



"A small school with a huge heart."

Policy for Child Protection and Safeguarding

Approved by

Last reviewed

Next review due

September 2022

September 2023

Summary & aims

At Buildwas Academy, we believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognise that safeguarding the welfare of all children and young people is everyone's responsibility. We acknowledge that the welfare of the child is paramount.

At Buildwas Academy it is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect of a child. We work in partnership with children, young people, their parents, carers and other agencies. We adhere to [Working together to safeguard children 2018](#) and [Keeping Children Safe in Education 2022](#) (KCSIE). Buildwas Academy provides early years provision and adhere to the [Safeguarding and Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage \(EYFS\) 2021](#) and the OFSTED Compulsory Childcare Register.

For the purpose of this policy, safeguarding and promoting the welfare of children is defined as:

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

Children includes everyone under the age of 18.

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

Buildwas Academy understands our duties as detailed in Section 3(5) of The Children Act 1989 and under Section 11 of [The Children Act 2004](#) and Section 175 and 157 of the [Education Act 2002](#).

This policy has been developed in line with the following legislation and guidance:

- [Keeping Children Safe in Education 2022](#)
- [The Statutory Framework for the Early Years Foundation Stage \(EYFS\) 2021](#)
- [The Ofsted Compulsory Childcare Register](#)

- Counterterrorism and Security Act 2015 – preventing people being drawn into terrorism and promotion of British values to ensure children are kept safe from radicalisation
- Female Genital Mutilation Act 2003 – Serious Crime Act 2015 - mandatory reporting of FGM from 31st October 2015
- Education and Training (Welfare of Children) Act 2021
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [Human Rights Act 1998](#) – it is unlawful for schools and colleges to act in a way that is incompatible with the European Convention on Human Rights (the Convention) that apply in the UK.
- [Equality Act 2010](#): Compliance with the Public-Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies. Schools and colleges that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment, and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.
- Public Sector Equality Duty (as required by s149 of the Equality Act) applies to our school and we refer to the [Equality Act 2010: Government advice for schools](#)

All child protection matters will be dealt with in line with [Telford and Wrekin Safeguarding Partnership \(TWSP\)](#), [Shropshire Safeguarding Partnership \(SSP\)](#) and [West Midlands Child Protection and Safeguarding Procedures Manual](#).

Unless otherwise specified:

- 'school' means: all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools and pupil referral units.

The aim of the school policy is to make all within the school feel safe and have clear roles and responsibilities in place for that to happen. This policy replaces the previous policy of September 2021.

The safety and protection of all children is of paramount importance to all those involved in Education. For avoidance of doubt the role of governing bodies, boards and proprietors of all schools and colleges is set out in [KCSIE](#), effective from September 2022. This guidance coupled with Working Together to Safeguard Children, is the blueprint for all inter agency working and should be available and accessible to all those responsible for children's welfare.

All of the school community believe that our school should provide a trusting, caring, positive and safe environment which will ensure the happiness of our whole school community; enabling us to provide ambitious, creative learning opportunities, that build resilience and nurture our children to evolve into the best versions of themselves. As a school we will follow the Department for Education advice [What to do if you're worried a child is being abused](#).

This policy and procedure will also link to other setting/school policies & procedures;

- Behaviour Policy and Statement of Behaviour Principles
- Staff Code of Conduct
- Anti-Bullying Policy
- MAT Safer Recruitment
- Special Educational Needs and Disability Information Report
- Attendance
- Trips and Visits
- Health and Safety
- Relationship, sex and health education
- E-safety/ICT
- Whistleblowing
- Mental Health and Wellbeing Policy

Part one: Safeguarding information

Primary responsibility for the care and protection of children rests with parents, but a range of services are available to help them in this task.

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

No one in the school will manage concerns about a child in isolation. Everyone will identify concerns, share information and take prompt action.

Children can develop a special and close relationship with the school community and view them as significant and trustworthy adults. For the purpose of this policy and for avoidance of doubt, the school community, includes, parents, children and all those that work or volunteer at the education setting.

Parents need to be in no doubt that this policy is our commitment towards the statement above and we expect that they embrace everything that is documented in our policy. In principle parents sign up to our school ethos, the law and the legislation that sits behind it. Buildwas Academy is committed to identifying children who may benefit from early help as soon as a problem emerges.

At Buildwas Academy staff maintain the attitude 'it could happen here' where safeguarding is concerned. Staff must always act in children's interest where they are concerned about a child's welfare.

At Buildwas Academy we agree that the safety, welfare and protection of all children is paramount and any delay in reporting concerns is unacceptable. All staff will adhere to this principle and the child protection procedures established by the TWSP/SSP and the underlying principles that lie within them.

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

The designated safeguarding lead (DSL) for school is: Mrs Heidi White

Their deputies are: Mrs Jos Kelly

The Director with responsibility for safeguarding is: Rev. Debbie Loughran

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

The academy trust will ensure that all staff (including students and volunteers) are familiar with the definitions, indicators of abuse or neglect and Safeguarding Issues as outlined in Keeping Children Safe in Education 2022 and [West Midlands Child Protection Procedures](#). Staff understand and are alert to the fact that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online.

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

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

All Designated Safeguarding Leads, senior leadership team and governing bodies should read KCSiE 2022 in its entirety.

We ensure that all staff (including students and volunteers) undergo a robust induction process to enable them to understand and ensure they are fulfilling their role in safeguarding in this school/setting. This will include:

- Being given copies of relevant policies and training to help them understand the systems and processes in school/setting which support Safeguarding and the procedures they must follow if they suspect abuse or neglect. Relevant procedures include:
 - Child Protection Policy
 - Behaviour Policy
 - Staff Code of Conduct

- Appropriate safeguarding and child protection training (including online safety); relevant to their role in this school/setting.

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

All staff are expected to update their safeguarding and child protection training at least every three years. In addition, all staff members receive regular safeguarding and child protection updates at staff meetings as required. Annual update training is provided to ensure staff have the relevant skills and knowledge to safeguard children effectively.

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

Early help – ‘Accessing the right service at the right time’

Buildwas Academy believes that any child may benefit from early help and we ensure that all staff are alert to the potential need for early help for a child who:

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

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

Whilst DSLs and relevant staff must familiarise themselves with the Threshold Document and should access relevant [Shropshire Council Early Help training and support](#) to enable them to understand the Thresholds Document and support the local multi-agency approach to early help assessment. All school staff must be prepared to identify children who may benefit from early help. For avoidance of doubt, early help means this school will provide support as soon as a problem emerges at any point in a child's life from the foundation years up to adulthood.

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

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

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

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

Level 1 – Universal

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

We follow the Statutory Framework for the Early Years Foundation Stage 2021 to provide individual support for all children. Each child is allocated a key person who will make a relationship both with the child and his or her family. The key person will make observations and keep records to ensure there are no barriers to a child's learning and establish stable and affectionate relationships.

Consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis. Ensure privacy information is shared with the family and a consent form completed.

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

Universal support will most likely be provided by a single agency and/or existing support from family, friends, the community. It is these Universal Services who are best placed to ensure children and families have access to the Early Help Offer. The needs of the child/young person are appropriately met within this framework.

Universal Services are constant and remain involved if/when the child/family move up to other levels of need.

Level 2 – Children in need of Early Help

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health,

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

In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child. If we are unsure of where to access support, we will contact Compass or Family Connect for advice. We will work with parents to complete any Early Help referral forms required to access this support.

Early Help aims to provide a multi-agency response when a single agency is not able to progress and help the child and their family. The existing single agency or multi-agency team should work with the family and each other to complete a Whole Family Assessment and Action Plan.

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

Consent must be sought to access services. Any information sharing between agencies without consent must be clear as to its legal basis. Ensure privacy information is shared with the family and a consent form completed.

(It important to give this section some examples of what your schools or setting does to support children & families at this level to ensure this policy is personalised to your needs)

Further information about Early Help can be found at: <https://shropshire.gov.uk/early-help/> or https://www.familyconnecttelford.co.uk/info/4/parenting_support

Level 3 – Targeted Early Help

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

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

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

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

Consent must be sought from the family to access services. Any information sharing between agencies without consent must be clear as to its legal basis. Ensure privacy information is shared with the family and a consent form completed

Level 4 – Complex Significant Needs

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

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

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

Child in Need

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

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

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

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

Child Protection

Section 47 of the Children Act 1989 states that the authority shall make necessary enquiries to enable them to decide whether they should take action to safeguard or promote the child's welfare where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm.

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

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

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

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

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

Staff within this school will also be made aware of the process for making referrals to children's social care (**First Point of Contact/Family Connect**) and statutory assessments under the Children Act 1989, especially **section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm)** that may follow a referral, along with the role they might be expected to play in such assessments.

Partnership with families

Parents play an important role in protecting their children from abuse. A copy of this policy is made available to all parents prior to their child joining our school/setting as well as details of the complaints procedure. In general, any concerns will be discussed with parents and we will offer support. However, in some instances Buildwas Academy may seek professional advice prior to contacting parents if it is considered necessary to secure the safety of the child. All conversations, whatever the outcome, should be recorded appropriately to show that they took place, identify what was agreed and evaluate how effectively they enabled needs to be met. In this way quality conversations can demonstrate their impact on successful practice, including improvements in decision making and joint working. Conversations should continue to inform the on-going planning and reviewing.

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

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

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

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

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

- If it is felt that the child's needs can be met through Early Help, then discussion with the family should take place about the completion of a Whole Family Assessment and provision of services through an Early Help Plan. Early help consultations are available from the Early Help Advisors for support in managing these situations.
- For another agency familiar with the child and family to make the approach about information sharing to the family.
- No Whole Family Assessment should take place. Other specific local tools and pathways available via [West Midlands Child Protection Procedures](#) should be used where there are concerns about possible harm to the child. The rationale for this decision will be recorded on the concerns form.
- The combination of the concerns and the refusal to consent to enquiries being made may result in the concerns being defined as child protection concerns. In this case, information sharing may proceed without parental consent. The consultation and the decision to proceed without consent must be clearly recorded on the case file.

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

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

Abuse and neglect

At Buildwas Academy all staff are trained on the indicators of abuse and neglect to help them identify children who may be in need of help or protection. We believe that abuse, neglect and safeguarding issues are rarely stand-alone events.

Indicators of abuse and neglect

Abuse

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

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

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

Staff are made aware of the four main categories of abuse and other specific forms of abuse and safeguarding issues such as those outlined below.

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

The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child's signs and symptoms of illness. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information'. Buildwas Academy will adopt the guidance [Safeguarding children in whom illness is fabricated or induced](#).

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing

and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. As neglect is one of the key strategic priorities within our borough, all staff at Buildwas Academy will be made aware of the SSP [Neglect strategy](#).

Specific Safeguarding issues

To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. At Buildwas Academy all staff are trained on safeguarding issues that can put children at risk of harm. They read up to date guidance such as Keeping Children Safe in Education 2022, Statutory Framework for the Early Years Foundation Stage stated in Section 3 – The Safeguarding and Welfare Requirements and accessing SSCP procedures.

<http://www.safeguardingshropshireschildren.org.uk/>

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

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

Trauma and Mental Health

Buildwas Academy staff understand that 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. The DSL will liaise with the school mental health lead (Jos Kelly) to ensure information is being shared. We recognise that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, we understand that staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Buildwas Academy recognises that when children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Through training Buildwas Academy ensures staff are made aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy, and speaking to the designated safeguarding lead or a deputy who will then consider the options to manage the

concern. [The Mental Health and Behaviour in Schools](#) guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of their pupils.

Children and the court system

Buildwas Academy recognises that sometimes children are required to give evidence in criminal courts, for crimes committed against them or for other crimes they have witnessed. We will follow the age appropriate guides to support children [5-11 year-olds](#) and [12-17 year-olds](#).

Buildwas Academy will follow these guides to ensure the correct process is followed and support and special measures are made available.

We understand that when child arrangements via the family courts are made following separation this can be a stressful and entrench conflict in families and can this can be stressful for children. We will follow the [guidance of the Ministry of Justice](#) in managing these situations.

Children Missing Education

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

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

Staff at Buildwas Academy understand they must be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance or Shropshire Council Learning Gateway. [Children missing education information \(Shropshire Council\)](#)

There are many reasons why we want young children to have regular attendance at our setting. As well as supporting their learning and development, we want to try to make sure that children are kept safe, their wellbeing is promoted, and they do not miss out on their

entitlements and opportunities. In a small minority of cases, good attendance practice may also lead to the earlier identification of more serious concerns for a child or family and may have a vital part to play in keeping a child or other family members safe from harm. In our setting, we have procedures for recording and following up any unexplained non-attendance and know how to respond to different problems and where to access advice, support or whom to alert if concerns arise.

Elective Home Education

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. At Buildwas Academy any parent wishing to home educate their child must meet with the Head of School along with a member of the Shropshire Educational Access Service team before written notification is sent to the local authority and the child reverts to being home educated.

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

Missing Children

In January 2014 the department for Education produced [Statutory guidance on children who run away or go missing from home or care](#) which included the following definitions.

Missing

- "Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be subject of crime or at risk of harm to themselves or another."

Buildwas Academy will follow the processes and procedures involved in working with Children and Young People in Shropshire or [Telford & Wrekin \(T&W\)](#) who have gone "MISSING". These processes and procedures should be viewed alongside [the West Mercia Joint Protocol for Missing Children & Young People](#) as agreed by the four West Mercia Authorities; Telford and Wrekin; Shropshire; Herefordshire and Worcestershire. In understanding the processes and procedures staff within Buildwas Academy will also identify guidance to assist them in undertaking Return Home Interviews with the expectation that any further issues to be addressed will be dealt with by the appropriate intervention and in a timely manner.

Children with family members in prison

At Buildwas Academy we recognise that children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We will use the information from [NICCO](#), to help mitigate negative consequences for those children.

Child exploitation and missing

At Buildwas Academy we follow the SSP agreed overarching definition of exploitation:

Exploitation is a form of abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child, young person or adult (including those with care and support needs) into: into any activity that results in financial or other advantage for the perpetrator or facilitator. Activity includes arranging or facilitating the involvement or travel (trafficking) of a child, young person or adult (including those with care and support needs).

Specific types of exploitation

At Buildwas Academy we recognise child exploitation can take a number of forms and that multiple types of exploitation can occur alongside or as part of other forms of abuse.

Modern slavery and child human trafficking

Buildwas Academy recognise modern slavery, including child trafficking as abuse. If we become aware or have suspicions that a child may have or is being exploited or trafficked, we will contact Family Connect or Compass through First Point of Contact (FPOC) in the normal manner to seek advice and support. All children, irrespective of their immigration status, are entitled to safeguarding and protection under the law. We recognise this as any normal child protection referral and potential victims of trafficking and modern slavery can be of any nationality and may include British children.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Buildwas Academy recognises that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child Criminal Exploitation (CCE)

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;

- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

Due to the high number of reports in our borough and the neighbouring borough of Telford and Wrekin, we will be particularly alert to the CSE. Buildwas Academy recognises child sexual exploitation is a form of child sexual abuse.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

If we feel that children may be being abused through exploitation we will consult in the normal way with the multi-agency safeguarding hub Family Connect or Compass through FPOC and seek advice as to whether the incident follows a [CSE Care Support Pathway](#). The concerns will be followed through sensitively and appropriately with fellow professionals and the [CATE Referral Form](#) will be completed. In relation to the fortnightly CATE Risk Panels, where concerns are expressed around a child attending our school, we will ensure attendance whenever possible as part of the established multi-agency process. Alongside this we have taken the same steps and made all staff aware of the TWSP [CSE Warning Signs Checklist](#).

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. Whilst we recognise that the vast majority of young people will not be affected by serious violence or gangs if these problems do occur there will almost certainly be a significant impact.

Buildwas Academy will embrace the Home Office guidance for [Preventing youth violence and gang involvement practical advice for schools and colleges](#) and follow this guidance which clearly sets out understanding the issue, seeking support, working with local partners, early help and legal powers for our staff. Buildwas Academy has a duty and a responsibility to protect our students and staff and we recognise dealing with violence also helps attainment. Should we suspect this we will refer to the multi-agency safeguarding hub Family Connect or Compass through FPOC and to the [National Referral Mechanism](#).

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

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

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

Any other Exploitation that enables services or benefits of any kind, including:

- Financial Exploitation
- Forced marriage
- Illegal adoption
- Removal of organs

Buildwas Academy recognises the victim may still be exploited even if the activities that they are engaging in appear consensual.

Children and young people who are exploited are the victims of child abuse, and their needs require careful assessment. Staff at Buildwas Academy refer to [SSP child exploitation guidance for practitioners and an initial assessment tool](#) to assess the level of risk to a child and guide us in making a referral, if appropriate.

Domestic Abuse and Honour-based Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical,

sexual, financial or emotional. It can take place between individuals aged 16 years and over who have a "personal connection" (as defined by the Domestic Abuse Act 2021).

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

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

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

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

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

Buildwas Academy will always liaise with agencies in a two-way process where domestic abuse and/or violence is a factor in a household. Children within our care will be supported where needed. This school/setting takes part in Operation Encompass, which is being run locally in partnership with Shropshire Council and West Mercia Police.

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

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

For more information on Operation Encompass, please visit:

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

Homelessness

Buildwas Academy understands that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. As appropriate, we will make referrals and/or hold discussions with the Local Housing Authority. However, this does

not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Buildwas Academy staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis.

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

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

Buildwas Academy recognise that so-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices, such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. We are aware of this dynamic and will consider additional risk factors when deciding what form of safeguarding action to take. Buildwas Academy sees all forms of HBA as abuse (regardless of the motivation) and will handle and escalate as such. We will ensure the school community are alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate the local safeguarding procedures by contacting Compass through FPOC or Family Connect and if necessary the police. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM

Buildwas Academy understand that FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

As a school/college we will follow the National FGM Centre [Female Genital Mutilation: Guidance for schools](#). We may not seek parental consent if this may put the girl at increased risk.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Whilst all staff should speak to the designated safeguarding lead (or deputy) about any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, during their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must personally report this to the police. The duty does not apply in relation to those at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers will follow our local safeguarding procedures and report to Compass through FPOC or Family Connect.

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

For more information about FGM, please refer to <https://www.gov.uk/government/publications/female-genital-mutilation-leaflet>

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

Forced marriage

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

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

Radicalisation and the Prevent Duty

As a school we understand children are vulnerable to extremist ideology and radicalisation. Similar to our role in protecting children from other forms of harms and abuse, we will also protect children from this risk as part of our safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

We accept that there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). Buildwas Academy understand it is, where possible, our role to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, through appropriate training staff will be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately following the school's normal safeguarding procedures which must include reporting their concerns to the designated safeguarding lead (or deputy) who will consider making a referral to the Channel programme.

The Prevent duty

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

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

Our setting promotes these values to ensure that children build resilience.- See Appendix C

Buildwas Academy is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of our functions, to have "due regard to

the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

We see The Prevent duty as part of our wider safeguarding obligation. All of designated safeguarding leads and other senior leaders are familiar with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76.

We will follow the published advice for schools on the [Prevent duty](#).

We aim to ensure all staff have completed the Workshop to Raise Awareness of Prevent.

Channel

Buildwas Academy recognise Channel as a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. We will refer to the relevant Channel panel if we are concerned that an individual might be vulnerable to radicalisation. The panel will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A member of the Senior Leadership Team will attend the Channel Panel to help with the assessment if requested. We will always seek the individual's consent to do so.

At Buildwas Academy we have procedures in place to monitor IT usage and have a duty to seek advice and explore by filtering suspicious content being viewed. Those within and outside the school community should be left in no doubt of our duty to cooperate with the law.

If we feel children are being abused through extremism or being radicalised, the designated lead will refer to the [Shropshire Safeguarding Community Partnership Child Exploitation Practice Guidance and Protocol](#) (Preventing Terrorism)

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

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

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

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

Child-on-child abuse

At Buildwas Academy all staff are trained to understand that children can abuse other children we refer to this as child on child abuse. We recognise that it can happen both inside and outside of the setting/school; at home or someone else's home, in public spaces and online.

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

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

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

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

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in personal intimate relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
- Causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should read and be familiar with:

- Part 5 of Keeping Children Safe in Education 2022: Child-on-child sexual violence and sexual harassment.
- [Sharing nudes and semi-nudes: how to respond to an incident \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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

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

Child-on-child sexual violence and sexual harassment

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

- Part 5 of Keeping Children Safe in Education 2022: Child-on-child sexual violence and sexual harassment.
- <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Compliance with the Public-Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies.

Under the PSED, schools and colleges that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.

Buildwas Academy will ensure that the following areas are covered within the curriculum to try and minimise the risk of child on child abuse:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

At Buildwas Academy this is delivered Schools through planned, high-quality, Sex and Relationship Education (SRE) and Personal, Social, Health and Economic (PSHE). Please refer to the school RSHE policy for more information.

If staff have any concerns regarding peer on peer abuse, they should speak to their designated safeguarding lead (or deputy), recording the incident of Peer on Peer abuse by following Buildwas Academy's procedures for record keeping procedure. The guidance as set out in [Sexual violence and sexual harassment between children in schools and colleges](#) published by Department for Education will be followed as will [Part 5 of Keeping Children Safe in Education 2021](#).

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

Whole school approach:

Pre-planned risk assessment proforma in place

Training for staff on how to report incidents

Training on how to manage reports

Child-on-child abuse policy in place

Responding to a report:

Victims are reassured, supported and kept safe

Record the concern

Inform the DSL if not involved in the initial report.

Risk Assessment:

Risk assessment for victim

Risk assessment for alleged perpetrator

Risk assessment for all other children involved (include any necessary support for siblings)

Initial consideration of children sharing a classroom and/or having direct contact in school

Initial consideration of contact between children travelling to and from school

Support

Support for victim and alleged perpetrator

Managing the report:

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

Consider bail conditions

Manage delays in the criminal process

Buildwas Academy monitors whether there are any patterns of child-on-child abuse by recording within the school's behaviour book and will determine necessary support and intervention.

It is vital that staff at Buildwas Academy understand that the child who is perpetrating the abuse may also be risk of harm. Staff should make every effort to ensure that the child who is perpetrating the abuse is also treated as a potential victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by

helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse.

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

The Designated Safeguarding Lead has attended Brook Traffic Light Training (18.01.2022) which will support in identifying developmentally typical behaviours or those that may be referred to as problematic or harmful.

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

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

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

This dedicated helpline will offer support to:

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

This school promotes the use of this helpline by;

- Posters around the school
- Promoted in school assemblies & staff meetings
- On the school website and through our social media accounts

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. Buildwas Academy understands that ‘upskirting’ typically involves taking a picture under a person’s clothing (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain

sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender, can be a victim. We accept that this is now a criminal offence.

Contextual safeguarding

Buildwas Academy recognises that incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. We refer to this as contextual safeguarding. All staff, but especially our designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

The Impact of Abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

All staff at Buildwas Academy will follow the guidance set out in the section below.

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

Key points to remember for taking action are:

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

What to do if you suspect a child is at risk of harm

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

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

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

Use the welfare concern form (see **Appendix D**) to record these early concerns. If the child does begin to reveal that they are being harmed, you should follow the advice in the section below 'If a child discloses information to you'.

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

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

Staff working at Buildwas Academy must maintain the attitude of 'it could happen here' where safeguarding is concerned and must always act in the **best** interests of the child.

If staff have any concerns about a child's welfare, they must act on them immediately.

What to do if a child tells you that they've been abused

All staff should be aware of the Shropshire [Children Reporting Concern guidance](#)

Immediate response to a child or parent

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

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise. Telling a child you must pass information on might mean that the child is worried about or chooses not to talk to you. Keep in mind and recognise how difficult telling you is likely to be. Offer them reassurance and explanations that you want to help them to be safe making sure you do not make any promises about what will happen. Be honest and say if you do not know.

All staff should be able to reassure children who tell them about abuse that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or

sexual harassment. Nor should a child ever be made to feel ashamed for making a report or choosing not to talk to staff.

It is vital that our actions do not put a child at further risk of harm or prejudice an investigation, for example:

- Allow them to speak freely, listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed.
- Remain calm and do not overreact – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘this isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times has this happened, whether it happens to siblings too, or what does the child’s mother think about all this. Prompt the child where necessary with open questions – where, when, what, etc or TED ‘tell me’, ‘explain to me’ and ‘describe’;
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Report verbally to the designated person.
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made.
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. We are aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation;
- Where the report includes an online element, we will be aware of searching, screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- Seek support if you feel distressed.

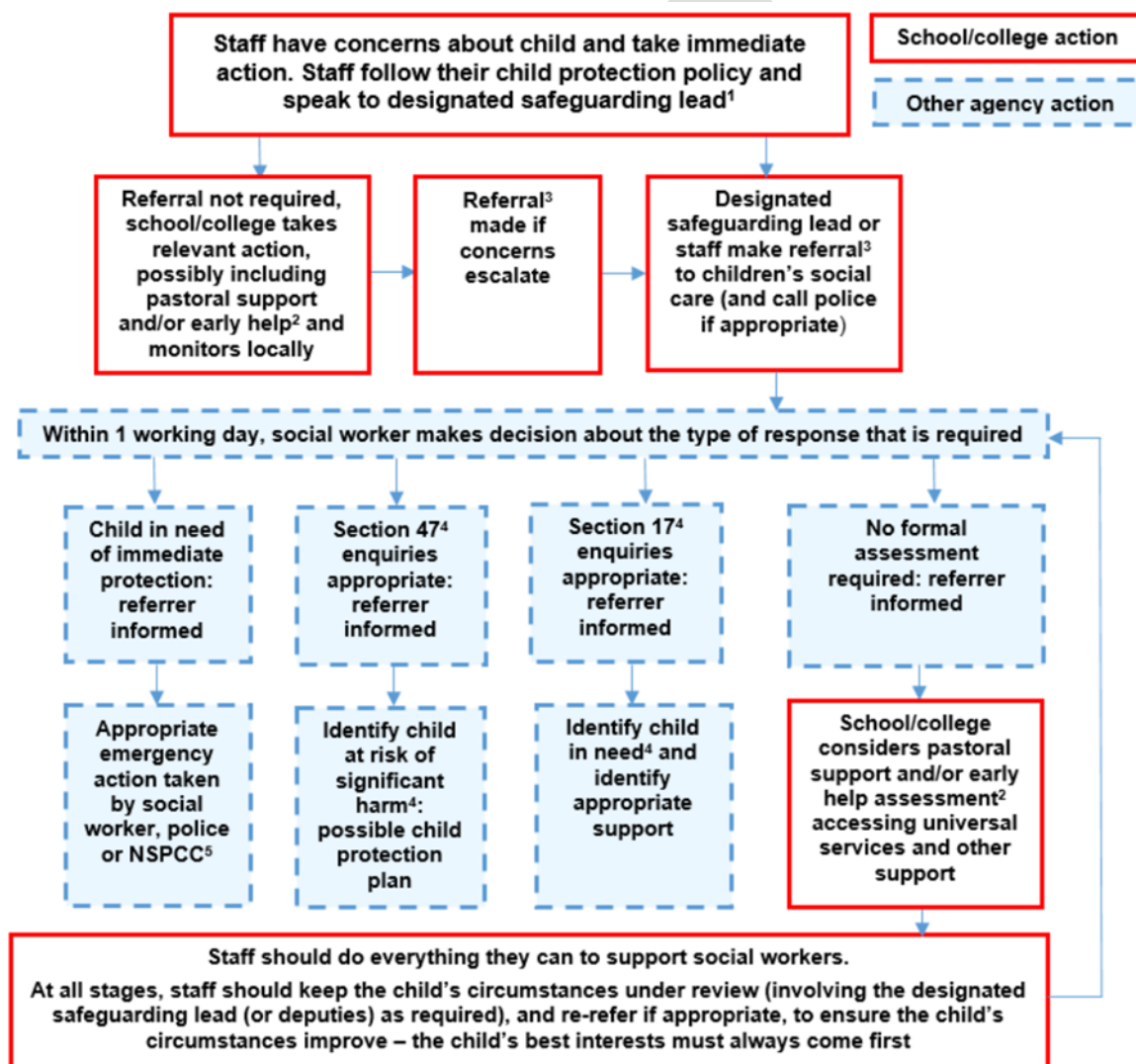
Where there are visible injuries all staff should record these on a body map diagram and describe them the best they can. We will assume good evidential practice to get two persons involved who have seen the injury and can account for it on the body map, then immediately follow up with a referral as described above.

For staff to interpret any concerns this school will assess each incident as it appears. In respect of assessing any bruising to a child this school will refer to the [Bruising of Children guidance produced by the TWSP](#) to assist their decision making.

If conversations need to take place and confidentiality is paramount to welfare, then these conversations will be held in appropriate settings and away from any general areas, where that confidentiality may be compromised.

Where someone has a concern about the welfare of a children, wherever possible, there should be a conversation with the designated safeguarding lead (or deputies), who will help staff to decide what to do next. Options include;

- managing any support for the child internally via the schools own pastoral processes;
- an early help assessment;
- a referral for statutory services, for example, as the child is in need or suffering or likely to suffer significant harm. This will involve contacting Compass through First Point of Contact or Family Connect.



We will never allow fears about sharing information to stand in the way of the need to promote the welfare, and protect the safety of children. **We expect concerns that arise in a morning will be reported to the DSL (or deputies) by lunchtime that day. Concerns that arise in an afternoon should be reported by or as close to the end of**

the school day. Any concerns arising outside of the normal school day should be reported as quickly as possible. If in doubt concerned parties should talk with the DSL (or deputy). **Delay is unacceptable.**

Where a child is suffering, or is likely to suffer from harm, we will make a referral to children's social care (and if appropriate the police) immediately.

The school role is to refer with the information received and **under no circumstances** become the investigator.

[NSPCC- When to call the police](#) will be considered by the DSL to help them understand when they should consider calling the police and what to expect when they do.

All referrals to Compass or Family Connect must be followed up in writing by completing a [MARF](#) or [request for service form](#) within 24 hours.

In exceptional circumstances where the designated safeguarding leads (or deputies) is not available, this should not delay appropriate action being taken. Ensure action is taken to report the concern to children's social care. Do not start your own investigation and in an emergency take the necessary action to help the child, for example, call 999. Any action taken should be shared with the designated safeguarding lead (or deputies) as soon as is reasonably practicable. Staff must never assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

Referral agencies

Telford & Wrekin Family Connect 01952 385385 Out of Hours 01952 676500	Shropshire First Point of Contact 0345 678 9021 Out of Hours 0345 6789040	Staffordshire First Response 0800 1313 126 Out of Hours 0345 604 2886 or 07815 492613
If you think a child is in immediate danger, call the emergency services on 999		
Childline 0800 1111	NSPCC 0800 800 5000	Protecting Vulnerable People (West Mercia Police): 0300 333 3000

They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. If in any doubt about sharing information, staff should speak to the DSL or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Please refer below if you have:

- a safeguarding concern or an allegation about another staff member.
- concerns about safeguarding practices within the school – see Whistleblowing

Educational Visits

Prior to any education visit, a risk assessment will be completed to consider if the DSL (or a deputy) needs to be present. We will always consider how quickly a DSL can respond to a safeguarding issue if they are not present. Where safeguarding concerns are raised during an educational visit the DSL (or deputy) must be notified without delay, even if they are not physically present at the site of the educational visit. They will liaise with the person responsible for the education visit to manage the concern and refer to the relevant agencies.

Confidentiality

The personal information about all families is regarded by those who work in this school as confidential. All staff are aware of the confidential nature of personal information and will aim to maintain this confidentiality in all areas of the school.

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

The role of the local authority

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to Buildwas Academy as the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

The referrer will, even if they are not the designated safeguarding lead (or deputy), follow up if this information is not forthcoming.

If, after a referral, the child's situation does not appear to be improving, Buildwas Academy will consider following local escalation procedures ([Telford](#) or [Shropshire](#)) to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

Anyone who has a concern or received a disclosure should follow these recording principles:

- make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, recording facts, who you shared them with and not assumption, supposition and interpretation;
- record where you spoke with the child or parent and personal safety details, such as 'I discussed the incident with the child in the head teacher's office with the door open' or

justify if it were closed, but naming those who you told this to be the case. If alone, reason that rationale stating 'the child stated they would only confide in me if I was alone';

- if it is observation of bruising or an injury try to record detail, e.g. 'right arm, above elbow', 'bruise approximately 5cm in diameter noticed on back of lower right leg';
- note the non-verbal behaviour and the key words in the language used by the child or parent (try not to translate into 'proper terms' ensuring that you use the child or parent's own words). Body language should be noted and support any record of disclosure; and,
- it is important to retain all notes, handwritten and electronic, and pass or send these to the designated safeguarding lead (or deputy) who may ask you to complete a First Point of Contact or Family Connect Request for Service Form.

The present policy for record keeping is to chronologically record concerns in a confidential electronic file, including details of dates, times, staff involved, any action taken, decisions reached and the outcome. These can be both typed and/ or handwritten. All handwritten notes will be scanned and added to the electronic file to sit alongside handwritten notes. Handwritten notes must be passed to the DSL.

Copies of email streams are also useful additions which can clearly document sequential action. Again, these should be used alongside handwritten notes and by no means be regarded as a substitute action. It is preferable not to name children in an email, but if they are then this should be password protected.

In the absence of a national standards framework across the country for record keeping we have adopted guidance from Telford & Wrekin Safeguarding Board "Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving" to keep our systems robust with the latest current advice.

If as a school we prefer to note down these concerns in a specific file/book, we will ensure that it is not loose-leaf or ring binder style. Any books used shall be bound and in line with the guidance above. If books are not used a suitable system will be employed which ensures security and the style of our school management of records. By using a specific school process, the concerns can then be noted sequentially to match the child's journey with us, with each entry noted for that child alone. It is our intention to tell a child's story during the time of their education with us.

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

Where children are transferring to other schools within and outside of the district, we will follow the transfer guidance within the Workbook Guidelines. 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. When a child/pupil transfers to another school/setting within this or another authority, the confidential information held is forwarded under confidential cover and separate from the child's/pupil's main file to the DSL for child protection in the receiving school/setting. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

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

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

Staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. Governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. All child protection records are clearly marked as such and are kept securely locked on the premises. Withdrawal from the school by staff will be noted and signed for, as will files released to Professionals, such as the Group Solicitor, Safeguarding/Child Protection Officers, LADO, NSPCC or Police Teams. We will follow the Workbook Guidelines guidance on release and return.

The Data Protection Act 2018 and UK General Data Protection Regulation **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the DSL or a deputy who may seek further advice and clarification from our chosen Data Protection Officer (Miss J Hart).

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

Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

In respect of files being released when requested by the Police under Section 29 of the Data Protection Act 2018, a form entitled "Request to external organisation for the disclosure of personal data to the police-Under Schedule 2 Part 1 Paragraph 2 of the Data Protection Act

2018 and GDPR Article 6(1))d)” should accompany that release and a copy will be retained for our records.

No named statistics in relation to Child Protection are an important part of performance information. Since 1 September 2017 each DSL and nominated Governor has access to a DSL/Governor s11 Workbook. This information will be collated in the Workbooks and will inform the Head and the Governing Body of how our school is coping with child protection issues.

The Workbook for DSLs can be downloaded here:

[https://www.telfordsafeguardingboard.org.uk/download/downloads/id/147/designated_safeguarding_leads_s11_toolkit - september 2018.doc](https://www.telfordsafeguardingboard.org.uk/download/downloads/id/147/designated_safeguarding_leads_s11_toolkit_-_september_2018.doc)

The Workbook for Governors can be downloaded here:

[https://www.telfordsafeguardingboard.org.uk/download/downloads/id/283/s11_self assessment toolkit woodbook for governors 2018.doc](https://www.telfordsafeguardingboard.org.uk/download/downloads/id/283/s11_self_assessment_toolkit_woodbook_for_governors_2018.doc)

When a Child Transfers To Another School

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

When a child changes school within or outside the authority, all child protection records will be passed on to the DSL of the next educational setting by the current DSL Person or Principal, or to Social Care within the authority if the child is transferring to another authority. If the child is transferring/leaving to another school within term time, best practice would be for a signed record/or hard copy acknowledgement that the transfer of files has taken place. The current host school in this process should not photocopy and retain child protection records as this is deemed from the Information Commissioners Office that this would contravene the Data Protection Act, but rather produce a chronology to pass on and retain a copy of this chronology for themselves for audit purposes, this would be deemed as best practice. We will follow the Workbook Guidance in all circumstances.

Retention of Children’s Files

All schools must keep educational records on their children. These should include:

- copies of the reports which have been sent to parents/carers on the child’s achievements, as well as other records about those achievements
- exchanges of correspondence between parents/carers and the school
- any information the school has on the child's education from the local authority
- any statement of special educational needs
- any personal educational plan

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

The Child Protection file is a separate file to the educational records. It must be noted that if files are asked to be secured, both files are key elements in any processes for which they

are needed. It is important that on releasing files they are signed for on release and on return.

Pupil record files must be kept until the individual reaches the age of 25 years or in certain circumstances later. At this point the file should be disposed of confidently. We will refer to the [Data Protection: toolkit for schools](#).

Managing allegations of abuse made against staff (this includes apprentices & supply staff), students or volunteers

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

There are two levels of allegation/concern:

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

Further information about the two levels of concern can be found in our Managing Allegations and Concerns policy and procedure.

Allegations which might indicate that a person would pose a risk of harm to children if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college, will be taken seriously. We have a duty to inform Ofsted of any serious allegations made against a person which suggests he or she has:

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

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

Staff

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

- this should be referred to the headteacher or principal

- where there are concerns/allegations about the headteacher of principal, this should be referred to the chair of governors, or chair of directors, and
- in a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the Local Authority Designated Officer (LADO). Please refer to [Shropshire Safeguarding Community Partnership Local Authority Designated Officer/Managing Allegations](#).

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school low-level concerns policy.

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

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

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

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

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

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

on the process of investigation by other agencies. We will follow advice about how to inform families about the allegation.

In all cases, we will notify Ofsted as soon as reasonably practical within 14 days of the allegations first being made and inform them about what actions are being taken by completing the on-line form at:

https://ofstedonline.ofsted.gov.uk/ofsted/Ofsted_Early_Years_Notification.ofml

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

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

What to do if you are concerned about safeguarding practices in the school/college

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

As a non-maintained/independent school any concerns should be raised in accordance with our Whistleblowing policy.

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

Part two: The management of safeguarding

The **designated Director** with responsibility for safeguarding is **Rev. Debbie Loughran**. They have attended TWSP safeguarding governor training. All governors have complete child protection and safeguarding training.

Mighty Oaks Academy Trust are committed to working together to create and maintain a safe learning environment for the children and young people attending all settings within out trust. We will ensure that policies and procedures in place allow for suitable action to be taken in a timely manner to safeguarding and promote children's welfare.

We will ensure that suitable arrangements are in place to provide access for all staff to access safeguarding supervision. We will follow the specific guidance as set out in

paragraphs [Working Together to Safeguard Children 2018](#) and [Keeping Children Safe in Education 2022](#) (KCSIE) and will ensure that the procedures set in the policy are implemented to help ensure appropriate safeguarding responses, including:

- a staff and code of conduct;
- children who go missing from education;
- child protection and safeguarding;
- suicide intervention;
- bullying, harassment and discrimination;
- use of reasonable force and restraint and behaviour management;
- health and safety including use of equipment and provision of first aid;
- use of the internet, electronic devices and social networking sites;
- school trips, placements, outdoor activities;
- extended services provision;
- drugs and substance misuse;
- meeting the needs of pupils with special medical conditions;
- meeting the need of pupils in disseminating prescribed medications;
- intimate care;
- school security;
- whistleblowing policy; and,
- issues which may be specific to our local area or population, for example serious violence and child sexual exploitation.

All staff and Director/ governor meetings will have child protection and safeguarding as an agenda item on them; this is testament to our school making these priority areas and at the forefront of our minds.

The school premises are safe and the grounds are not open to unwanted intruders.

The Designated Safeguarding Lead (DSL)

Buildwas Academy Governing board has appointed **Mrs H White** to be the designated safeguarding lead of this school and **Mr S Tilley and Mrs J Kelly** to be the deputy. We will set out these responsibilities in their job description and expect these people to take lead responsibility for safeguarding and child protection.

Mrs H White will take ultimate responsibility for safeguarding and child protection at school as the designated safeguarding lead.

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

During out of hours/out of term activities we will provide appropriate cover by ensuring the designated safeguarding lead and/or a deputy is available.

The designated safeguarding lead and any deputies will undergo two-day 'newly appointed designated safeguarding lead' training as recognised by SSP to provide them with the knowledge and skills required to carry out the role. They will attend one day designated safeguard lead refresher training as recognised by SSP every two years. In addition to their formal training as set out above, their knowledge and skills will be updated, for example, via Telford & Wrekin Council's Education Safeguarding e-bulletin, attending termly designated safeguarding lead refreshers and taking time to read and digest safeguarding developments, at regular intervals, and at least annually, to keep up with any developments relevant to their role. We aim to ensure at least one designated safeguarding and any deputies attend each termly update. All designated safeguarding leads and any deputies will disseminate training to all relevant staff and governors.

Staff

All staff, including supply teachers, visiting professionals working with children in the school (e.g. counsellors), those who support sex education (e.g. school nurse), external providers of school activities and those supporting school visits, are informed of the name of the designated safeguarding lead and deputies and the schools procedures for protecting children, for example, how to report their concerns, suspicions and how to receive, record and report disclosures.

Staff should not accept personal invitation visits to the homes of children unless permission or instruction has been sought from the head teacher and it is viewed as a professional appointment, for example, supporting education welfare issues etc. This should be viewed on a case-by-case basis. To support this, guidance from the Department of Education (September 2010) states 'Meetings with pupils away from the school premises should only be arranged with the specified approval of the head teacher and the prior permission of the pupil in question'. We accept this guidance from the Department of Education (September 2010) stating that in the case of private meetings; 'Staff and volunteers should be aware that private meetings with individual pupils could give cause for concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another pupil or adult should be present or nearby. Where conditions cannot apply, staff should ensure that another adult knows that the interview is taking place'.

Multi-agency working

The school governing board and the designated safeguarding lead are familiar with the SSP arrangements. They will engage with the SSP as required. They will follow the Shropshire Threshold Guidance or the appropriate threshold guidance for where the child resides to follow the local protocol for assessments. The governing board of Buildwas Academy expect the staff to work with social care, the police, health service and other services to promote the welfare of children and protect them from harm. This includes us providing a coordinated offer of early help when additional needs are identified by us or another agency. We will always contribute to inter-agency plans to provide additional support to children subject to child protection plans. We will never restrict access for children's social care to conduct a section 17 or section 47 assessment.

Information sharing

Buildwas Academy recognise that information is vital in identifying and tackling all forms of abuse and neglect. The Directors and Governing board expect all staff to share information with practitioners and local agencies. In respect of files being released when requested by the Police under [Section 29 of the Data Protection Act 2018 a form entitled 'Request to external organisation for the disclosure of personal data to the police-Under Schedule 2 Part 1 Paragraph 2 of the Data Protection Act 2018 and GDPR Article 6\(1\)d\)'](#) should accompany that release and a copy will be retained for our records. If in any doubt we will seek advice from our **Data Protection Officer**. Upon releasing records, the school will request ID Badges for release. If the Police are only after minimal data e.g. address or phone number, we will ensure we check the police ID and we will record what information was asked for and the name of the police officer requesting it. A form may not be required on these occasions.

In our management of information sharing we will use the following:

- Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing;
- [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The [7 Golden Rules for Information Sharing](#) will be especially useful;
- The [Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department, and
- [Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR.

We are committed to sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child already known to the local authority children's social care.

No named statistics in relation to child protection are an important part of performance information. These may be shared by the DSL with staff, other agencies or the governing body/proprietor/management committee.

All child protection records are clearly marked as such and are kept securely locked on the premises and, the nominated persons are responsible, accountable, documented and are identifiable within our school for total security at the setting. Also, procedures are in place when a member of staff leaves the setting or is on long term sick leave for their access to cease. Withdrawal of child protection records from the school by staff will be noted and signed for, as will files released to professionals.

The child protection file is a separate file to the educational records. It must be noted that if files are asked to be secured, both files are key elements in any processes for which they are needed. It is important that on releasing files they are signed for on release and on return.

Pupil record files must be kept until the individual reaches the age of 25 years or in certain circumstances later. At this point the file should be disposed of confidently.

When a child changes school within or outside the authority, all child protection records will be passed or securely sent on to the DSL of the next educational setting by the current designated safeguarding lead or head teacher. The designated safeguarding lead, if thought appropriate, may wish to share relevant safeguarding information in advance of new children arriving if they need continuing support e.g. in response to sexual abuse. If the child is transferring/leaving to attend another school within term time, best practice would be for a signed record/or hard copy acknowledgement that the transfer of files has taken place. The current host school in this process should **not** photocopy and retain child protection records as this is deemed from the Information Commissioners Office that this would contravene The Data Protection Act 2018 (DPA 18), but rather produce a chronology to pass on with the child protection records and retain a copy of this chronology for themselves for audit purposes, this would be deemed as best practice. We will follow the Workbook Guidance in all circumstances.

Parents

Parents that have concerns regarding a member of staff can in the first instance raise those with the head teacher, designated safeguarding lead or the governing board of the school. This may involve sharing those concerns with the relevant agencies. Where the parent has concerns regarding the head teacher, the chair of governors should be consulted in the first instance.

Parents can liaise with Ofsted on such conduct issues or regulatory concerns, advice can be found on its website www.ofsted.gov.uk or contact can be made direct to Ofsted on; Helpline (08456 40445) or a Whistle-blowing line (08456 404046).

On occasions Ofsted may forward complaints that may raise a safeguarding concern about our school via Family Connect. In such instances we will work with all agencies within Family Connect to clearly respond to Ofsted on a case by case basis.

Parents/Carers can also access Ofsted **Parent View** which is an online survey questionnaire where parents can give their views. Where possible this will be monitored regularly by the school to quickly address any concerns.

All complaints should be made via our school/college complaints procedures.

We will keep parents informed of all areas of safeguarding and child protection through the regular methods of communication.

Buildwas Academy wish to make it clear to parents the standards, behaviour and respect we expect from them and conversely from us. If a parent's behaviour is a cause for concern, then we will ask them to leave the school premises. We wish to make it clear that in serious

cases, the head teacher can/will notify parents in writing that their implied licence to be on the school premises is temporarily revoked, subject to any representations that the parent may wish to make. This school will give parents the opportunity to formally express their views on the decision to bar in writing and this will be reviewed via the complaints policy. Schools are private places. We will therefore act to ensure they remain a safe place for all. The public has no automatic right of entry.

Buildwas Academy expect parents to talk to us about any concerns they have about care and education provided by us in the first instance. We urge all parents not to express these concerns on social media platforms, at least not before sharing these concerns with us first.

Injuries

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

Any serious injury occurring in the school/setting e.g. broken bone, is reported to Health and Safety Executive (HSE) via RIDDOR. This is also reported to Ofsted as soon as reasonably practicable or within 14 days.

Safe use of ICT and mobile phones

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm. At Buildwas Academy, we ensure that there are appropriate filters and appropriate monitoring systems in place. We have an effective whole school approach to online safety that empowers us as a school, to protect and educate pupils, students, and our staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

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

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

- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Our information technology (IT) services provider use monitoring software in our school and will be reviewed, updated and checked regularly. This addresses and includes all online risk of harm, including risks posed by the online activity of extremist and terrorist groups. On occasions, unacceptable websites might be accessed inadvertently; if this occurs then this should be closed down immediately and logged and reported to head teacher, designated safeguarding lead and to the IT services technician.

Buildwas Academy ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, staff are trained in the requirement to ensure children are taught about safeguarding, including online safety. Online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. Buildwas Academy will teach safeguarding, including online safety as part of providing a broad and balanced curriculum. This will include covering relevant issues for schools through Relationships Education (for all primary pupils) referring to [The Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#) and using the [Teaching online safety in school](#) guidance to ensure our pupils understand how to stay safe and behave online as part of our curriculum.

Where children are being asked to learn online at home the school will follow advice from the Department of Education; [safeguarding and remote education](#) and have used it within our [Remote Education Offer](#) and our Pupil-Teacher Video Call Policy.

Buildwas Academy recognises that many children have unlimited and unrestricted access mobile phones and other electronic devices such as computers, tablets, and game devices. However, as a society, we are beginning to recognise that although these devices have brought great benefit, we also need to ensure that we help children to understand there are dangers and how to keep themselves safe.

This includes:

- teaching children about online safety;
 - Keeping personal details secure
 - Understanding that not all content is appropriate, truthful or legal
 - What to do if they do accidentally access inappropriate or illegal content
 - What to do if they are upset by something they receive
 - What to do if they are going to physically meet someone they have met on-line
- not allowing children to use personal electronic devices in school;
- not allowing children to take images of other children or staff; and,
- only allowing children to access their personal electronic devices off the school premises.

We recognise at this school that all information technology, whether personal or work based, is a whole school issue and all staff have a duty to be vigilant.

Buildwas Academy takes seriously its duties to assist parents and help them with online safeguarding resources. As such, we will make them aware of the webpage Parent Info which is a comprehensive, free resource for schools and parents covering a range of safeguarding topics and information about apps and when they are updated etc. The content can be found at <http://parentinfo.org/>

Safe use of electronic devices

Staff can use their personal mobile phones during their break times in designated areas. During working hours, they must be kept out of the reach of children and parents in class stock cupboards, a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure, and to challenge anyone not adhering to it.

Upon signing in at Reception, it is explained to all visitors to the setting (including parents) that whilst on site mobile phones must not be used. During occasions such as Christmas performances, parents and carers are asked to not take group photographs and ensure their images only contain their own children, opportunities for this to happen in this safe manner will be provide.

Important contact details of the children may require access from a mobile phone/ electronic device in the case of an emergency. This information can be accessed via our school's online administration system which requires each staff to login in with their own bespoke password ensuring all information is protected.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Buildwas Academy. Photographs or images of any children within our care may only be taken using a school device and those images must remain within the setting. We take a mixture of photos that reflect the preschool environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. To safeguard children and adults and to maintain privacy, cameras are not to be used during intimate care situations by adults or children.

Within the early years provision at our school, we ensure the safety and welfare of our children in our care. **All personal electronic devices are not permitted within this setting, when in the presence of children.** School devices are used to interact with Tapestry, an electronic learning journey used for the recording preschool and reception children's learning. Before a Tapestry account is opened for a child registering in our setting parental permission is requested. Parents also sign an agreement acknowledging that they must not download images from Tapestry (this option is locked within the App) or share any images on social media sites.

Buildwas Academy will follow the good practice guidance from the Information Commissioners Office, on [taking photographs in educational institutions](#). In the interests of safeguarding a common sense approach on a case by case basis will be taken in this area.

Under **no** circumstances will staff photograph injuries seen on children. School staff are not expert witnesses. If the concern is around non-accidental injury then that is a matter that requires immediate attention on the day resulting in an appropriate referral to Family Connect. Those professionals will control the process of photographic evidence gathering underway and assessment.

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

Prevention in the Curriculum

Buildwas Academy recognises the importance of teaching our children to develop their awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe, including online. Children are taught about safeguarding, including online safety. This is delivered as part of our curriculum with all relevant issues covered through:

- Relationships, Sex and Health Education (primary)
- Personal, Social, Health and Economic education
- Computing Education
- NSPCC Workshops
- Value of the Half Term focuses linked to the promotion of British Values
- House meetings and pupil voice
- Safer Internet Day

Relationships Education and Relationships and Sex Education and PSHE programmes in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, Buildwas Academy will ensure the following areas are covered within the curriculum to prevent the risk of harm to our children and others:

- Online Safety (also please refer to the Safe use of ICT and mobile phones section)
- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem

We also cover the following in a developmentally and age appropriate way.

- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and

- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Inspection

Buildwas Academy recognises its responsibilities for safeguarding within the remit of Ofsted/Independent Schools Inspectorate.

Safer recruitment (please see Part Three)

We provide adequate and appropriate staffing resources to meet the needs of children. The Directors/ Governing body are committed to preventing people who pose a risk of harm from working with children. We will adhere to all statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

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

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

The Directors/ Governing Board ensures that all persons who conduct interviews have completed safer recruitment training.

The following persons have completed safer recruitment training for this school:

- **Mrs Jodie Cooper**
- **Miss Jo Hart**
- **Mrs Heidi White**

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

We comply with the Safeguarding and Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 and [Keeping Children Safe in Education 2022](#) in respect of references and Enhanced Disclosure and Barring Service checks for staff and volunteers to ensure that no disqualified or unsuitable person works with or has access to the children.

Keeping Children Safe in Education 2022 states that schools will be required to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. At Buildwas Academy all volunteers are required to undertake a volunteer interview and obtain a DBS check.

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

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

Staff Supervision (including students and volunteers)

To ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and child protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCP approved training. Individual supervision offers staff an opportunity to receive coaching to improve their practice with children and address any issues resulting in poor performance. Individual supervision also provides a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting.

Staff supervision is also used to ensure that all staff remain suitable to work with children. If a member of staff is taking medication which may affect their ability to care for children, the staff member should seek medical advice. The setting will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.

Staff are also required to disclose any information, which may lead to their disqualification as outlined in The Statutory Framework for the EYFS 2021 3.14-3.18 and Keeping Children Safe in Education 2022.

Resolution of professional disagreements

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

Examples of case-specific professional disagreements include:

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

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

Children's wishes

The Directors/ Governing Board and leaders of Buildwas Academy, will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The Head of School and designated safeguarding lead will put systems in place to for children to express their views and give feedback. We will always operate with the best interests of the child at heart.

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

Buildwas Academy recognises that children may need a social worker due to safeguarding or welfare needs and that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Once informed by the Local authority that a child has a social worker, the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will include decisions such as:

- responding to unauthorised absence or missing education where there are known safeguarding risks and about promoting welfare
- the provision of pastoral and/or academic support,

Looked after children and previously looked after children

Buildwas Academy recognises that the most common reason for children becoming looked after is as a result of abuse and/or neglect. All staff at our school have the knowledge and skills to keep looked after children safe. The designated safeguarding lead will hold the details of each child's social worker and the name of the virtual school head in the authority that looks after the child. The designated safeguarding lead and will work closely with the designated teacher for looked after children. They are responsible for ensuring all staff have the information they need in relations to a child's looked after status and the child's contact arrangements with birth parents of those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegate to the carer by the authority looking after him/her.

Buildwas Academy recognises a previously looked after child potentially remains vulnerable. When dealing with looked after children and previously looked after children we will work with all agencies to take prompt action where necessary to safeguard these children.

The designated teacher

As a non-maintained school/college we have a trained teacher who takes the lead for looked after children. This is Mrs Heidi White.

Buildwas Academy will follow the statutory guidance on [The Roles and Responsibilities of the Designated Teacher](#).

Virtual school heads

Virtual school heads manage pupil premium plus for looked after children. They receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

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

Care leavers

The designated safeguarding lead understands the ongoing responsibilities of local authorities to the young people who cease to be looked after and become care leavers. The designated safeguarding lead will hold detail of the local authority Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver. The Designated teacher for looked after children will continue to champion the education achievement of children who have left care through adoption, special guardianship, child arrangement orders or who are adopted from state care outside of England and Wales through careful liaising with the Local Authority.

Safeguarding children with special educational needs and disabilities

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

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

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

We will consider extra pastoral support attention for children with SEND. This will be delivered through the close working relationships with 1:1 Special Needs Support assistants. In additional, further support, if required, can be provided by the schools ELSA/ Senior Mental Health Lead, Jos Kelly.

The use of 'reasonable force'

There are circumstances when it is appropriate for staff in Buildwas Academy to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control

or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means us 'using no more than is needed'. Our use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

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

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

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

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

Poor or irregular attendance

Buildwas Academy works closely with the Education Welfare Service to monitor attendance in concerns to both persistent absence or lateness. We recognised the figure for persistence absence is being less than 90%, although concerns may still be raised if above this. We will comply with the statutory guidance [Children Missing Education](#).

In respect of this and at a local Shropshire/Telford & Wrekin Council level, we will require the behaviour and attendance lead to refer to the established protocol document of notification to the Local Authority, filling out the appropriate paperwork, policies and procedures for identifying pupils who are missing out on education and policies and procedures for pupils on a modified timetable (available from Shropshire Education Access and Inclusion Service or Telford & Wrekin Council Access & Inclusion Team dependant on the child's home address).

In addition to the above and where reasonably possible school will endeavour to hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give us additional options to make contact with a responsible adult when a child is missing education and poses a potential welfare/safeguarding concern.

Where a child is on a Child Protection Plan has been missing from school for two consecutive days we will notify the child's allocated social worker.

Children leaving school without permission

Where children leave the classroom or leave school grounds without permission, this is covered within our behaviour management policy and is also set against the backdrop of the legal framework of the Children Act 1989 s3 (5); 'Anyone who has care of a child without parental responsibility may do what is "*reasonable*" in all the circumstances to safeguard and promote the child's welfare. It is likely to be "*reasonable*" to inform the police, or children's services departments, and, if appropriate, their parents, of the child/young person's safety and whereabouts'.

However in principle, if a pupil runs out of class we will establish where he or she has gone. For avoidance of doubt and for all within and outside of the school, staff will not run after them but will seek additional support. It is advisable to keep a watchful eye on any child who has taken themselves out of the school building and possibly out of the school grounds, unless this watchful eye provokes the child to run further. It is and will be a judgement call for staff to take what they feel is **reasonable** action in line with the advice above. If a child is no longer on the school premises, we will contact parents in the first instance. If they are not contactable we will inform the police that a pupil has left school and is at risk.

Drug and Substance misuse

Where issues come to our attention in relation to drugs and substance misuse we will follow the non-statutory advice contained within [DfE and ACPO drug advice for schools](#). This document clearly sets out issues around broader behaviour and pastoral support, as well as managing drugs and drug related incidents within our school. The document clearly sets out our powers and what we can do. Coupled with this preventative and supportive approach this will sit hand in hand with our statutory functions of child protection and the alerting to established referral procedures and the law.

Please see our substance abuse policy

Suicide Intervention

Buildwas Academy accepts and understands that thoughts of suicide are common and the leading cause of death in young people. As such suicide intervention is our business too. We to work with our pupils and work in partnership to support anyone in our school community that may have thoughts of suicide. This school will follow our [Suicide Intervention Policy](#) to assist wherever we can in making those in our care as safe as is possible. We will also make staff aware of the following useful link in raising awareness of the subject <http://zerosuicidealliance.com/>

Changing in school

Buildwas Academy considers arrangements for safe changing of children for physical education (PE). We will be guided by the NSPCC guidance Best Practice for PE Changing Rooms. This consideration will come under our duty and remit of health & safety and in the context of children's welfare. We follow the guidance and do what we need to do as a school in relation to organising changing facilities for children; staff supervision; changing areas for children with additional needs; changing considerations for drama productions and using off-site changing rooms. [NSPCC factsheet](#)

Part three: Safer Recruitment

Buildwas Academy will meet all requirements as set out in Part three: Safer recruitment KCISE.

Please see our safer recruitment procedures.

Buildwas Academy is committed to creating a culture of safe recruitment and, as part of this, we will adopt recruitments procedures that help deter, reject or identify people who might abuse children.

The Directors/ Governing Body will act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks, together with references and interview information.

Buildwas Academy commission Telford and Wrekin human resources team to assist in the management of safer recruitment procedures, including for the following:

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

Buildwas Academy will maintain a single central record of pre-appointment checks. As we are part of a Multi Academy Trust they will maintain the single central record detailing checks carried out in each academy within the MAT.

Visitors

Buildwas Academy understand we do not have the power to request DBS checks and barred list checks. We will always request to see appropriate identification / DBS certificates for visitors. The details of frequent visitors to the school will be transferred onto the Academy's Single Central Record, scanned into a secure electronic area, and shredded. The Executive Principal/ Head of School will use their professional judgement to determine the need escort or supervise visitors. A record of visitors will be made and all they will be suitably identified/badged.

Alternative Provision

For any children placed in external alternative provision provider, Buildwas Academy continues to be responsible for the safeguarding of that pupil. Pupils accessing Alternative Provision often have complex needs, it is important that governing bodies and proprietors are aware of the additional risk of harm that their pupils may be vulnerable to. The Department of Education has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard: Alternative Provision and DfE Statutory Guidance Education for children with health needs who cannot attend school.

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

Adults who supervise children on work experience

When organising work experience placement for any children under the age of 16 on site at Buildwas Academy, we will ensure the placement provider has policies and procedures in place to protect children from harm. We will ensure that relevant checks, including barred list checks have been obtained for all adults who supervise any children under the age of 16 on a work experience placement.

Private fostering

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

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's social care as soon as possible. If we become aware of

a private fostering arrangement for a student that has not been notified to children's social care, we will encourage parents and private foster carers to notify them and will share information with children's social care as appropriate.

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Annex A: Roles of the designated safeguarding lead

The Directors/ Governing Body has appointed **Mrs H White** as an appropriate senior member of staff, from school leadership team, to the role of designated safeguarding lead. This member of staff takes the lead responsibility for safeguarding and child protection (including online safety) at Buildwas Academy. This is explicit in the role holder's job description.

This member of staff will be given the appropriate status and authority with our setting to carry out the duties of this post. The role of designated safeguarding lead carries a significant level of responsibility and so the post holder will be given the additional time, funding, training, resources and support needed to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings and/or supporting other staff to do so, and contributing to the assessment of children.

The designated safeguarding lead will form part of a borough wide network, where information is shared, in a two-way process, with the Shropshire/ Telford & Wrekin Council Education Safeguarding Team.

They will complete the section 175/157 audit each year and submit to SSP. The section 175/157 audit will be supplied by the Shropshire County Council Safeguarding Team.

Deputy designated safeguarding leads

Buildwas Academy have appointed Mrs J Kelly as the deputy designated safeguarding leads. These deputies are trained to the same standard as the designated safeguarding lead and the role is explicit in their job description. Some of the activities of the designated safeguarding lead may be delegated to these appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility will not be delegated.

Availability

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

Whilst generally speaking the designated safeguarding lead (or deputies) are expected to be available in person, on occasions in exceptional circumstances availability may be achieved via telephone or through TEAMS.

Outside of hours/out of term time either Mrs H White as designated safeguarding lead or Mrs J Kelly as deputy designated safeguarding lead can be reached via email. Shropshire Local Authority also hold emergency contact details for these two members of staff.

Manage referrals

The designated safeguarding lead will:

- Refer cases of suspected abuse and neglect to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases 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.

Work 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 Head of School 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" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Head of School 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:
 - ensure that the school 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,

- support 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. Each child has a separated child protection folder that is held securely and access is only available to trained DSLs and deputy DSLs. Where the file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education 2021 Part one and Part two of the guidance.

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.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school 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 should ensure key staff such as designated safeguarding leads and SENCOs 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. For example, information that would allow the new school 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 will:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school or college in this

- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies, procedures and guidance and required audit processes from the Shropshire Safeguarding Community Partnership (SSCP)
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

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

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;

- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

Providing support to staff

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

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

Understanding the views of children

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

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

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of Keeping Children Safe in Education 2021 guidance, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and with other schools 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.

Annex B

Alternative Provision Quality Assurance Checklist			
Name of alternative provision:			
Name of person completing checklist (from host school):			
<p>If the alternative provision hasn't been quality assured by the Local Authority or another recognised provider the host School must quality assure the placement.</p> <p>This quality assurance document must be completed prior to working with a new alternative provision and annually thereafter.</p>			
		On file/ evidence of check	Date & Initial
1	<p>Has the provision been quality assured by the Local Authority? Y/N</p> <p>If so, written evidence must be obtained evidencing quality assurance.</p>		
2	<p>Is the alternative provision registered as an independent school with the DfE? Y/N</p> <p>The criteria to be registered as an independent school is that;</p> <ul style="list-style-type: none"> - full-time¹ education is provided for five or more pupils of compulsory school age <p>Or</p> <ul style="list-style-type: none"> - full-time education is provided for one or more pupils with an EHC plan or who is "looked after" by a local authority <p><small>1 - There is no legal definition of what constitutes 'full-time' education. However, DfE would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child's education.</small></p>		
3	What is the provider's DfE number? (If applicable)		
4	Copy of signed Service Level Agreement (SLA) /contract (attached)		
5	Is there a clear governance structure within the Alternative provision? Y/N		
6	Does the referral process include the requirement for a detailed pupil profile from the host school prior to agreement of placement? Y/N		

7	<p>Pupil's attendance should be monitored daily. Is this included in the SLA? Y/N</p> <p>Copy of providers Attendance policy attached.</p>		
8	Is there a procedure for when pupils fail to attend? Y/N		
9	Is there adequate access to resources for all pupils who access the provision? Y/N		
10	<p>Is there inclusive practice with regards to positive behaviour management, attendance and punctuality? Y/N</p> <ul style="list-style-type: none"> - Pro-actively promote and support the regular attendance of pupils - Effective reward/incentive strategies to promote participation 		
11	<p>Is there regular assessment and review of pupil progress? Y/N</p> <p>Provision agree to share weekly progress reports</p>		
12	Are risk assessments completed for activities that pupils may undertake? Y/N (copy attached)		
13	Is there a full and clear pupil induction procedure regarding health and safety and fire evacuation? Y/N		
14	<p>Are there robust procedures in place to safeguard children in line with KCSIE? Y/N</p> <p>Copy of providers Safeguarding/Child protection policy attached.</p>		
15	<p>Has evidence of staff receiving accredited child protection training been seen? Y/N</p> <p>Has evidence of DSL receiving training for their role been seen? Y/N</p> <p>Have contact details for DSL been provided? Y/N (attached).</p>		
16	Copy of public liability insurance document attached.		
17	Is there a policy for when members of staff are working alone with pupils? Y/N (copy attached)		
18	Does the provider have an ICT policy that includes mobile phones? Y/N (copy attached)		
19	Copy of health and safety policy attached.		
20	<p>Has written confirmation from the provider that staff vetting checks have been undertaken been received? Y/N</p> <p>Checks include;</p> <ul style="list-style-type: none"> • an identity check; • a barred list check; • an enhanced DBS check/certificate; 		

	<ul style="list-style-type: none"> • a prohibition from teaching check; • further checks on people who have lived or worked outside the UK • a check of professional qualifications, where required; and • a check to establish the person's right to work in the United Kingdom. <p>Has confirmation of these checks been added to the host school Single Central Record on the agency tab?</p>		
21	<p>Is there a Designated First Aid Officer and suitable equipment available? Y/N</p> <ul style="list-style-type: none"> - Qualified First Aiders identified - Recording system for accidents including informing host school and home - Historical or current RIDDOR investigations - Evidence of full first aid kit 		
22	<p>Has confirmation been received from the provider that a representative will attend or contribute to multi-agency meetings (e.g. Child protection conferences and core group) when necessary? Y/N</p>		

Action Plan

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

Action reference number.	Area for improvement	Intended action

Signed by host school _____ Date _____

Signed by Alternative Provision _____ Date _____

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Appendix C

Fundamental British Values in the Early Years

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

It is NOT acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Appendix D



CONCERN REPORTING FORM

Logging a concern about a child's safety or welfare

Part 1 – For staff use

Child Name:			
Date of birth:		Year Group / class:	
Name of referrer:		Role of referrer:	
Details of concern: <i>What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</i> <i>What is the pupil's account/perspective?</i>	<i>(Use body map if appropriate)</i>		
Reported to:		Role of person reported to:	
Signed:			
Date:			

Part 2: For DSL/Deputy DSL to complete

Action taken:		Advice sought: <i>(from whom and what was advice given)</i>	
Concern / referral discussed with parent / carer? If yes note discussion		If not, state reasons why	
Referral made: <i>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</i>		If not, state reasons why	
Feedback to referring member of staff:			By whom
Response to / action taken with pupil:			By whom
Other notes / information: <i>When making a referral about an acute specialist need/child protection follow up with a MARF</i>			

Any other action required:			
Signature of DSL		<i>Date</i>	

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