



Tuition, Medical and Behaviour Support Service Safeguarding and Child Protection Policy

Adopted:	January 2026 (Interim Review)
Next Review:	September 2026
Governing Committee:	27 November 2025
Responsibility:	James Pearson

Key Personnel

Role	Name	Contact details
Executive Headteacher	Greg Portman	portman.g@tmbss-shropshire.org.uk
Designated Safeguarding Lead (DSL)*/**	James Pearson	pearson.j@tmbss-shropshire.org.uk
Deputy DSL(s)*/**	Emma Spelman	spelman.e@tmbss-shropshire.org.uk
Deputy DSL	Jodie Prophet	prophet.j@tmbss-shropshire.org.uk
Designated Teacher	Nicola Pearson	pearson.n@tmbss-shropshire.org.uk
Mental Health Lead	James Pearson	Pearson.j@tmbss-shropshire.org.uk
Online Safety Co-Ordinator/Lead	Catherine Lyth	lyth.c@tmbss-shropshire.org.uk
Relationship Sex Health Education Lead	Chloe Davies	davies.c@tmbss-shropshire.org.uk
Chair of Governors*	Steve Lunt	lunt.s@tmbss-shropshire.org.uk
Safeguarding Governor	Steve Lunt	lunt.s@tmbss-shropshire.org.uk

*Out of hours contact details will be made available to staff

**Any changes to key personnel/holiday/emergency contacts will be shared with the appropriate agencies and Safeguarding Partnerships.

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Policy Scope and Aims

This policy applies to anyone working on behalf of TMBSS including senior leader and the governing body, staff, volunteers, contractors, agency staff and students.

The policy is publicly available on the school website (or on request from admin@tmbss-shropshire.org.uk) so that it can be accessible for our children; their families and anyone visiting and /or working with us.

The policy aims to meet the requirements as outlined in Part 2 Keeping Children Safe in Education 2025.

Safeguarding Statement

We believe that:

- All children have the right to protection from all types of abuse, neglect and exploitation and/or harm.
- Everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practice in a way that protects them.

This means that we will:

- Not tolerate the abuse, neglect or exploitation of children. This includes never accepting and always challenging or raising concerns about words or actions which downplay, justify, or promote abuse, neglect and exploitation and/or harm. This applies to anyone who is part of, comes into or works with our school.

- Be child centred ¹and ensure that we consider the best interests of children in everything that we do. This includes ensuring that we enable children's voices and experiences to be heard (using communication tools and advocacy if necessary); and that children are involved in and informed about the decisions being made about them.
- Ensure we provide a safe environment for children to learn, grow and develop and feel able to raise any concerns they may have for themselves or others.
- Look out for and respond promptly and appropriately to all identified concerns, incidents or allegations of abuse, neglect or exploitation, and/or harm of a child.
- Ensure no child or group of children are treated less favourably by us than others.
- Be aware of and take extra positive actions that may be needed to safeguard and promote the welfare of a child(ren) who we know are more vulnerable to experiencing abuse, neglect, exploitation, harm or discrimination.
- Work in partnership with our children, their parents, carers, and other agencies.

Key Terms

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children 2023 as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether this is within or outside of the home, including online.
- preventing impairment of children's mental and physical health or development,
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children; and
- taking action to enable all children to have the best outcomes²:

Child Protection is a part of safeguarding and promoting welfare. It refers to the specific activity that is undertaken to protect specific children who are suspected to be suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experiences its effects.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

There are a number of types of abuse and safeguarding issues that could increase the risk that a child could be abused. These are further defined and explained in Part 1, Part 5 and Annex B of Keeping Children Safe in Education 2024.

¹ See [Working Together to Safeguard Children: Chapter 1: A child centred approach](#)

² [Children's social care: national framework - GOV.UK \(www.gov.uk\)](#)

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent in either a paid or voluntary capacity. The exception to this term is Governors.

Governors refers to those who are part of the School’s Governing Body. This includes individuals who are at Trust or Charity governing body level as well as part of local school governance bodies.

Child includes everyone under the age of 18.

A **Parent** refers to birth parents and others who have parental responsibility (as defined by the Children’s Act 1989) or has care of a child.³

Legislation, Standards and Guidance

This policy is based on the following legislation, guidance, standards, and procedures:

Legislation	Statutory National Guidance/Standards	Local Procedures
<ul style="list-style-type: none"> • <u>Education Act 2002 Section 175 (maintained schools only)</u> • <u>Children Act 2004</u> 	<ul style="list-style-type: none"> • <u>Keeping Children Safe in Education</u> and any legislation or guidance (statutory/non-statutory) outlined or referenced within it. • <u>Working Together to Safeguard Children</u> and any legislation or guidance (statutory or non-statutory) outlined or referenced within it. 	<ul style="list-style-type: none"> • <u>West Midlands Safeguarding Children Procedures</u> • <u>Shropshire Safeguarding Community Partnership (SSCP) Childrens Threshold Document</u> • <u>Shropshire Safeguarding Community Partnership Allegations about staff/volunteers protocol</u> • <u>Shropshire Schools Operation Encompass Protocol</u>

Linked Policies

<ul style="list-style-type: none"> • Behaviour • Staff Code of Conduct • Whistleblowing • Health & Safety • Managing appropriate relationships with students • Managing low level staff concerns • Attendance • Curriculum • RSHE • Complaints • SEND • Remote Learning 	<ul style="list-style-type: none"> • Supporting students at school with medical conditions • Physical intervention • E Safety, including staff use of mobile phones/ devices with imagery and sharing capacity. • Safer Recruitment • Preventing Radicalisation • GDPR • Managing Harmful Sexualised Behaviour • Drugs and Alcohol • Disciplinary and grievance • Risk Assessments
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³ S576 Education Act 1996

Roles and Responsibilities

We follow the statutory guidance as set out in the latest Keeping Children Safe in Education (and associated documents and guidance); adhering to the roles and responsibilities and expectations identified for:

The Governing Body:

Have a strategic leadership responsibility for ensuring we take a whole school approach to safeguarding arrangements as outlined in this policy and that we comply with our duties under Legislation and Guidance. Part 2 Keeping Children Safe in Education outlines their key responsibilities.

The Safeguarding Governor is responsible for leading on the governance oversight of safeguarding arrangements; regularly meeting with the Designated Safeguarding Lead half-termly and reporting back to the Governing Body during termly subcommittee meetings.

The Chair of the Governing Body will liaise with the Local Authority in the event of an allegation of abuse made against the Executive Headteacher in line with Managing Staff Concerns.

All Governors will ensure:

- The school has a Designated Safeguarding Lead who has the appropriate status and authority to carry out duties of the post and is provided with the time, funding, resources, and support needed to carry out their role effectively.
- The school has safeguarding policies and procedures in place (as outlined in Part 2 Keeping Children Safe in Education) that are implemented effectively and comply with our duties under Legislation, Standards and Guidance at all times.
- All staff and governors are knowledgeable and confident in carrying out their safeguarding duties in line with Professional development and support.
- That the effectiveness and implementation of safeguarding arrangements are robustly overseen by the Governing Body by half termly meetings with the Designated Safeguarding Lead, termly safeguarding subcommittee meetings and termly full governors' meetings

Executive Headteacher:

Is responsible (with the lead support of the Designated Safeguarding Lead) for ensuring safeguarding arrangements are implemented effectively in school.

This includes:

- Having the overarching responsibility of ensuring the effectiveness of our school safeguarding arrangements as outlined in this policy.
- Being accountable and reporting to the Governing Body (with the support of the Designated Safeguarding Lead) on the effectiveness of school safeguarding arrangements.
- Supporting and promoting a whole school safeguarding culture and ethos as outlined in our Safeguarding Statement. This includes ensuring that the Senior Leadership Team work effectively together and with the Designated Safeguarding Lead, to ensure a whole school approach to safeguarding.
- Take the lead role in Ensuring Safe Practice; including ensuring staff are knowledgeable and confident in their safeguarding practice; including making sure that their practice is in line with national and local requirements. The Executive Headteacher is also the lead person responsible for receiving, managing, and referring to/liasing with the Local Authority Designated Officer (with the support of the Designated Safeguarding Lead) or any other authorities regarding allegations of abuse made against staff or other organisations/individual who use school premises.
- Enabling the Designated Safeguarding Lead and any deputy(ies) to carry out their roles effectively. This means ensuring they are given sufficient time, training, support, resources, including cover arrangements where necessary.

- Ensuring that all school policies including safeguarding policies and procedures and those required to be in place, are implemented and followed by all staff.
- Ensuring that school policies relating to site safety and health and safety guidance and relevant legislation are in place, implemented and followed by all staff.

The Designated Safeguarding Lead (DSL):

Takes the lead responsibility for safeguarding and child protection in our school. Annex C Keeping Children Safe in Education 2024 outlines their key responsibilities. Our Deputy Designated Safeguarding Lead(s) (hereafter referred to as DDSL) support the Designated Safeguarding Lead in the discharge of their responsibilities.

Responsibilities include:

- Ensuring that the school has a child protection policy in place as required by Keeping Children Safe in Education, that is implemented and followed by all staff.
- Being available to deal with safeguarding and child protection during school hours. James Pearson, Emma Spelman and Jodie Prophet are available at allocated times during the school holidays and are available between the hours of 8am and 5pm Monday to Friday. If concerns are raised outside of these hours, contact can be made to the LA First Point of Contact out of hours duty team on 0345 678 9100
- Acting as the point of contact with whom to raise safeguarding concerns within (including those raised by the school filtering and monitoring system) and to our school.
- Supporting the Executive Headteacher to Ensure Safe Practice in school.
- Managing safeguarding referrals to the Local Authority; Police and any other statutory authorities or multi-agency risk management arrangements (see Designated Safeguarding Lead Response).
- Working closely with the Governing Body, Executive Headteacher and relevant senior leadership team members to ensure a whole school safeguarding culture and ethos as outlined in our Safeguarding Statement and the implementation of effective safeguarding arrangements, as outlined in this policy.
- Acting as the point of contact to and proactively engaging with the Shropshire Safeguarding Community Partnership arrangements as outlined in Working in Partnership.
- Ensuring children and parents are aware of how and encouraged to raise safeguarding concerns and how they will be responded to as outlined in Working in Partnership.
- Act as a source of support, advice, and expertise to all staff; including ensuring that there is ongoing promotion and awareness of safeguarding and children protection in school.
- Ensuring the effective management and oversight of safeguarding information as outlined in Record Keeping and Information Security.
- Maintaining and access Professional development and support.

All staff (including students and volunteers):

Are expected to work in line with our Safeguarding Statement and adhere to the policies, processes and systems that support safeguarding as outlined in this policy. This specifically includes:

- Accessing and maintaining Professional development and support to ensure they remain knowledgeable and confident in their safeguarding practice.
- Recognise, Respond and Report Staff Safeguarding Concerns
- Engaging in Safe Practice. This includes raising concerns (however small) about individual behaviour or practices or cultures in schools that compromise the safety of children as outlined in Ensuring safe staff.
- Teaching our children how to keep safe

Professional development and support

To ensure all our staff and governors are knowledgeable and confident in keeping children safe in our school; they will complete the professional development activities as outlined below.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s) provide all staff with ongoing safeguarding support, advice, and expertise.

Staff safeguarding knowledge and competence is overseen as part of the staff induction, appraisal, and performance processes in school.

Weekly bulletins are sent out to all staff and governors. Half Termly bitesize training is delivered to all staff and governors.

Twilight sessions are delivered to all staff and governors on specific safeguarding areas.

The Designated Safeguarding Lead (and deputy/deputies) receive regular support from the Executive Headteacher during weekly safeguarding meetings and during the appraisal process.

TMBSS operates an open-door policy where managers (not necessarily a line manager) are available to discuss staff concerns. Specialised supervision can be made available if staff require additional support.

We monitor professional development activities and maintain a central professional development record.

All Staff (including volunteers)

Activity	Frequency
Receive information on school safeguarding arrangements and procedures as outlined in KCSiE 2025 (Part 1: page 8-9, paragraph 11).	Induction or when arrangements/procedures are updated.
Read <u>Keeping Children Safe in Education</u> (KCSiE): <ul style="list-style-type: none"> • All Staff: Part 1; Part 5 and Annex B. • Senior Leadership Team: Entire document • Staff who do not work directly with children: Annex A 	Induction then annually (in Autumn Term) or when updated.
Complete Safeguarding Awareness Training to enable staff to <u>recognise, respond to and report safeguarding (including online safety and child-on-child abuse) concerns</u>	Induction and then every 2 years
Teaching staff only: Complete FGM training appropriate to role (<i>see Local Authority Safeguarding in Education Training Statement at: <u>Early Years and Schools Training and Consultancies Shropshire Learning Gateway</u></i>) *All staff complete this training as part of ongoing CPD	Induction and then every 2 years
Complete Prevent Awareness Training appropriate to role)	Induction and every 2 years.
Complete Cyber Security Training)	Induction and then annually
Receive regular national and local safeguarding updates (including those relating to online safety).	Weekly Newsletters and updates, half termly bitesize training and regular locality updates

Designated Safeguarding Leads (including any deputies)

Activity (in addition to all staff above)	Frequency
Complete Schools Designated Safeguarding Lead Training to a standard as outlined in KCSiE Annex C	On induction in role and then every 2 years
Read <u>Keeping Children Safe in Education</u> in its entirety.	Induction into role then annually (in Autumn Term) or when updated.
Maintain knowledge and development relating to the role of DSL	As required, but at least annually
Complete Prevent Training appropriate to role	On induction in role and then every 2 years

All Governors

Activity	Frequency
Complete Governor Safeguarding Training to equip them with the knowledge to carry out their strategic <u>Roles and Responsibilities</u> .	Induction and then every 3 years.
Read <u>Keeping Children Safe in Education</u> <ul style="list-style-type: none"> • All Governors: Part 1; Part 2 and Annex B. • Chair & Safeguarding Link Governors: Entire document 	Induction into role then annually (in Autumn Term) or when updated).
Complete Cyber Security Training	Induction and then annually
Complete Prevent Awareness Training appropriate to role	Induction and every 2 years.

Staff/Governors involved in recruitment of staff (including administration)

Activity (in addition to other relevant above)	Frequency
Read Part 3: <u>Keeping Children Safe in Education</u>	Induction into role then annually (in Autumn Term) or when updated.
Complete appropriate safer recruitment training (that is in alignment with Part 3 KCSiE)	Induction and every 3 years (or when KCSiE Part 3 is updated)

Ensuring Safe Practice

Safer recruitment

We adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities in our setting. All staff/governors involved in recruitment complete additional safer recruitment training; as outlined in Professional development and support. Our recruitment procedures are outlined in TMBSS Safer Recruitment Policy and are in alignment with Keeping Children Safe in Education 2025: Part 3.

As part of our recruitment and selection processes; we ensure that our commitment to safeguarding and promoting the welfare of children is evident to candidates throughout each stage of the process; with any candidate who is not suitable to work with children being deterred and identified at the earliest point. This policy is included in the application information for candidates. We also ensure that all applicants complete a robust application form. We seek suitable references and carry out online social media checks prior to interview; as well as ensure that there is a focus on the candidate's knowledge and competency in safeguarding practice as part of the interview processes.

In accordance with Keeping Children Safe in Education 2025: Part 3; we maintain a record of information we have received to confirm the necessary pre-appointment safer recruitment checks are completed on staff (including volunteers, supply staff and students); Governors; contractors; and

visitors who attend our school in a professional capacity. We complete the checks on staff, volunteers, and Governors who we recruit ourselves.

For those who are recruited by others; we ensure that we receive written confirmation of the relevant checks completed and check their identification before they are allowed to work unsupervised or engage in regulated activity with children.

Where we do not have all the necessary information or there are gaps in the information; we have robust risk assessment processes in place to ensure that anyone who does not meet the required standards of pre-appointment checks or suitability does not work unsupervised or engage in regulated activity with children. We reserve the right to refuse access to the school site any person who we are not assured is safe to work or engage in regulated activity with children.

On appointment; staff (including volunteers) receive a robust induction programme which provides them with the relevant safeguarding knowledge but also clarity on the expected standards of behaviour within and outside of school. Please see Professional development and support.

If any safeguarding concerns of allegations arise relating to a member of staff, Governor or other person working on our school premises; staff are expected to act in line with Ensuring safe staff and Staff Safeguarding Concerns: Recognise, Respond, Report.

Contractors

TMBSS uses Shropshire Council to provide external contractors to complete work at our settings. They are vetted and checked by Shropshire Council.

Visitors

We have procedures for recording the details and confirming the identity of visitors, including prospective candidates. We ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to children.

Staff greet visitors and ask who they are visiting. ID is checked and visitors are asked to sign the visitor's book and read the Visitor Code of Conduct. Visitors are accompanied to the meeting room and are not left alone at any point during their visit.

[See Annex E: Visitor Code of Conduct](#)

Educate Against Hate advice on hosting external speakers

All visitors to our school are expected to act in accordance with our Safeguarding Statement.

When external speakers or visitors attend our school premises we conduct due diligence checks to ensure that their views and delivery of material continues to ensure our school is a safe place. This continues to ensure we are Teaching our children how to keep safe; as well as promoting fundamental British Values and community cohesion (please also see Preventing Radicalisation).

Work experience

We have processes in place to ensure that individuals or companies who provide work experience placements for our children have appropriate safeguarding policies and procedures in place. We ensure that any adults who are supervising children on work experience have the appropriate checks carried out as required by "Keeping Children Safe in Education 2024: Part 4: Adults who supervise children on work experience".

If a child's work experience placement is in a "specified place" where regulated activity is carried out (such as an education or childcare setting); we will work with the provider to ensure that the appropriate checks and/or risk assessments are carried out.

Explain how children and their parents are prepared for their work experience placements so that they are made aware of what behaviour is expected of the child and the adults supervising them; as well as how and who to raise any concerns to.

Ensuring safe staff

Managing allegations (including low level concerns)

We promote an open and transparent culture in which all concerns about the behaviour or conduct of any adults working in, at or on behalf the school are dealt with appropriately.

There are two levels of allegations / concerns:

1. Allegations that may meet the harm threshold.

Circumstances where a someone working within the school has or may have:

- behaved in a way that have harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that they would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes any behaviour that may have occurred outside of the school that could pose a transferable risk.

Allegations that someone that working in, at or on behalf the school has met the harm threshold should be immediately referred to the Executive Headteacher in person. Staff may be required to provide a written statement at the request of the Executive Headteacher.

If the allegation relates to the Executive Headteacher; this should be immediately verbally reported to the Chair of Governors.

If there is any conflict of interest or immediate risk of harm to a child or; then the person with the concern must ensure Immediate safety and contact the Local Authority Designated Officer in accordance with Shropshire Safeguarding Community Partnership Managing Allegations Procedures.

In most cases; the Executive Headteacher or Senior DSL (or the Chair of Governors, if the allegation relates to the Executive Head) will lead on managing allegations; with the support of the Human Resources Department. They will ensure that Part 4 Keeping Children Safe in Education 2025 and Shropshire Safeguarding Community Partnership Managing Allegations Procedures are applied. Any allegations that meet the above criteria will be referred to the Local Authority Designated Officer within 1 working day and we will follow their advice and guidance.

It is essential that any allegations of abuse against a member of staff are dealt with quickly, in a fairly and consistent way to effectively safeguard all those involved.

We also have a duty of care towards our staff, and we will provide a named contact for the staff member.

If necessary, we will adhere to our legal reporting duties (such as referring to the Disclosure and Barring Service or Teaching Regulation Agency) as employers as outlined in Part 3 Keeping Children Safe in Education if the criteria for such reporting is met.

2. Allegations/concerns that do not meet the harms threshold (Low level concerns).

The term low level does not mean that these concerns are insignificant. A low-level concern is when staff or volunteer may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Our staff code of conduct outlines examples of what could be considered a low-level concern;
- Does not meet the harm threshold at point 1 above.

Low level concerns should be reported in person to the DSL to embed our culture of openness and transparency.

To ensure that our school's values and expected behaviours are lived, monitored, and reinforced by all staff.

The DSL will gather as much information as possible and notify the Executive Headteacher.

The Executive Headteacher will decide the outcome of all low-level concerns (in consultation with the Designated Safeguarding Lead if necessary) raised in line with managing low level concerns located in the staff handbook. Consideration will be given to whether there is a pattern of behaviour by the individual; or if there is a wider school culture issue and if policies need to be revised, or if all staff guidance or additional staff training is required.

Whistle Blowing

Whistleblowing is the mechanism by which staff can raise concerns about poor or unsafe practice, wrongdoing and/or potential failures in the school's arrangements in good faith without fear of repercussions. All staff have a duty to raise concerns about malpractice or wrongdoing where this is impacting on the safety and welfare of children

If staff have such concerns; these should be raised to DSL or Executive Headteacher – please refer to TMBSS Whistleblowing Policy.

If staff feel unable to raise concerns with the school directly; they can contact [NSPCC Whistleblowing Advice Line](#). NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends.

- The email address is: help@nspcc.org.uk.
- Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted provides guidance on how to make complaints about a childcare and education providers: [Complaints procedure - Ofsted - GOV.UK](#)
- General guidance on whistleblowing can be found via: [Whistleblowing for employees: What is a whistleblower - GOV.UK](#)

Record Keeping and Information Security

We have a legal duty to act in line with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). We have data protection processes in place to ensure that we keep and process (manage) personal information about children, their families; staff and others safely and lawfully. This includes:

- Securely manage electronically held information in line with [Meeting digital and technology standards in schools and colleges](#)
- Manage requests for access to personal information we hold (known as subject access requests).

Details of our processes and how to request access to personal information we hold are outlined in TMBSS GDPR Policy.

Storage and management of safeguarding information (child protection files)

Safeguarding concerns and responses for individual children are kept in a child protection file. Child Protection files are stored individually for each child and are separate to a child's main student file.

The Designated Safeguarding Lead is responsible for ensuring the quality, maintenance, and management of child protection files; as well as using the system to monitor themes and patterns of concern to inform and continue to improve the whole school approach to safeguarding.

TMBSS uses an electronic system called CPOMS to record concerns and hold documents.

TMBSS occasionally receive physical child protection files. These are securely stored in a cabinet. A weekly database is completed listing safeguarding concerns, including ongoing cases. This is reviewed weekly and further actions are identified.

Sharing safeguarding information with others

We are proactive in sharing information with each other and others who are working with our children and their families as early as possible; so that children can receive the help and support they need; respond to any safeguarding concerns and where possible prevent abuse, neglect, and exploitation, and/or harm.

Staff are expected to share information with one another as part of their work in school about the needs and risks of children on a need-to know basis in line with our Safeguarding Statement so that we keep children safe and promote their welfare. They are not permitted to share information with friends, family, or anyone in the local community outside of their work.

Sharing information with other organisations

Staff should be familiar with and use Information sharing advice for safeguarding practitioners. As part of our work in partnership with parents and children; consent to share their information with others outside of school should always be sought from a child and their parent(s) unless it is not safe to do so.

This includes where seeking consent would:

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

If a parent or child does not consent to information being shared, the law does not prevent the sharing of information if sharing is necessary for the purpose of keeping a child safe and promoting their welfare. Therefore; staff must make parents and children aware that information may still be shared with other organisations if necessary to help keep their child safe or promote their welfare or if there is another legal basis to do so.

Decisions to share safeguarding information with other organisations will be overseen by the Designated Safeguarding Lead (please also refer to Designated Safeguarding Lead Response). The Designated Safeguarding Lead will keep detailed, accurate, secure written records of all concerns, discussions and decisions made including rationale for those decisions. This should include instances where referrals have or have not been made to another agency. At TMBSS, this information is normally kept using the CPOMs system.

Transfer of child protection files and other safeguarding information

When a child leaves for a new education setting; the Designated Safeguarding Lead will arrange for the child protection file (and any additional information to help the new setting to help safeguard and promote the child's welfare) to be transferred to the new setting no later than within 5 working days of an in-term transfer or within 5 days from the start of the new term. Where the move is planned; the Designated Safeguarding Lead will consider sharing information in advance of the child leaving to help with the child's transition and to enable any help and support they may need. We will use the [Shropshire Transition in Education Guidance \(safeguarding children at educational transition points\) | Shropshire Learning Gateway](#) to guide our practice approach. This is shared separately to any child's main file and confirmation of receipt of the files should be gained Please see [Appendix C: File Transfer Record and Receipt](#) .

If a child is absent from education or Electively Home Educated; we share relevant information with the Local Authority as required by law (please also see [Children potentially at greater risk of harm](#)). If the child leaves our setting and does not move to a new education setting; we transfer their child protection file (and any additional information as necessary) to the relevant Local Authority that they reside in line with the local protocol.

Working in Partnership

As is outlined in our [Safeguarding Statement](#); and in order to ensure all children in our school are effectively safeguarded and their welfare is promoted; we will work in partnership with our children, their parents and other agencies/partnerships as follows:

Children

Our children are [taught how to keep safe](#); including how and when to share or report to us any worries or concerns they may have about their safety and wellbeing or that of others. We encourage children to share and report worries and concerns by:

- Speaking to any staff member that they feel comfortable talking to
- Being allowed to share concerns during 1:1 mentoring
- Being encouraged to write down concerns if they are not comfortable in verbalising them.
- Sharing concerns during the School Council Meetings

Staff are expected to build trusted relationships with and work in the best interests of children in line with our [Safeguarding Statement](#); and recognise, respond and report [Staff Safeguarding Concerns](#).

We also actively seek children's views of safety in school. This takes place during safeguarding monitoring visits, school council meetings and during 1:1 mentoring sessions

Parents

We recognise the importance of working together with and supporting parents to safeguard and promote the welfare of their children.⁴ This includes:

- Communicating to parents how we keep children safe in our school (including online). This policy is made available to all parents during the initial home visit. If parents want to raise concerns or complaints about how we keep their children safe; they can do this using our Complaints Policy which is available on our website. We also actively seek parent views of safety in school during review meetings
- Encouraging parents to share and report worries and concerns about the safety and welfare of their child(ren) or any other children. We do this by building a positive, open and transparent relationship, which allows difficult conversations to take place. Staff are expected to respond to any parents who raises worries or concerns to them either about their child(ren) or others in line with [Staff Safeguarding Concerns: Recognise, Respond, Report](#) .
- The Designated Safeguarding Lead will ensure that we work with parents to offer and enable support for children and their families; taking action to safeguard and promote their welfare

⁴ Outlined in [Working Together to Safeguard Children Chapter 1: Principles for working with parents and carers](#)

(see Designated Safeguarding Lead Response) in line with the local arrangements in the area that they live.

- Ensuring that parents are made aware of how to raise safeguarding concerns or criminal behaviour themselves to the Local Authority and/or Enforcement Agencies. We do this by sending regular safeguarding updates and having frequent dialogue between staff and parents.
- Providing parents with regular information, guidance and external support available to them by sending regular updates via e mail or in print, sending termly Newsletters and updating the TMBSS blog.

Other agencies/partnerships

As we operate in Shropshire; we engage and co-operate with our local safeguarding arrangements. Our local safeguarding partnership is the Shropshire Safeguarding Community Partnership (SSCP). We engage and co-operate by:

- Ensuring we effectively safeguard and promote the welfare of children living in Shropshire in line with Working together to safeguard children and the Shropshire Safeguarding Community Partnership local criteria for action and assessment; as outlined in the SSCP Threshold Document. Where children do not live in Shropshire but attend our school; we will work in line with the relevant local arrangements in their home area.
- Ensuring we work with other agencies and comply with other pieces of relevant statutory guidance in safeguarding Children potentially at greater risk of harm.
- Supplying information and co-operating in multi-agency forum/meetings, audit or learning reviews as requested by the safeguarding partners.
- Working closely with Shropshire Council Learning and Skills Services and other Shropshire Council Services/partnerships to ensure we are providing high quality education and support to children in Shropshire.
- Participating in the local Operation Encompass Protocol; an arrangement where police notify schools when a child who attends their school may have been subject or witness to police-attended incidents of domestic abuse. This enables us to provide appropriate emotional or practical support to a child/ren who may have been witness to and victim of domestic abuse. All new parents/carers are given a letter in the induction pack, informing them of our participation in Operation Encompass School Operation Encompass – Shropshire Learning Gateway (shropshirelg.net).

Teaching our children how to keep safe.

We recognise that educating our children in how to keep themselves and others safe both online and in face-to-face situation plays a crucial role in safeguarding them. We have a clear set of values and standards that provide opportunities for children to learn how to keep themselves and others safe; that are demonstrated and reinforced throughout school life and underpinned through:

- Safeguarding Statement
- Behaviour Policy (available on TMBSS Website)
- Preventing Radicalisation
- Our approach to Online Safety
- Our Personal Social Health and Education and Computing curriculum and policies including our RSHE Policy (available on the TMBSS website). Our RSHE programme is compliant with Relationships and sex education (RSE) and health education - GOV.UK Our RSHE programme is developed to be fully inclusive of all ages and stages of development and consideration of children's needs including Children potentially at greater risk of harm; and addresses issues as outlined Keeping Children Safe in Education 2024; Part 2: Opportunities to teach safeguarding.

The DSL, PSHE Lead, Mental Health Lead and other key members of the Senior Leadership Team (such as computing, Mental Health and SENDCo) will work collaboratively to ensure that this is implemented; and being responsive to any safeguarding themes or patterns of concern that arise in school.

Online Safety

The use of information and communication technology (ICT); is a vital part of the everyday functioning of and life in school. We also recognise the important role ICT plays in the lives of our children and their families.

Whilst there are many benefits and strengths in using ICT; there are also a number of risks to children's welfare and safety in school when using internet enabled technology; as outlined in the following categories:

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We adopt a whole school approach to online safety which aims to safeguard and educate our children and their families, staff, visitors and our school in our use and management of ICT (including the use of camera enabled; mobile and personal devices and the ICT systems we have in place). Our E Safety policy outlines our approach and can be found on the TMBSS website.

Where there are online safety concerns involving identified children (including child-on-child abuse); we will follow Staff Safeguarding Concerns: Recognise, Respond, Report and Designated Safeguarding Lead Safeguarding Response.

Any school cyber security incidents will be reported to Action Fraud (National Fraud and Cyber Crime Reporting Centre) and, if there is a data breach this will be reported in line with our Data Protection Processes to the Information Commissioners Office. Please also see Record Keeping and Information Security.

Where children are being asked to learn online at home, we follow advice from the Department of Education; Safeguarding and remote education. Our approach to remote learning is outlined in our Remote Learning Policy.

We review our online safety arrangements annually to ensure that we meet the Keeping Children Safe in Education 2025 online safety standards (including the digital standards for filtering and monitoring and cyber security). Any risks arising from our reviews are clearly recorded as part of our school evaluation and improvement action planning processes. These are reported to and overseen by our Governing Body.

All Staff, senior leaders and Governors are appropriately trained (see Professional Development and Supervision) to enable them to ensure effective online safety arrangements. We will respond to online safety incidents which indicate safeguarding concerns in line with the Staff Safeguarding Concerns: Recognise, Respond, Report and Designated Safeguarding Lead Response sections of this policy.

Preventing Radicalisation

The Prevent Duty for England and Wales (2023) under section 26 of the Counterterrorism and Security Act 2015; places a duty on schools and registered childcare providers to have due regard to the need to prevent people from being radicalised into terrorism.

We have a Prevent policy in place which explains how we fulfil our duty.

We regularly review our adherence to the Prevent Duty. Any actions arising from our assessment are included in our school evaluation and improvement action planning processes. These are reported to and overseen by our Governing Body.

All Staff, senior leaders and Governors are appropriately trained (see Professional Development and Supervision) to enable them to ensure that all children, particularly those who may be susceptible to radicalisation are effectively safeguarded. We respond to children who are identified as being susceptible to radicalisation in line with the Staff Safeguarding Concerns: Recognise, Respond, Report and Designated Safeguarding Lead Response sections of this policy.

Children potentially at greater risk of harm

We recognise that whilst all children should be protected, some groups of children, are potentially at risk of greater harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups. Where a child falls into multiple groups above; this potentially further increases their vulnerability.

Children who need a social worker (Child in Need and Child Protection Plans).

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or complex family circumstances. A child's experiences of adversity and/or trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

- TMBSS work collaboratively with other agencies to ensure the best outcomes for a child. We attend all statutory meetings with social care and other multi agencies.
- We accommodate meetings at school where possible.
- Staff access multi agency training and participate in partnership meetings.
- TMBSS staff attend as many safeguarding meetings as possible and report back to relevant staff
- TMBSS staff attend locality and other multi agency meetings and share back to staff
- TMBSS staff attend West Mercia Police organised crime meetings and share relevant information back to staff
- TMBSS facilitate meetings within the school premises
- TMBSS support parents in accessing online meetings if they are unable to from their home

Looked After Children and previously looked after children.

The most common reason for children becoming looked after is as a result of abuse and/or neglect; as well as/or other significant complexities or adversity in their and their family's life.

At TMBSS, we ensure that appropriate staff members have access to the information they need in relation to a child's looked after legal status, contact and care arrangements. TMBSS has an appointed designated teacher who works with the local authority to promote the educational achievement of registered pupils who are looked after in line with Statutory guidance - Designated teacher for looked-after and previously looked-after children.

Children who attend Offsite Alternative provision

Children placed in Alternative Provision (AP) often have complex needs and may be more vulnerable to harm. When a school commissions AP, it retains responsibility for the child's safety and welfare and must ensure the provider can meet the child's needs.

Our school/setting supports this by ensuring safeguarding arrangements at any Alternative Provision that we commission are effective and compliant with Keeping children safe in education (Part 2) and Alternative Provision Department for Education.

We do this by;

- TMBSS Careers guidance Manager attends each provision termly to carry out safeguarding checks.
- Each provision signs a "Staff Competence" declaration ensuring safer recruitment has taken place.
- Each provision is provided with TMBSS's safeguarding procedure and TMBSS's safeguarding leaflet, which outlines expectations around safeguarding, who to contact in case of an incident, smoking and mobile phone use.
- Each provision is provided with a behaviour procedure, outlining how to de-escalate situation and who to report concerns to.
- We obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff. See Appendix A: Alternative Provision Quality Assurance Checklist and Alternative Provision statutory guidance.

Children who are absent from or are not in receipt of full-time education

All children aged 5-16 are legally entitled to a full-time education, suitable to any special education need. Education is essential for children's progress, wellbeing and wider development and being in school is a protective factor against wider harms, including exploitation.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect (including Educational Neglect) or child exploitation; as well as other needs. Our response to persistently absent pupils and children who are absent from education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

- TMBSS follow strict procedures when managing attendance – Please see TMBSS Attendance policy on the website
- If a child has an unauthorised absence the centre administrator will contact home. If contact has not been made by the end of the day, a letter will be sent home, and a home visit will be planned which will be determined by the RAG rating
- If a child has a social worker or family support worker, they will be notified of the absence
- If contact is still not able to be made, the Education Welfare Officer will be contacted.
- Pupil are RAG rated upon arrival into TMBSS. Safe and well checks will be carried out by TMBSS staff based on the rag rating:
 - Red – check the next day
 - Amber – check on day 2
 - Green – check on day 3

We have policies in place; that are in line with associated statutory guidance and Shropshire Council Education Access Service Local Processes including:

- Attendance Policy

Children who are Electively Home Educated.

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. When a parent notifies us that they wish to deregister their child to electively home educate them, we will immediately notify the local authority.

TMBSS will contact the Local Authority EHE officer, to discuss the student and complete the necessary documentation to transfer them onto the EHE register if appropriate.

TMBSS will share any safeguarding information and if appropriate, reasons why EHE may not be in the students' best interests.

TMBSS will be led by the Local Authority EHE guidance and practice.

TMBSS will update any external agencies on a potential move to EHE.

Children who have experienced multiple suspensions and are at risk of, or have been permanently excluded

It is important that children in our school know and understand how we expect them to behave and we ensure that our school is a safe place where all children feel safe and are able to learn. Serious, harmful and/or repeated behaviour by children will always be responded to. Such behaviour can be a sign or indicator that a child has an unmet need or could indicate that they are at risk of or are experiencing/have experienced abuse, neglect, exploitation or some other form of adverse experience⁵ in their life.

Our Behaviour Policy outlines the expected standards of behaviour for our children; as well as how the school will support and respond to children with additional needs (including Special Educational Needs and Disabilities), or whose needs or circumstances might affect their behaviour. Where a child's behaviour also indicates a safeguarding concern; staff will adhere to Staff Safeguarding Concerns: Recognise, Respond, Report.

Suspension and/or permanent exclusion is always a last resort for TMBSS and the service prides itself on managing and de-escalating situation before the point of suspension.

Children requiring Mental Health Support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Children who have mental health needs will often need early help or support to avoid their safety and welfare being compromised. If there are concerns that a child's mental health needs may place them at risk of harm (for example concerns about suicidal ideation or attempts, self-harm, eating disorders etc); then staff will adhere to Staff Safeguarding Concerns: Recognise, Respond, Report

TMBSS :

- Identify and refer students to appropriate agency support such as Bee U
- Share information with external agencies
- Complete wellbeing baselines and questionnaires with Students
- Students have access to Health, Wellbeing and fitness, where healthy lifestyles are promoted both physically and emotionally.

Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk).

⁵ See [Understanding trauma and adversity | Resources | YoungMinds](#) for further information.

Children with Special Education Needs Disabilities or other health issues.

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

We recognise that additional barriers can exist when recognising abuse and neglect in this group of children (e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration.

TMBSS work closely with the LA SEN Team, as per the SEND code of practice and The SEND local offer | Shropshire Council and Education for children with health needs who cannot attend school -. This ensure that the needs of the child are forefront in any decision making.

Children who are lesbian, gay, bisexual or gender questioning⁶

The fact that a child or a young person may be lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm. However, children in these groups can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, bisexual or gender questioning can be just as vulnerable as children who are.

TMBSS is committed to the provision of PSHE to all if its students. Our programme aims to respond to the diversity of children's cultures, faiths, family backgrounds and sexual and gender orientation. The PSHE programme offers students the opportunity to develop and clarify the attitudes and values in relation to gender roles, stereotyping and to the concepts of masculinity and femininity.

The programme seeks to counteract assumptions in society, e.g. passivity of females, women as 'homemakers', men as breadwinners, men as aggressors. It looks to the need for students to build self-esteem and develop decision-making skills.

Open debate is encouraged by means of a friendly and caring environment.

All students have equal access to all aspects of the curriculum that is relevant to their individual needs. Equal time and provision is allocated for all groups.

TMBSS believes that PSHE and RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic and Transphobic bullying is dealt with strongly yet sensitively.

Child-on-Child Abuse

As set out in our Safeguarding Statement; we will not tolerate the abuse of children. This includes where children abuse other children (child-on-child abuse) or use words or actions which downplay or could (if not responded to) lead to abuse.

We want to ensure that no child-on-child abuse takes place in our school. However, we understand that we cannot just rely on children telling us that they are experiencing abuse from other children. Staff should understand that even if there are no reports in school, this does not mean child-on-child abuse is not happening. Staff will be made aware of the signs and indicators of child-on-child abuse as part of their Professional Development and Supervision; which do not just rely upon children telling someone. Staff are expected to follow our Appendix B: Child-on-Child Abuse Procedures

The school monitors patterns of child-on-child incidents including those involving abuse, to ensure that we are aware of and able to minimise and respond to any emerging themes or patterns of

⁶ Gender questioning is the term used in line with Keeping Children Safe in Education 2024: Part 2: Children potentially at greater risk of harm. It describes children and young people who are in the process of understanding their gender identity ([Cass Review: 2024:19](#))

behaviours. This helps us to continue to prevent, identify and respond to child-on-child abuse as outlined at the beginning of this section. This monitoring and our responses to it are reported to and overseen by our Governing Body.

Staff Safeguarding Concerns: Principles of Safeguarding

TMBSS follow the Principles of Safeguarding Procedure

- Dare to Share – who needs to know?
- Act in the best interest of the young person
- Record locally – think nationally
- Next Steps
- Prevention

Any child in any family could become a victim of abuse, neglect or exploitation, and/or harm. Abuse and safeguarding issues are complex; and can often involve a child experiencing multiple issues or types of abuse.

Staff should always maintain the attitude that abuse “could happen here”. Staff should be particularly alert to Children potentially at greater risk of harm and vigilant in identifying the signs and indicators which could indicate a concern that a child is being or could be at risk of abuse.

As well as maintaining their Professional development and accessing support; staff can remind themselves of the signs and indicators of abuse and safeguarding issues by referring to: Keeping Children Safe in Education 2024: Part 1 and Annex B. and SSCP - Contacts and Definitions.

Signs and indicators of concern may be evident in spaces and places where children spend time (including when online). They may be present in the child or others around them (including adults or children); in their:

- Appearance
- Behaviour
- Communication

Signs and indicators can be recognised by staff through:

Concerns shared directly by a child: Staff *must not rely* on children telling them they are experiencing abuse, neglect or exploitation, and/or harm. Children may not recognise; feel ready; know how to or be able to communicate concerns or worries. Staff must therefore act in accordance with our Safeguarding Statement; work in partnership and use professional curiosity and skills in developing trusted and supportive relationships in their everyday work with children.

Observations: In person or online (including online behaviour in school) of a child or someone else (for example a parent, someone working or visiting the school).

Concerns shared by others: either verbally or in written communications. This could be parents; other children; other staff members or other adults who may be working in or with the school or individual children.

Other systems we have in place: For example online filtering and monitoring or information from other agencies through working in partnership etc.

There will be occasions where there are signs and indicators of concern but not enough evidence to indicate that the child is at risk of or experiencing abuse. Signs and indicators could be present for a variety of reasons as well as abuse (for example other family circumstances; health or learning needs); and may act as an early sign for the need for early help and support. In such circumstances; staff are still expected to respond in line with this policy.

Ensure the immediate safety of the child potentially at risk. If there is **immediate danger**; take action as necessary to protect the child, others and yourself (including contacting emergency services on 999 and [refer child protection concerns](#))

Apply other relevant policies/procedures (e.g. behaviour; first aid; attendance, staff code of conduct and/or [Appendix B: Child-on-Child Abuse Procedures](#) as applicable).

Seek views/gather relevant information (if safe to do so).

Remember: Listen (don't investigate), reassure (don't promise) and explain you will be reporting the concerns.

Immediate safety

If a child is in **immediate danger**; staff must take individual action as necessary to keep the child, others, and themselves safe. They must:

- Contact emergency services if someone is in immediate danger (999).
- If necessary; refer child protection concerns themselves (follow [Multi-agency Referral: Reporting concerns \(MARF\)](#))
- Work in line with our Behaviour Policy and [Use of reasonable force in schools](#) guidance.
- Report any allegations of harm by adults in a position of trust or unsafe practices in school in line with the [Ensuring safe staff](#).

Other relevant policies/processes

Staff may need to follow other school safeguarding policies/processes (see [Linked Policies](#)) as applicable along with responding in line with this policy. All staff will immediately consider how best to support and protect the child and any other children who may be at risk or involved; ensuring they act in their best interests. Where there are concerns of child-on-child abuse; [Appendix B: Child-on-Child Abuse Procedures](#) should be referred to.

Injuries

We request parents notify us of any accidents or injuries to their child before attending school. We will make a written record of the notification along with any injuries the child may have. Should a child receive any injuries during school time; staff will follow our accident reporting and first aid procedures.

We use body maps to record information about physical injuries to a child as part of our accident/behaviour/first aid safeguarding concern reporting processes

Seek views and gather information from the child and others.

Where safeguarding concerns are identified; staff should (where it is safe to do so) always seek the views of and directly from:

- Children (where appropriate and depending on the circumstances and their role with children);
- any other people involved in school (only on a need-to-inform/know basis for the purposes of gathering information for the purposes of safeguarding: see [Record Keeping and Information Security](#))
- Their parents (if necessary and depending on the circumstances and their role).

Any uncertainty about seeking views should be discussed with the Designated Safeguarding Lead.

Seeking views from the child/parents means asking them what they think using open questions (What? How? etc) and if they want any help or support. Staff should listen, reassure, and explain that concerns will be reported. Staff should avoid making assumptions, judgments or investigating. Please also refer to When concerns are directly shared by a child.

Views should always be sought unless it is not safe to do so. This includes where seeking views would:

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

If needs for help and support are identified; parents and children should always be asked for their consent to share information with other organisations so that help and support can be provided to them. If consent is not given; staff should follow guidance in the Recording Keeping and Information Security: Sharing safeguarding information with others section.

Any uncertainty about seeking views should be discussed with the Designated Safeguarding Lead. Decisions to share safeguarding concerns with other organisations without consent will be reported to and overseen by the Designated Safeguarding Lead.

If a child is non-verbal or not able to explain their views themselves due to their age, level of development or needs; then staff should pay attention to how the child may be expressing their views and feelings through their behaviour and use communication tools to help the child share their views.

TMBSS use a range of methods to encourage children to express their views and feelings. This includes ELSA trained staff offering 1:1 support and Lego Therapy.

When concerns are directly shared by a child

Children are more likely to share their experiences and feelings with someone they know and feel comfortable talking to.

When children share the details of or feelings about abuse; the process of sharing can sometimes take time. Children may not share in full or give staff (and sometimes not the same staff member) pieces of information over time. When they do share, this may not always be verbally or directly; but the child may share in their Appearance, Behaviour or other forms of communication (see Recognise section).

It takes a lot of courage for a child to share that they feel unsafe or are experiencing abuse, neglect or exploitation, and/or harm. There are many reasons why children do not share their experiences (for example, uncertainty, shame, experiences of discrimination, fear, denial or a lack of understanding or ability to recognise and explain their experience).

When children are sharing their concerns; staff should:

- **Listen to the child.** Please refer to this NSPCC poster.
- **Remain calm:** the child may stop sharing if they feel the staff member is upset or shocked by what the child is telling them.
- **Explain it can't be a secret.** Staff must explain to the child that what they share has to be passed on and to who so that you can help them. Think about when to do this to make sure the child feels safe and can continue to trust you and other staff.

- **Reassure** and offer comfort to the child (physical touch should not be automatically offered as comfort); recognise their feelings and their courage in sharing their experience. Never deny or minimise what the child is telling you or reprimand them if they decide not to share or for not telling you before.
- **Seek the child's views**: use questions or communication tools that help the child to share from their own point of view. Gather information: do not investigate or assume what is happening to the child.
- **Explain** what will happen next. If you don't know everything that is going to be done, tell the child that you will make sure that they are kept informed.
- **Report and record** the conversation immediately as outlined in the [Reporting concerns](#) section.
- **Seek support** if you feel distressed, Staff can talk to any member of SLT, your Line Manager or other trusted staff member

Report in person to the Designated Safeguarding Lead as soon as possible.

Record your concerns, decisions, actions and outcomes on the safeguarding recording system.

If concerned about a member of staff or someone else in the school; report in line with [Ensuring safe staff](#).

Report to Designated Safeguarding Lead

All safeguarding concerns must be Reported to the Designated Safeguarding Lead as soon as they are recognised and after the initial response to the child and others. Staff are expected to verbally report their concerns to the Designated Safeguarding Lead/or Deputy Safeguarding Lead, alongside a written CPOMs entry.

Where concerns involve an allegation of harm or a low-level concern about someone working in or at the school; staff must follow [Ensuring safe staff](#).

Record concerns

All safeguarding concerns must be recorded by the staff member in writing onto the CPOMs Database as an incident. In addition, staff must discuss the concern with their DDSL. Staff must use the "body map" on CPOMs to record any physical injuries. If the report is then made to COMPASS, the correct Multi Agency Referral Form (MARF) must be used and saved onto CPOMs as a PDF File - [Compass Multi-Agency Referral Form](#).

Each safeguarding report must include a headline, action, and context.

Each safeguarding concern record should include:

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

If staff are unsure of the recording requirements staff should seek advice from the Designated Safeguarding Lead.

Staff will also receive regular updates and training on using CPOMs.

Designated Safeguarding Lead Response

Safeguarding concerns can be [raised by staff](#) as above; but may also be raised to the Designated Safeguarding Lead by:

- Children, parents, or visitors to the school.
- Other agencies (see Working in Partnership)
- The school's ICT filtering and monitoring systems.
- Cpoms Notifications

The Designated Safeguarding Lead will:

Consider and assess the concern.

Review the information reported; gather any further information as necessary; including conducting a risk and needs assessment if necessary. The Designated Safeguarding Lead will use and refer to the following:

- Working Together to Safeguard Children 2023 (particularly Chapters 1 and 3)
- Keeping Children Safe in Education 2025
- SSCP Threshold Document
- Other relevant local tools and pathways (West Midlands Procedures)
- If applicable Appendix B: Child-on-Child Abuse Procedures
- If applicable Understanding and identifying radicalisation risk in your education setting
- *Record on CPOMS*
- When to Call the Police Guidance for Schools

Decide on what action to take.

Once the concern has been considered and assessed; the Designated Safeguarding Lead will decide on action(s) to be taken. They may wish to delegate actions to other members of staff; in the best interests of the child. The DSL will assist the Executive Headteacher with decisions to adhere to Ensuring safe staff in school.

In making decisions; the Designated Safeguarding Lead will work in partnership with the Executive Headteacher; relevant staff/senior leadership team in line with their Roles and Responsibilities and any other organisations as appropriate (see Working in Partnership and Record Keeping and Information Security).

Actions could include one or more of the below:

Manage internally: in alignment with school policies and processes including offering support to the child and their family through the school pastoral support (Universal/School Early Help) offer in a way which addresses the needs/risks identified. This may also include actions to make locations/infrastructure in school (including online) safer; adapt the curriculum to ensure we are Teaching our children how to keep safe. ; or Working in Partnership .

- **Offer Early Help/Targeted Early Help.** This could include offering and/or referring the child or their family enhanced or specialist support services to address the needs/risks identified in line with the SSCP Thresholds document and locally available provision. Any referrals for support will require parental consent and will take account of children's wishes and feelings.
- **Raise concerns to Children's Social Care** in line with the SSCP Thresholds document and relevant local tools and pathways.
- **Report to the Police.** If there are any concerns that a crime (including online) may have been committed by someone against or involving a child; concerns will be reported to the Police.

Where there is possible criminal behaviour by a child (including in circumstances of child-on-child abuse); we will take account of When to call the police: guidance for schools and colleges.

Other local referral processes will also be followed as applicable: including referring to relevant multi-agency forums and processes as outlined in relevant local tools and pathways

(e.g. to Prevent Radicalisation; ensure Online Safety; respond to domestic abuse: Multi-Agency Risk Assessment Conference).

Record actions, decisions, and outcomes.

On the child protection file and in line with Record Keeping and Information Security . This will include assessments and discussions (including meeting notes/minutes) of discussions and meetings with staff or others (see Working in Partnership). The Designated Safeguarding Lead will keep detailed, accurate, written, electronic records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency.

Manage and oversee any ongoing response.

Safeguarding information will be recorded on the weekly database and discussed in the weekly safeguarding meeting. Any further steps will be discussed and actioned. It will be decided if there is an ongoing need to actively monitor or manage the safeguarding needs of a child. In this case, the child will be discussed weekly at the safeguarding meeting.

The SSCP Escalation/Resolution of Professional Disagreements Policy will be used to challenge, resolve and if necessary escalate any concerns the school may have when working with other agencies in safeguarding children.

Appendix A: AP Safeguarding Checks



Tuition, Medical and Behaviour Support Service

Safeguarding Checks – Contractors / Additional Provision

Name of Provision:

Address:

Contact Name:

Name of Designated Safeguarding Lead (DSL):

Contact Details of DSL:

Name of Document/Procedure/Certificate	Copy Taken/ Evidenced
Evidence of training for DSL	

Names of Staff working with students / DBS Numbers:

Full Name	DBS Number	Renewal Date

Safeguarding Documents/Procedures/Certificates Evidenced

Name of Document/Procedure	Copy Taken/ Evidenced
Safeguarding Policy	
Child Protection Policy	

Risk Assessments Evidenced

Name of Risk Assessment for Activities Being Completed by Pupils	Copy Taken

Other Risk Assessments	Copy Taken

First Aid Checks

Name of Check	Copy Taken	Notes
First Aid Certificate		
Recording system for accidents		
Evidence of First Aid Kit		

Fire Safety Checks

Name of Check	Copy Taken	Notes
Fire Safety Policy		
Fire Exits	N/A	
Fire Extinguishing Equipment	N/A	

Is there a clear pupil induction procedure regarding health & safety, fire evacuation and first aid:

Y/N

.....
.....
.....

Health & Safety:

Name of Document	Copy Taken
Health & Safety Policy	
Public Liability Insurance	
Alone Working Policy (If working alone with pupil)	

Discussion:

- **Discuss TMBSS behaviour expectations and procedures: Y/N**

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- Discuss an attendance procedure for when pupils fail to attend: **Y/N**

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.....

- Discuss and check that pupils have adequate access to resources: **Y/N**

.....
.....
.....
.....

- Discuss procedures in place for regular reviews of pupil's progress: **Y/N**

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.....

- Explain that pupils will be given three targets to help them show progression and achievement. We will check progress termly: **Y/N**
- Have the TMBSS safeguarding & behaviour de-escalation procedures been discussed and a leaflet provided: **Y/N**

By signing below, you are agreeing that all information on the Safeguarding Check document is correct. You agree that you have read the TMBSS safeguarding and behaviour de-escalation leaflet; and agree with our safeguarding and behaviour de-escalation expectations.

Name:

Signature:

Role within organisation:

Date:

Autumn Term 2024 Check		
Spring Term 2025 Check		
Summer Term 2025 Check		

Appendix B: Child-on-Child Abuse Procedures

Harmful Sexual Behaviour in School Resources | SWGfL. Addressing child-on-child abuse: a resource for schools and colleges (farrer.co.uk)

We aim to prevent, identify, and respond to child-on-child abuse at the earliest opportunity by:

- Expecting all staff and Governors in our school to ensure they are adhering to and promoting the commitments we make in our Safeguarding Statement.
- Ensuring staff are aware of and respond to signs and indicators of child-on-child abuse. This includes ensuring that our Designated Safeguarding Lead and other relevant staff have completed training in how to assess and respond to child-on-child abuse. For further detail; please refer to Professional Development and Support.
- Being clear how we expect our children to behave towards one another. Our Behaviour Policy outlines these expectations; how the school will support our children to understand and fulfil them; and how we will prevent and respond to behaviour which falls below our expected standards (including all forms of bullying). Where behaviour also indicates child-on-child abuse; staff will adhere to the processes outlined in this section.
- Ensuring we are Teaching our children how to keep safe.
- Making sure that children who experience or are at risk of experiencing abuse from other children are identified, feel supported and safeguarded from further harm.
- Making sure that children who have caused or are identified as being at risk of being abusive in their behaviour towards other children are identified, supported and safeguarded from engaging in further harmful behaviour.
- Making sure that we are taking positive action to ensure that Children who are more vulnerable to child-on-child abuse are not disproportionately impacted by child-on-child abuse in our school.

What is child-on-child abuse?

Child-on-child abuse:

- Is when a child or group of children inflicts harm or fails to act to prevent harm to another child.
- Actions that cause harm can be a single serious incident or a pattern of incidents.
- Harm caused to a child can be physical, emotional and/or psychological; and can include witnessing the ill treatment of others.
- Can happen both inside and outside of school; at home or someone else's home; in public spaces and online. In the school context; we know that child-on-child abuse can take place in spaces and at times of the school day where children are less likely to be supervised. We also know that where child-on-child abuse is taking place outside of school (including online) this abuse can also continue and have an impact on a child when they are at school.
- Can be defined in different ways, including:
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- A child may experience one or multiple types of child-on-child abuse at the same time.

Children who are more vulnerable to child-on-child abuse

Please read this alongside [Children potentially at greater risk of harm.](#)

Children who are perceived to be different to others can be particularly vulnerable to child-on-child abuse. When children are abused by other children; there is more often than not a misuse of power or privilege by the child(ren) causing harm. This can have a significant impact on the emotional development and mental wellbeing of the child who is being harmed; and lead them to feel isolated, unsafe, and traumatised.

Children who harm others may have additional or complex needs. Harmful behaviour by children can also be a sign or indicator that a child has an unmet need or could indicate that they themselves are at risk of or are experiencing/have experienced abuse or neglect or some other form of adverse experience⁷ in their life. Children who harm other children may have power or privilege over a child(ren) they are causing harm to but can also be powerless or vulnerable in other part of their lives.

Child-on-child abuse is harmful to all children involved.

Evidence⁸ indicates that children from particular groups are more vulnerable to child-on-child abuse.

This includes children who:

- Have special education needs and/or disabilities and/or health issues.
- Have already been and/or are experiencing abuse or some other kind of adversity or trauma. This includes children who are looked after or who have a social worker due to safeguarding concerns.
- Are eligible for free school meals. Socio economic inequality can increase incidents of bullying.
- Are from Black, Asian and/or other minoritized ethnic communities (including travelling communities and children for whom English is an additional Language). These children are more likely to be the target of hate-related behaviour/crime. They are less likely to be identified as children who are being harmed and more likely to be over identified as children who are a risk of causing harm. This is known as adultification bias⁹.
- Are Lesbian Gay, Bi-Sexual; Gender Questioning. These children are more likely to be the target of bullying and/or hate-related behaviour/crime and harmful sexual behaviour and abuse.
- Are female. Girls are more vulnerable to harmful sexual behaviour and abuse in intimate personal relationships.
- Are male. Boys and are more vulnerable to experiencing bullying; particularly that which is physical in nature (including being forced to carry out initiation or other acts which humiliate or degrade: known as hazing).

Where a child has several differences and would fall into multiple groups above; this further increases their vulnerability.

When is child-on-child behaviour considered abusive?

We recognise the importance of distinguishing between behaviour that is developmentally appropriate, problematic, or harmful. Harmful behaviour is abusive. It can also (but not always) include physical abuse.

In considering whether behaviour is abusive; staff should consider:

- **The impact on the child(ren) affected by the behaviour:** Any behaviour that is likely to have an impact on a child's physical and emotional health and development should be considered potentially harmful. The greater the impact of the behaviour on the child's health and development; the greater level of harm caused to them.

⁷ See [Understanding trauma and adversity | Resources | YoungMinds](#) for further information.

⁸ Evidence sources:

- [Keeping Children Safe in Education 2024; Part 2: Children potentially at greater risk of harm.](#)
- [Prevalence of bullying \(anti-bullyingalliance.org.uk\).](#)
- [Safeguarding d/Deaf and disabled children | NSPCC Learning;](#)
- [Safeguarding children from Black, Asian and minoritised ethnic communities | NSPCC Learning;](#)
- [Safeguarding LGBTQ+ children and young people | NSPCC Learning;](#)
- [Spotlight #3: Young people and domestic abuse | Safelives.](#)
- [Addressing child-on-child abuse: a resource for schools and colleges \(farrer.co.uk\)](#)

⁹ [Adultification bias within child protection and safeguarding \(justiceinspectorates.gov.uk\)](#)

The needs and circumstances of the child who is identified as being potentially harmed should always be considered. This should also include ensuring that their wishes and feelings are sought and recognised in considering the impact upon them.

Even where children do not/are not able to express their wishes and feelings; staff should also pay attention to other potential signs/indicators of abuse (please refer further to [Staff Safeguarding Concerns: Recognise, Respond, Report](#))

Children raising child-on-child concerns either for themselves or others will be taken seriously and never be given an impression they are creating a problem.

- **The behaviour of the child(ren) who is/are causing harm:** It is important to consider the behaviour of children on a continuum; taking account of their age and level of development; as well as any other needs or circumstances that may influence their behaviour (for example a child who is causing harm to other children could be an indication that they have unmet needs; or may be a sign or indicator that they are experiencing abuse, or are experiencing some other adverse experience which is having an impact upon them).

Features of abusive behaviour¹⁰ can include:

- A pattern of similar behaviour (this can include lower-level problematic behaviours that have occurred over time that have begun to increase in frequency or seriousness)
- A misuse of power over the child who is being harmed. (please also see children who are more vulnerable above).
- Victimisation of the child who is being harmed. This could also include circumstances where the child causing harm is supported or joined by other children.
- Intrusive behaviour; not considering or enabling the child being harmed to freely agree and/or consent to the behaviour.
- An element of control; coercion and/or force.
- Physical/sexual violence (this does not always have to be present; but where it is so would heighten the level of concern).
- Evidence that a child is actively seeking, planning or getting enjoyment or pleasure from causing harm would also heighten concern.

Our response to child-on-child abuse

In most instances, we will use our Behaviour policy to manage the conduct of children towards each other. However, where behaviour is considered abusive or indicates safeguarding concerns; then staff will also need to raise such concerns to the Designated Safeguarding Lead in line with the [Staff Safeguarding Concerns: Recognise, Respond, Report](#) section.

In responding to any concern of child-on-child abuse; we will take account of:

- Part 5 Keeping Children Safe in Education 2024.
- [Use of reasonable force in schools](#)
- [Searching, screening and confiscation at school](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [When to call the police: guidance for schools and colleges.](#)

¹⁰ Adapted from Hackett Continuum as described in [Understanding sexualised behaviour in children | NSPCC Learning](#). When drawing on Hackett's continuum, in order to assess the seriousness of other (i.e. non Harmful Sexual Behaviour) alleged behaviour, it should be borne in mind that there are some aspects of Hackett's continuum which may not of course be relevant or appropriate to consider (see [Farrer and Co \(2022\) page 35-36](#))

Risk and needs assessment.

All staff will immediately consider how best to support and protect **all children involved** in child-on-child abuse incidents; ensuring they act in their best interests.

We may deem it necessary to complete a formally recorded risk and needs assessment for all children involved in child-on-child abuse incidents. The decision to complete a formal risk assessment will be taken by the Designated Safeguarding Lead. This formal assessment will always take place where there is evidence of violent or abusive behaviour.

The purpose of the risk and needs assessment is to safeguard **all children involved** (including children who may not be at the school, such as siblings) and will clearly outline the strategies to be put in place to mitigate risk and address any identified needs.

The risk and needs assessment will be completed; taking account of information from all key staff (and relevant involved professionals) working with the children, as well as their parents/carers. It will also include the views and feelings of the children; where this is safe and appropriate to do so.

The risk assessment will be shared with all staff and relevant involved professionals who work with the children; as well as parents and carers. It will respond to any changes in behaviour and will be regularly updated and evaluated to assess impact.

Brook Traffic Light Tool In circumstances where children are displaying sexual behaviour towards other children that raises concern; our Designated Safeguarding Lead is trained in and will use the Brook Traffic Light Tool to inform the risk and needs assessment.

Our template risk and needs assessment can be found in TMBSS Managing Harmful Sexualised Behaviour Policy

Response

The parents/carers of **all involved children** will be notified of and involved in our response. We will only share the details of other children to parents/carers who do not have parental responsibility for them where we have consent to do so or where a decision has been taken to share to enable them to effectively safeguard their child (please also refer to Record Keeping and Information Security) The risk and needs assessment will inform the response taken. The following responses will be considered; (more than one response can be considered):

- **Manage internally** in alignment with our Behaviour Policy and pastoral support offer in a way which addresses the needs/risks identified. Any sanctions imposed on the child causing harm will be proportionately balanced with any other responses (such as police involvement) and take accounts of risks and needs; as well as the ongoing impact on/risk to the child who has been harmed or others. This may also include actions to make locations/school infrastructure (including online) safer; adapt our curriculum to ensure we are Teaching our children how to keep safe; or Working in Partnership.
- **Offer Early Help/Targeted Early Help**. This could include offering and/or referring **any child involved** to enhanced or specialist support services to address the needs/risks identified in line with the SSCP Thresholds document and locally available provision. Any referrals for support will require parental consent and will take account of children's wishes and feelings.
- **Raise concerns to Children's Social Care** in line with the SSCP Thresholds document.
- **Report to the Police**. We will take account of When to call the police: guidance for schools and colleges.

Recording and monitoring

All child-on- child abuse concerns and responses will be recorded and stored on the child protection files of all involved children (Please refer to [Record Keeping and Information Security](#)). Child-on-child incidents that do not indicate abuse or raise safeguarding concerns are recorded in line with our Behaviour Policy on TMBSS Website.

Appendix C: File Transfer Record and Receipt

You may wish to add your school/college/setting logo on to this proforma.

PART 1: To be completed by sending / transferring setting, school or college.

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL/SETTING SENDING CP FILE:	
ADDRESS OF SCHOOL/SETTING SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving setting, school or college.

NAME OF SCHOOL/SETTING RECEIVING FILE:	
ADDRESS OF SCHOOL/SETTING RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving School: Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.

Appendix D; Role of the Designated Safeguarding Lead

Role of the designated safeguarding lead.

Governing bodies and proprietors should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and/or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead, to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

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

Working with others

The designated safeguarding lead is expected to:

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

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records **should** include:

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

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

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO) or the named person with oversight for SEND in colleges, are aware as required.

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

Raising awareness

The designated safeguarding lead should:

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

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

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

- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

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

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

Understanding the views of children

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

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

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Appendix E: Visitor Code of Conduct

..... Centre
Tuition, Medical & Behaviour Support Service (TMBSS)
Code of Conduct for Visitors

Visitors to the Centre are requested to read and understand the following rules and regulations:

- You must show appropriate identity to the Centre Administrator, who will initial the appropriate column in the 'Visitors' book once they are satisfied with your identity and will issue you with a Visitor badge, which you must wear at all times during your visit.
- Signing in confirms that you have read this Code of Conduct. **Only sign in after you have read this.**
- Value and respect different racial origins, religions, cultures and language and do not promote your own political or religious beliefs.
- Use appropriate language and behaviour with children.
- If you feel in any way uncomfortable about the behaviour of a young person please discuss this with the teacher and staff present.
- Only use staff toilets and rooms.
- No photographs may be taken at any time without the consent of the Executive Headteacher.
- Mobile phones must not be used in any part of the Centre or grounds apart from in the designated area (**see Centre Administrator**).
- Respect the need for confidentiality. Any issues observed, discussed, or overheard that refer to children, their families or staff should not be discussed out of the Centre
- Do not smoke on the Centre premises.
- Should you have any concerns regarding the safety or welfare of any child, you **MUST** inform the Designated Lead for Child Protection (see Centre Administrator).
- In the event of first aid being required please contact a trained member of staff (see Centre Administrator).
- In the event of the fire alarm sounding you must leave the building in an orderly manner and follow instructions given by staff members.
- A copy of the TMBSS Whistleblowing Policy is available within the Centre Administration Office.
- At the conclusion of your visit you must hand in your Visitor badge and record the time of your departure.



Principles of Safeguarding at TMBSS

1. Dare to share

- Who needs to know?

2. Actions in the best interest of the young person

- All actions are child centred and promote the individual welfare of the young person
- Take prompt action

3. Record locally think nationally

- Record on CPOMS
- Share to relevant people and organisations
- No single person or organisation can have a full picture of a child's needs and circumstances

4. Next steps

- After you've recorded, what do **YOU/WE** need to do next?
- Take action to enable all children have the best outcomes
- Review incident and effectiveness of actions afterwards

5. Prevention

- What can we do to prevent or reduce future risk?
- What interventions can we use?
- Who do we need to get involved for further support?
- **Predict** and **Prevent**

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY