018)** statutory guidance sets out full descriptions.

This is a revised policy statement about the signs to look in line with the revised document **‘What to do if you’re worried a child is being abused’ – Advice for practitioners March 2015.**

Expert and professional organisations provide up to date guidance and practical support on specific safeguarding issues. Information for schools and colleges can be found on the TES, MindEd and NSPCC websites.

School specific safeguarding advice and guidance can be found on the school’s safeguarding information page under the “information tab” on the main page.