

# **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, which places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

Taken from HM Government [“Working Together to Safeguard Children” July 2018 Chapter 2 Paragraph 1 \(pages 56, 57, 58 & 59\)](#)

Furthermore, [“Individual organisational responsibilities” Chapter 2 Paragraph 10 Page 59](#) outlines a number of named organisations and agencies where further safeguarding duties are also placed on individual organisations and agencies through other statutes.

[Paragraphs 11, 12 & 13 \(pages 59 & 60\)](#) are explicit for Schools, Colleges and other Educational Providers. It is noted that Early Years and Childcare are explicit and set within [Paragraph 14](#).

Furthermore [pages 59 & 60](#) and noted within [“Individual organisational responsibilities”](#) state the duties of [“Schools and colleges”](#) within the Section of 175 and 157 of the Education Act 2004 and noting [“Keeping Children Safe in Education” September 2018 \(KCSIE\)](#).

This policy also notes that [Chapter 3 page 73 “Multi-agency safeguarding arrangements”](#) makes explicit makes reference to schools [paragraphs 25, 26 & 27](#).

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 2018 at:  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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.)

These documents replace the previous Safeguarding Children and Safer Recruitment in Education Guidance (2006) and Dealing with Allegations of Abuse against Teachers and other Staff (2011) and all other previous related documents.

All of the above documents should be read together in conjunction with each other. The links provided above are current at September 2018.

**All documents can be found in the staff shared area/safeguarding/updated/gov safeguarding documents September 2018.**

### **Aims, Ethos and Purpose of Thomas Telford School**

The aim of the schools 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 July 2017.

#### **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"  
[http://www.telfordsafeguardingboard.org.uk/lscb/downloads/file/345/ofsted\\_inspecting\\_safeguarding\\_in\\_early\\_years\\_and\\_skills\\_setting](http://www.telfordsafeguardingboard.org.uk/lscb/downloads/file/345/ofsted_inspecting_safeguarding_in_early_years_and_skills_setting)

The protection of children is the responsibility of everyone. Primary responsibility for the care and protection of children rests with parents, but a range of services is available to help them in this task. Many referrals to agencies are made by parents seeking help for themselves. Relatives, friends and neighbours may also refer directly, or encourage families to seek help or alert statutory authorities regarding children about whom they are

concerned. All agencies with staff that are in direct contact with children and families must be involved.

The safety and protection of all children is of paramount importance to all those involved in Education. For avoidance of doubt the role of governing bodies is set out in “Keeping Children Safe in Education” September 2018 (KCSIE). This guidance coupled with “Working Together to Safeguard Children” July 2018 Chapter 2 and the areas identified above within the context, is the blueprint for all inter agency working and should be available and accessible to all those responsible for children’s welfare. This school policy reflects the “Keeping Children Safe in Education” guidance making it clear to Governing Bodies that all staff read at least part one and annex A of KCSIE and signed as such, although best practice would be for all staff to be acquainted with all five parts of KCSIE 2018. *We also acknowledge that Appendix A & C of KCSIE 2018 shall be referred to all circumstances where further support and advice is required by this school.*

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

### **Purpose**

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.

We believe that the School should provide a caring, positive safe and stimulating environment for students, where students’ moral, social and physical development is promoted and protected. We aim to create an environment where students feel comfortable and able to confide in a member of staff at the School.

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.

It is not surprising therefore that a child, if they have been abused, may confide or disclose to a teacher or another member of staff. For staff to interpret any concerns Thomas Telford School will assess each incident as it appears. It is important to note that the four defined categories of abuse are:

- **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 2018 page **14 &15** and within;

**“Safeguarding Information for all staff” September 2018 page 13 & 14 which précis Part 1 of KCSIE**

Where appropriate, this includes bullying which can fall into any of the defined categories.

The four categories can be viewed Part 1 'Keeping children Safe' September 2018/ p13-14 'What to do if you're worried a child is being abused' March 2015. For staff - this document can be accessed from the staff shared area/safeguarding/updated/gov safeguarding doc 2018.

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 2018 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.**

As a result of their day to day interaction with children, School staff are also in a unique position to notice any change in demeanour in a child such as being quieter than usual, clingy towards staff, changes in appearance, withdrawn or not wishing to go home at the end of the day. There may also be circumstances where staff notice injuries, marks or bruises when, for instance, children are taking part in Physical Education or Swimming which might indicate a child has been abused. 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 2018.

### **Ethos**

We recognise that all adults, including temporary staff, volunteers and Governors, have a full and active part to play in protecting our students from harm and that the child's welfare is our paramount concern. Children can develop a special and close relationship with members of staff within the School 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 i.e. being teachers, whole School staff, Governors, children and parents that play an active role regularly at the setting, outside agencies and providers and volunteers. The policies aim to provide clear guidance for all those working in the 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](http://www.telfordSafeguardingboard.org.uk)

[www.wolverhamptonsafeguarding.org.uk](http://www.wolverhamptonsafeguarding.org.uk)

Our policy will be published on our School website for all to view and reviewed annually.

However, if need be, it may be reviewed and refined before this yearly commitment so that it is flexible to change and current with new legislation. 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 referrals to children's social care and statutory assessments under the Children Act 1989. That may follow a referral (as identified on page 10 of KCSIE 2018), along with the role they might be expected to play in such assessments. Also staff will be made aware of the flowchart from KCSIE 2018 page 13 "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](http://www.telfordSafeguardingboard.org.uk) [www.wolverhamptonsafeguarding.org.uk](http://www.wolverhamptonsafeguarding.org.uk) and section 4 of 'Keeping Children Safe in Education' 2018 (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. In line with KCSIE a separate Code of Conduct has been integrated into Thomas Telford School's terms and conditions of employment.

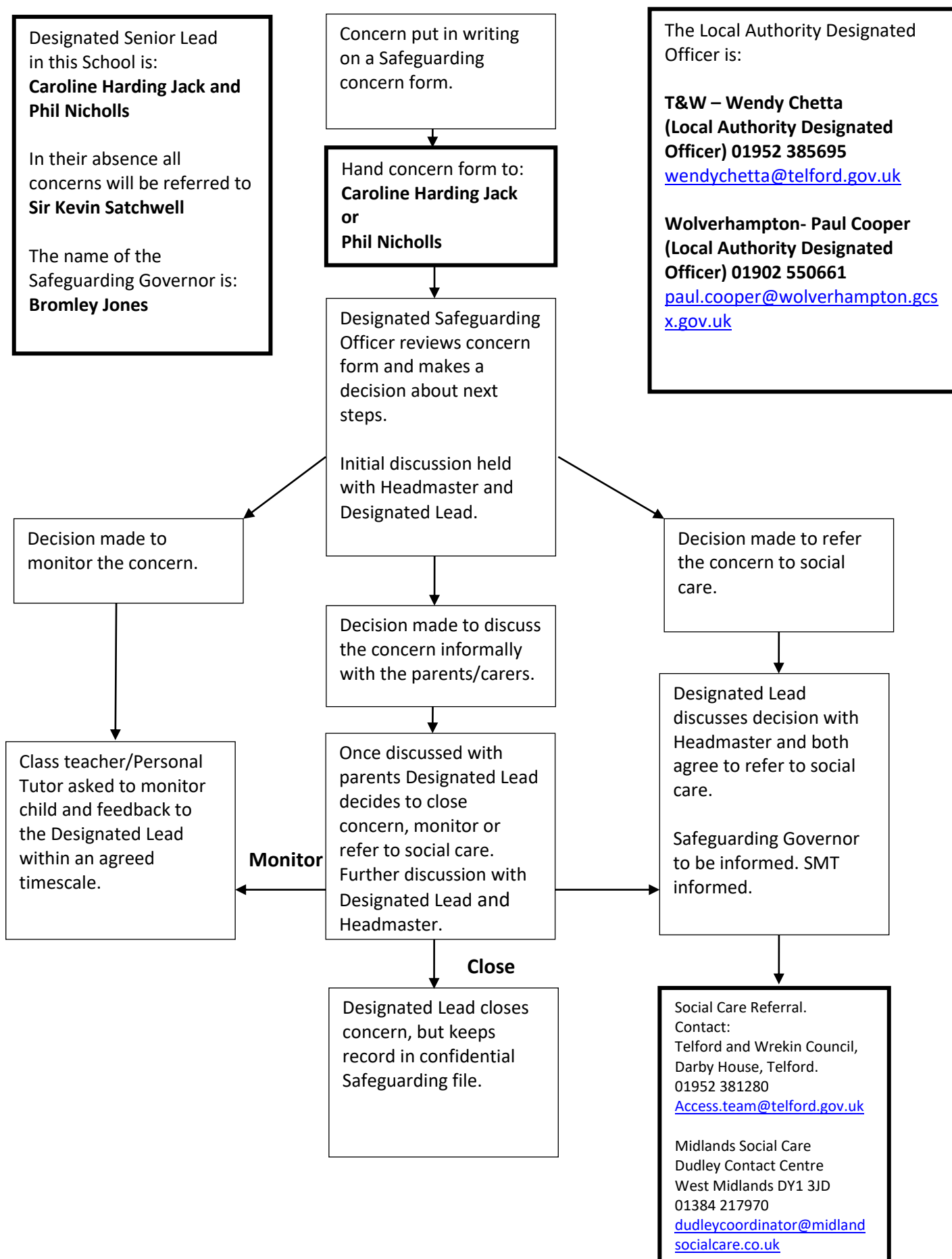
The document "[Guidance for safer working practice for those working with children and young people in educational settings](#)" produced by the Safer Recruitment Consortium (October 2015) provides guidance on the expected standards of all those who work with children. All those at Thomas Telford School will be made aware of its existence and this will work alongside the separate code of conduct mentioned above and any established Human Resources processes currently in place.

We will ensure that Thomas Telford School takes measures including:

- Mobile phones should not be accessed during contact time with 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 - 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 - 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 2018 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 2018. 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
- 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. The identity of the visitor is checked and a record is made in the visitors’ book. Visitors are given a safeguarding leaflet detailing procedures and suitably identified and badged. 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 Keeping Children Safe in Education (KCSIE) September 2018 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 2018 and Ofsted requirements.

### **The Designated Lead**

The Designated Leads for child protection are: **Caroline Harding - Jack and Phil Nicholls**, and in their absence any concern must be referred to the Headmaster, **Sir Kevin Satchwell** who will take appropriate advice.

### **Responsibilities**

Designated Safeguarding Leads (DSL) will keep themselves regularly updated through on line briefings, LA termly updates and training.

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. These staff will include full time, temporary and volunteer staff. The content will meet the requirements identified in ‘Training Resource for Working Together to Safeguard Children’.

All school staff will be given access to the Child Protection & Safeguarding Policy.

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](http://www.telfordSafeguardingboard.org.uk) and [www.wolverhamptonsafeguarding.org.uk](http://www.wolverhamptonsafeguarding.org.uk) where the SCB policies and procedures are on view. These are regularly reviewed and updated by the SCB.

The DSL will ensure that all members of staff have completed an induction to child protection and safeguarding systems within the School and satisfy themselves that that member of staff understands their responsibility for sharing a concern and with whom.

The DSL has direct referral links with the Social Care Safeguarding Team Helpdesk via the Family Connect Team 01952 385385 (Telford) and Wolverhampton Social Care team 01902 555392.

**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 Team via The Family Connect Team on 01952 385385 (Telford Team) or Social Care Team 01902 555392 (Wolverhampton Team).

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 four defined categories of abuse including bullying and harassment. (Part 1 'Keeping Children Safe' p13-14 'What to do if you're worried a child is being abused' March 2015.)

The DSL and CEOP Officer 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>

**All records are kept confidentially and securely** and are separate from student records, ensuring that an indication of child protection is marked on the students 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 safe guard 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**

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 **Caroline Harding - Jack and Phil Nicholls – Designated Safeguarding Leads.**)

**All Staff will be briefed as to who is the Designate Safeguarding Lead:**

- 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**. Caroline Harding - Jack, Phil Nicholls or Sir Kevin Satchwell, in their absence, can be contacted on 01952 200000 or via [chardingjack@ttsonline.net](mailto:chardingjack@ttsonline.net) [pnicholls@ttsonline.net](mailto:pnicholls@ttsonline.net) [ksatchwell@ttsonline.net](mailto: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:

<https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf> September 2015

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.

Provision to view the SCB (The Telford & Wrekin Safeguarding Children's Board and Wolverhampton Safeguarding Board) website [www.telfordSafeguardingboard.org.uk](http://www.telfordSafeguardingboard.org.uk) <https://www.wolverhamptonsafeguarding.org.uk/>

### **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>

### **Response in School**

#### **Reporting to the Designated Safeguarding Lead**

Any concern must be discussed with either **Caroline Harding - Jack** or **Phil Nicholls**, 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.

#### **Immediate Response to the Child**

It is vital that our actions do not abuse the child further or prejudice an investigation.

It is important to follow this guidance:

- 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 them that they have done absolutely the right thing by telling you
- 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”.

### Recording Information

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 Safe Guarding 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 Caroline Harding Jack/ Phil Nicholls's office's located next to the restaurant.

### **Support for Students**

Any child identified with extra vulnerability in their lives are prone to more peer group isolation than other children. They will be made aware of the school Pastoral/Counsellor's work and offered access to that or any other appropriate service if needed and offering that extra support if required. Especially vulnerable are the areas of Special Educational Need (SEN), Care Leavers, Children with a Disability, Children in Care and those experiencing any form of abuse.

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 PSHE 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 in Care (CIC) have access to the DSL Caroline Harding Jack 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.

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>



## **Managing Allegations against Staff - Staff- Disclosures and Allegations**

Staff (to whom a disclosure was made and who will be supporting the child and who might be attending strategy and case conferences) would be able to liaise with the DSL. The minimum number of people should be involved on 'a need to know' basis.

The staff not directly involved, they will be informed on a 'need to know' basis.

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. Support would be offered and Human Resources consulted appropriately.

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 sort 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.

Staff should be advised and given the opportunity to seek support from their Professional Association or Trade Union if an allegation has been made against them.

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

The process of managing allegations against those who work with children can be viewed on the SCB (Safeguarding Board) website: [www.telfordSafeguardingboard.org.uk](http://www.telfordSafeguardingboard.org.uk) Section 4.1 Managing Allegations against Adults who work with Children and Young People.

The School 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.

The school will in addition also work within and alongside all agencies relating to [Part 4 of KCSIE 2018 “Allegations of abuse made against teachers and other staff”](#)

We will liaise with our HR team to provide support to staff going through the disciplinary and LADO process. This will support referrers, investigators and those affected in any such dealings and gravity.

The SCB (Safeguarding Board) procedures allow for the Local Authority Designated Officer to be party and responsible for monitoring cases to conclusion.

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.

### **Confidentiality**

If abuse is suspected, information should be given directly to **Caroline Harding - Jack or Phil Nicholls** for Child Protection, in their absence, **Sir Kevin Satchwell** or another member of the Senior Leadership Team.

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.

If a child confides in a member of staff and requests that the information is kept secret, it is essential that the member of staff tells the child sensitively that they have a responsibility to refer cases of alleged abuse to the appropriate agencies for the welfare of that child.

Within that context, the child should, however, be reassured that this will be shared on a “need to know” basis. If conversations need to take place, confidentiality is paramount to the welfare of the student. These conversations will be held in appropriate settings and away from any general areas where confidentiality may be compromised.

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 ‘Keeping Young People Safe’ 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.

The School aims to help parents/carers understand that Thomas Telford School has a responsibility for the welfare of all children and has a duty to refer cases to Family Connect 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](http://www.ofsted.gov.uk) or contact can be made direct to Ofsted on; Helpline- concerns 0300 123 1231.

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.

### **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 **Caroline Harding - Jack or Phil Nicholls** 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.

### **Record Keeping by Designated Lead**

The policy for **record keeping is to chronologically record concerns in a confidential file.** This will including 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.**

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.

Access to these records is restricted to **Caroline Harding - Jack, Phil Nicholls and Sir Kevin Satchwell.**

Where children are transferring to other schools within and outside of the district we will follow the transfer guidance within the Workbook Guidelines. This includes any transfer to Further Education Colleges

All child protection records are clearly marked as such and are kept securely locked on the premises. Withdrawal 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.

In the absence of a national standards framework across the country for record keeping we have adopted guidance from Telford & Wrekin Safeguarding Board ["Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving" \(September 1<sup>st</sup> 2018\).](#)

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.

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

Upon releasing records the school will request ID Badges for release.

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 appropriate vetting and barring checks will be completed on staff involved.

### **When a Child Transfers to another School**

If a child is subject to a **Child Protection Plan** and is deemed at risk, the child's key worker within Social Care will be contacted by the DSL.

When a child changes School within the authority, all child protection records will be passed on to the Designated Person of the next educational setting by the Designated Person or Headmaster, or to Social Care within the authority if the child is transferring to another authority. The DSL if thought appropriate may wish to share relevant safeguarding information in advance of new children arriving if they need continuing support e.g. in response to sexual abuse. If the child is transferring/leaving to go another School within term time, a signed record in the form of a receipt will be obtained as acknowledgement that the transfer of files has taken place is required.

### **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 "Records Management Toolkit for Schools" Version 5 February 2016 guidance from the Information and Records Management Society and "Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving" TWSCB September 1<sup>st</sup> 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 (Ofsted September 2009).

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.

### **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 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)**

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.

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** that there has been police investigations surrounding CSE in Telford and Wrekin area 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 other 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 on 01952 385385/676500 or Wolverhampton Safeguarding Hub 01902 555392 and seek advice as to whether the incident follows a CATE (Children Abused through Exploitation – [tell-someone.org](http://tell-someone.org)) referral pathway. The concerns will be followed through sensitively and appropriately with fellow professionals.

### **Forced Marriage, Honour Based Violence (HBV) & Female Genital Mutilation (FGM)**

Where issues may be raised of Forced Marriage, Honour Based Violence or Female Genital Mutilation (FGM) whether by people within Thomas Telford School, the wider community, older or younger children, we will follow Government guidance; **“Handling cases of Forced Marriage” (multi agency practice guidelines) June 2009 (attached) \*\*“Female Genital Mutilation” (multi agency practice guidelines) HM Government 2014 pages 42-44 and Home Office “Mandatory reporting of female genital mutilation: procedural information” October 2015.** We will consult appropriately and sensitively, in a two way process, in line with national guidance, current, future and local procedure. Thomas Telford School recognises that FGM/HBV is against the law and can happen across all ranges of educational settings. Staff receive guidance on their statutory duty to report FGM if they become aware that a child (i.e. someone under the age of 18) is at risk or has undergone FGM through Thomas Telford School Child Protection Training programme.

[www.fgmelearning.co.uk](http://www.fgmelearning.co.uk)

Thomas Telford School will act in line with Section 47 of the Serious Crime Act 2015 that 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 and discuss any such cases with the designated safeguarding lead”.

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. Where staff are



concerned that a student might be at risk of HBV, they must contact the designated safeguarding lead, Phil Nicholls, as a matter of urgency. National and local protocols for multi-agency liaison with police and children's social care will be activated.

### **Potential victims of Modern Slavery and Child Human Trafficking**

Modern slavery, including child trafficking, is child abuse. If as a school we become aware or have suspicions that a child may have or is being exploited or trafficked, we will contact Family Connect 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. This school recognises 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. This may cover not only those trafficked for sexual exploitation but those trafficked as drug carriers internally in the UK.

### **Children Leaving School Premises Without Permission**

Thomas Telford School Behaviour Management Policy covers incidents where students leave the school without permission. If a student is no longer on school premises, parents/carers will be contacted in the first instance. If they are not at home or contactable the police will be informed that a student has left school and is at risk.

### **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.

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 intervention is 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 and the "Missing Children Process" January 2014 will be followed.

### **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. Students 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 students remain safe and well, but safeguarding concerns have been raised in some cases where so called "sofa surfing" has been evident. It is important that schools are alert to possible safeguarding issues, including the possibility that a student has been trafficked into the country.

This school also recognise that children whether through family difficulties or through their own choice could be at risk of becoming homeless. This schools recognises that we will refer and consult with relevant agencies to support any families/child or children in this situation.

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.

In the case of Homestay arrangements we will ensure that our school fall within the duties as set out in Annex E (pages 96-98) of KCSIE 2018.

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 Lead Caroline Harding - Jack or Phil Nicholls. They will then take the appropriate action and inform the Local Authority.

### **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.

### **Domestic Violence and Serious Harm**

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

### **Suicide Intervention**

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

The following useful link raises awareness of the subject;

<http://zerosuicidealliance.com/>

[http://www.petesdragons.org.uk/Bereavement\\_Support\\_2369.aspx](http://www.petesdragons.org.uk/Bereavement_Support_2369.aspx)

### **Children with Family Members in Prison and within the Court system**

This school will be 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 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 though our pastoral and counselling provisions.

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 2018 to support staff.

## **Sexual Violence and Sexual Harassment**

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. A summary of the document has now been included in 'Keeping Children Safe in Education (2018)' as part 5. Further information can be found at <https://safeguarding.pro/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges-dfe-2017/>. In relation to issues of this nature Thomas Telford School will follow guidelines set out in the behavioural policy.

This school will treat sexual violence and sexual harassment in line with any other child protection concern and refer onto relevant agencies as stated within our policy, [Sexual violence and sexual harassment between children in schools and colleges: advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads](#): May 2018

**Context** - Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, it may also include initiation/hazing they can occur online and offline (both physical and verbal) and are never acceptable. It is important in our setting that **all** victims are taken seriously and offered appropriate support in a non-judgemental way and on a case by case basis. Staff will act in the best interest of the child. In light of this this will consider;

- The wishes of the victim in terms of how they want to proceed.
- The nature of the alleged incident
- The ages of the children involved
- Any power imbalance between children
- Is the incident a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children, school and college staff
- Contextual safeguarding issues
- The rights of children to receive an education
- Established research suggests it is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. This school will have a whole school approach in;
- 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"; and

- Challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Research states that disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:
  - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - The potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs;
  - Communication barriers and difficulties overcoming these barriers.
  - Established research found that children who are Lesbian, Gay, Bi, or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

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 lead and their deputies where the above definition is clearly set out. Consultation will be sought through Family Connect 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 of Education document "Searching, screening and confiscation" January 2018.

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](http://www.thinkuknow.co.uk) & [www.virtualglobaltaskforce.com](http://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**

### **Youth Violence and Gang Activity**

“The vast majority of young people and educational establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.” **Taken from the Home Office “Preventing youth violence and gang involvement Practical advice for schools and colleges”** In light of this Thomas Telford School will embrace the Home Office document and follow this guidance which clearly sets out an understanding of the issue, seeking support, working with local partners, early intervention and legal powers for 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.

Furthermore, 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 grooming and exploiting children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Missing episodes are key to identifying potential involvement in county lines.

To this end we will ensure students must;

- Feel safe at Thomas Telford School all the time
- Understand very clearly what safe situations are; and
- Be highly aware of how to keep themselves and others safe

**Further information is available via:** [www.education.gov.uk](http://www.education.gov.uk) and [www.direct.gov.uk](http://www.direct.gov.uk)

## **Extremism, Radicalisation & the PREVENT Agenda**

The Counter- Terrorism and Security Act – 12th February 2015, places a duty on specific authorities, including LA's, education and other children's providers.

Schools are required to have regard to Keeping Children Safe in Education and are listed as partners in the Channel Panel having due regard to the need to prevent people from being drawn into terrorism ('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.

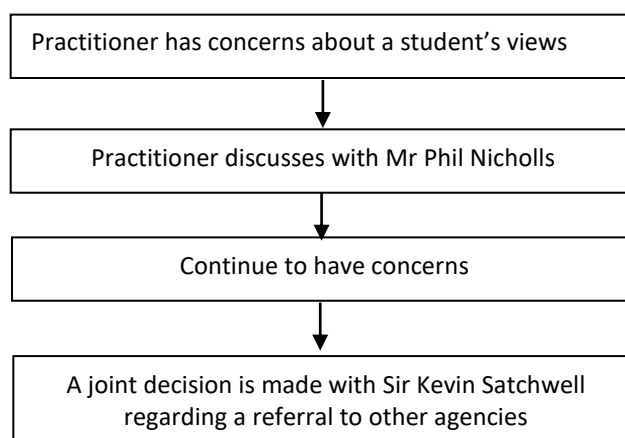
Staff will encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs or those of no faith. **We will treat extremism and radicalisation in the same way as any other child protection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

Every frontline member of Thomas Telford School staff has attended a **Workshop to Raise Awareness of Prevent (WRAP 3 Training)** as identified in the **PREVENT Duty Guidance 2015** and delivered by an approved WRAP 3 trainer.

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 those professional leads for Telford & Wrekin Council who are currently **Paul Fenn and 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](mailto: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.

### **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.

### **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. A record of all training is kept by the designated lead stating type of training and date received.

All new staff receive knowledge of how to access the SCB policies on induction and access to whole School training when held.

### **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 five year rolling programme agreed with Governors.

A member of SMT or Governor who will be 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.

## E Safety

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.

## 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.

## 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.

**All staff will be asked to sign to say they have read a copy of the Child Protection/Safe Guarding, E- Safety policies, part 1 and Annex A of 'Keeping Children Safe' September 2018. 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.*



## Appendix 1

### **Signs and Symptoms of Abuse and Neglect**

(Keeping Children Safe in Education (September 2018))

**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"><li>▪ Bruises or cuts;</li><li>▪ Burns or scalds; or</li><li>▪ Bite marks.</li></ul>

**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.

**County Lines**

County Lines County Lines is a serious issue where criminal gangs set up a drug dealing operation in a place outside their usual operating area. Gangs will move their drug dealing from cities to smaller towns in order to make more money. There has been issues where county lines operating are operating in Shropshire.

**Signs to look out for:**

- Students going missing from school or their home
- Are they travelling alone to places far away from home
- Do they suddenly have lots of money/lots of new clothes/new mobile phones
- Are they receiving much more calls or texts than usual
- Are they in a relationship with or hanging out with someone/people that are older and
- Do they have unexplained injuries
- Do they seem very reserved or seem like they have something to hide
- Do they seem scared
- Are they self-harming

Discuss concerns with the DSL or Children’s Safeguarding Board.

**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.