



Brewood CE Middle Academy

Safeguarding Policy 2026

At Brewood CE Middle Academy, we value and cherish every member of our community and celebrate their uniqueness. Our values led curriculum promotes a love of life and learning inspiring every individual to be a respectful, resilient, and faithful global citizen.

This policy is available on our website and is available on request. We inform parents and carers about this policy when their child(ren) join our setting.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance.

[Keeping Children Safe in Education](#)

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on 19th October 2026. It is due for review in Oct 2027.

Signature

Headteacher

Date:15.09.2026

Signature

Chair of Governors

Date:19.10.2026

The minutes of the Governing body 19th October 2026 clearly demonstrate where this Policy has been developed with the staffing group using their expertise and knowledge.

Publication date:

Renewal Date:

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Key Safeguarding Contacts

Our Safeguarding Team

Mr J N Smith– Head Teacher



**Designated Safeguarding Lead (DSL)
Designated Teacher for Looked After Children
Single Point of Contacts (SPOC)**

Mrs L Guy - Inclusion Lead



**Deputy Designated Safeguarding Lead
(DDSL)
Pupil Premium Champion (PPC)**

Mrs S Cornes



**Operations Manager
Brewood CE Middle Academy
Deputy Designated Safeguarding Lead
(DDSL)**

Mrs S Bradley-Richards



**Nominated link Local Academy Committee
(LAC) member for Safeguarding**

Mrs C Snowden  Assistant Headteacher (KS2) Deputy Designated Safeguarding Lead (DDSL) Leader of Maths	Miss V Evans  Chair of Local Academy Committee (LAC)	
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Role	Name	Date and level of safeguarding training
Headteacher	Mr J Smith	Safeguarding & Prevent – Sept 2026 ACT – Action Counters Terrorism Awareness – 20.8.24 Understanding Sexual Harassment and Sexual Violence for DSL's – 27.02.24 Safer Recruitment – 21/5/25 Domestic Violence & effect on children 25.11.25 Operation Encompass Training – 15.09.25
Designated Safeguarding Lead (DSL)	Mr J Smith	
Deputy Designated Safeguarding Lead (DDSL)	Mrs S Cornes	Safeguarding & Prevent – Sept 2026 Graded Care Profile L2 Multi Agency Training 8/02/24 Early Help Training – June 2024 Health & Safety at Work – 23/11/25 Equality & Diversity – 23.11.25
Deputy Designated Safeguarding Lead (DDSL)	Mrs L Guy	Safeguarding & Prevent – Sept 2026
Deputy Designated Safeguarding Lead (DDSL)	Mrs Ceri Snowden	Safeguarding & Prevent – Sept 2026 Level 2 Training – June 2026 Level 3 Training – July 2026

Nominated LAC member for Safeguarding	Mrs S Bradley-Richards	Safeguarding & Prevent – Sept 2026
Chair of Local Academy Committee	Miss V Evans	Safeguarding & Prevent – Sept 2026
Designated teacher for Looked After Children	Mr J Smith	Safeguarding & Prevent – Sept 2026 Understanding the changes to the PREVENT duty
Prevent Lead	Mr J Smith	Safeguarding & Prevent – Sept 2026
Mental Health Lead	Mrs S Cornes	Safeguarding & Prevent – Sept 2026
PHSE Lead	Mrs R Gregory	Safeguarding & Prevent – Sept 2026
SENCO	Mrs L Guy Miss K Wright (Interim)	Safeguarding & Prevent – Sept 2026 Safeguarding & Prevent – Sept 2026
Attendance Lead	Mrs S Cornes	Safeguarding & Prevent – Sept 2026

1. Purpose and aims

The purpose of our Safeguarding policy is to ensure that we:

- **Are committed** to developing a robust safeguarding culture of vigilance and challenge.
- **Build resilience** by raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe.
- **Establish a safe environment** in which children can learn and develop within an ethos of openness and where children are taught to treat each other with respect, to feel safe, to have a voice and know that they will be listened to.
- **Support vulnerable pupils** who have been abused, have witnessed violence towards others or may be vulnerable to abuse.
- **Prevent unsuitable people** from working with children by ensuring we practice safe recruitment in checking the suitability of **all** school staff, supply staff and volunteers to work with our children and maintain an active, ongoing vigilance in line with the safeguarding culture.

We follow the procedures set out by Staffordshire Safeguarding Children's Partnership, [Working together to safeguard children 2026](#) and [Keeping Children Safe in Education 2026](#) by **knowing** and **understanding** that:

- Safeguarding and promoting the welfare of children is **everyone's** responsibility and the **voice of the child** is evident.
- **Everyone** who comes into contact with children and their families has a role to play.
- **Everyone** should ensure that their approach is **child-centred** considering, at all times, what is in the **best interests** of the child.
- By establishing a safe environment, we enable our children to learn and develop within an ethos of openness.
- **No single practitioner** can have the full picture of a child's needs and circumstances.
- If children and families are to receive the **right help at the right time, everyone** who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.

- The importance of providing children with a balanced curriculum including PHSE, healthy relationship education, online safety, making or sharing of nudes or semi-nudes, child-on-child abuse (including harassment and violence) as well as 'abuse outside the home' (County Lines, Child Criminal Exploitation incl Child Sexual Exploitation and other contextualised safeguarding issues). Also supporting this with online activities, enabling children to enhance their safeguarding skills and knowledge whilst understanding the risks.
- Undertaking the role to enable children and young people at our school to have **best outcomes**.
- Ensuring that we have awareness of our staff's knowledge and understanding, as well as embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a **robust element** of our practice.

At Brewood CE Middle Academy our role is to:

- **Provide** help and support to meet the needs of children as soon as problems emerge
- **Protect** children from maltreatment, inside or outside the home, including online.
- **Prevent** impairment of our children's mental and physical health or development.
- **Ensure** that our children grow up in circumstances consistent with the provisions of safe and effective care.
- **Take action** to enable **ALL** children to have the best outcomes.

This policy provides guidance to **all** adults working within the school, whether paid or voluntary or directly employed by the school or a third party and should be read in conjunction with the documents [Keeping Children Safe in Education 2026](#) and [Working together to safeguard children 2026](#)

- This policy is available on our website and on request from the main office. We will also inform parents/carers about this policy when their children join our setting/school/college.
- This policy will be reviewed in full by the Governing Body on an annual basis or sooner should legislation/guidance change.
- This policy sets out how the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this setting/school/college. Our policy applies to **all** staff; paid and unpaid, working in the school, including Governors.
- The policy is provided to **all** staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside our Staff Code of Conduct policy.

- Our Governing Body, working with the senior leadership team and especially our Designated Safeguarding Lead (DSL), ensure that those staff who do not work directly with children will read at least Part 1 of the KCSiE 2026 guidance.
- All staff who work directly with children, are provided with, and have read at least Part One of Keeping Children Safe in Education 2026.
- The school follows the Staffordshire Safeguarding Children's Partnership policies and procedures. [StaffsSCP](#)

2. Our ethos and culture at Brewood CE Middle Academy

At Brewood CE Middle Academy, our children's welfare is of paramount importance to us, and we are a child centred setting. Our children are reassured that they have a voice, will be listened to and what they say will be taken seriously. They know that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse.

Children are encouraged to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them.

We make every effort to listen to and capture the voice of children to enable us to have a clear understanding of their daily lived experiences. This includes understanding that the child's presenting behaviours and observations by staff also form part of their voice.

We are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. They may feel embarrassed, humiliated or are being threatened. This could be due to vulnerability, disability and/or sexual orientation or language barriers.

This does not prevent **ALL** staff from using professional curiosity and speaking to the DSL if they have concerns about a child. Our staff determine how best to build trusted relationships with children which facilitate this communication.

We understand our statutory duty to safeguard and promote the welfare of children, and we maintain a professional attitude of '**it could happen here**' where safeguarding is concerned. We expect **ALL** staff, governors, volunteers, and visitors to share our commitment, maintaining a safe environment and a culture of vigilance.

Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused, neglected or exploited. It is our willingness to work safely and challenge inappropriate behaviours, that underpins this commitment. We work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

We have a culture of vigilance and staff are confident and competent in the timely challenge of unacceptable behaviours and these are dealt with appropriately and robustly. Staff do not accept these behaviours as 'banter', 'having a laugh' or 'part of growing up'.

All staff are encouraged to report concerns that they have and not to see these as insignificant. They **will** act on them immediately and report them to the DSL/DDSL.

Options of support will include:

- managing any support for the child internally via our own pastoral support processes, including considering where doing so does not place the child at additional risk, whether the designated safeguarding lead (or a deputy) should inform parents or carers to further support the child's wellbeing,
- undertaking a family help assessment
- making a referral to statutory services for example as the child could be in need, is in need or is suffering, or likely to suffer harm.

When dealing with safeguarding matters, we are conscious of the language and terminology we use, especially in front of children. Sometimes reference is made to a child who has been subjected to abuse, as a victim. However, not all children consider themselves a victim nor will they want to be referred to in this way. We are conscious of this and when managing any incident, we will be prepared to use terminology that children are most comfortable with.

In KCSiE 2026 guidance, reference is made to alleged perpetrator and perpetrator, however we will try to avoid using these terms and instead we will refer to children and young people who have 'displayed' or 'instigated' particular behaviours. We ensure that **all** children involved receive support.

We work closely with safeguarding partners, share the same goals, learn with and from each other, have what we need to help families, acknowledge and appreciate difference as well as challenging each other.

We acknowledge the four principles that as professionals we should follow when working with parents and carers:

- effective partnership and the importance of building strong, positive, trusting and co-operative relationships
- respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers
- empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources
- involving parents and carers in the design of processes and services that affect them.

We recognise the stressful and traumatic nature of safeguarding work, and support staff by providing an opportunity to talk through their anxieties with the DSL and to signpost and seek further support as appropriate, this could take the form of clinical supervision. [Education Support helpline-emotional support for education staff](#)

3. Legislation, guidance and links to other school policies

This policy has been devised with due regard for the statutory guidance from the DfE [Keeping Children Safe in Education 2026](#) (KCSiE) and this document is read alongside:

- [Working together to safeguard children 2026](#)
- [Children's Wellbeing and Schools Act 2026](#)
- [Staffordshire Safeguarding Children Partnership Procedures](#)
- [What to do if you are Worried a Child is being Abused](#)
- [Behaviour in Schools - Advice for headteachers and school staff](#)
- NSPCC Caspar newsletters
- Andrew Hall weekly bulletins
- SSCB updates
- Anti-Bullying (including cyber bullying indicators)
- Child on child abuse policy
- Online Safety
- [Wellbeing Policy](#)
- Staff code of conduct
- [BMA-Behaviour-Policy-updated-Feb-2026.pdf](#)
- Safer recruitment
- [St-Chads-Whistleblowing-updated-Sept-2024.pdf](#)
- [Searching-Screening-and-Confiscation-Policy-2025.pdf](#)

4. The role of all staff in keeping children safe

All staff have read and have a good understanding of **at least part 1** of [Keeping Children Safe in Education 2026](#) and are aware of the safeguarding link to other policies relating to their daily practice.

All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring—see para 171-175 for further information and [Filtering and Monitoring standards](#)). This training takes place at induction and is regularly updated. In addition, **all** staff should receive safeguarding and child protection (including online safety) updates including those from NSPCC (CASPER), Andrew Hall, St Chad's Academy Trust and DSL as required, and at least annually, to continue to provide staff with relevant skills and knowledge to safeguard children effectively.

All staff know who the DSL/DDSL is and understand that as well as being the expert in this field, they are there to support staff, volunteers, and the Governing body.

All staff are aware of their responsibility to provide a safe environment in which children can learn.

All staff are aware of indicators of abuse, neglect, exploitation and modern slavery and understand that children can be at risk of harm inside and outside of our setting, inside and outside of their home and online. Staff are confident in exercising **professional curiosity** and understand that knowing what to look for is vital for the early identification of abuse, neglect and exploitation, to identify cases of children who may need our help or protection. They are aware that abuse, neglect, and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple harms do overlap one another.

All staff, but especially the DSL/DDSL, 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse- including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

All staff recognise that children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination. Such experiences can have a significant impact on a child's welfare, wellbeing, mental health, sense of belonging and willingness to seek help. Concerns relating to prejudice-based harm will be considered within safeguarding practice where appropriate and responded to in line with this policy.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse and other risks online as well as face to face. They know that in many cases abuse and other risks will take place concurrently both online and offline.

Children can also abuse other children online; this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual-making or sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. This includes AI generated child sexual abuse material.

Guidance

- AI Guidance

All staff are also mindful that disinformation, misinformation and conspiracy theories can be an online safety risk/concern.

All staff know what to do if a child tells them they are being abused, exploited, or neglected. Staff know how to maintain an appropriate level of confidentiality by only involving those who need to be involved, such as the DSL/DDSL and local authority children's social care. Staff 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. They are aware of their statutory reporting responsibilities and duty in relation to FGM.

All staff know how to reassure children 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 **any** form of abuse and/or neglect. Nor should a child ever be made to feel ashamed for making a report.

All staff are aware of the early help process and understand their role in it and are confident to identify and support children who may benefit from early help, effectively giving children and their families the right help at the right time.

All staff are aware of the SSCP Right Help, Right Time Framework including the process for community-based Family Help and when a case should be referred. They are also aware of targeted early help level, and when statutory services are delivered under Section 17 and Section 47 of the Children Act 1989 (Para 13 KCSiE). They are aware of how to make a referral to children's social care-along with their potential role in any assessments.

All staff understand their responsibility to report concerns about the behaviour of any adult in our setting and know that they will be listened to and taken seriously.

All staff understand their responsibility to escalate concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.

[SSCP Escalation Policy](#)
[Whistleblowing Advice Line | NSPCC](#)

5. The role and responsibilities of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s) (DDSL)

For full details of the DSL/DDSL roles and responsibilities please refer to Part 2 & Annex-B of [Keeping Children Safe in Education 2026](#).

Our DSL/DDSL(s) have received the appropriate safeguarding training to provide them with an understanding of their role and the knowledge and skills to carry it out. Our DDSL(s) are trained to the same level as the DSL. Training received also supports their knowledge of the processes, procedures, and responsibilities of other agencies, particularly children's social care in line with [Working together to safeguard children 2026](#).

This training is updated at least every 2 years and in addition to this they regularly (at least annually) refresh and update their knowledge and skills. The DSL is given **additional** time, funding, training, resources, and support needed to carry out the role effectively.

DSL takes part in DSL briefings run by Staffordshire Safeguarding Children's Partnership and along with Quality Learning Circles (QLC's) with the St Chad's Multi Academy Trust. Both these development opportunities provide the DSL with both information and guidance to ensure that their role is being carried out to the best of their ability. Resources such as those circulated by Andrew Hall are made available by the DSL and paper documents are placed on the Safeguarding Board in the staffroom and in the entrance hall where the pictures of key staff are also shown along with key documents.

Our DSL takes the **lead responsibility** for safeguarding and child protection (incl online safety as well as an understanding of the expectations, applicable roles and responsibilities in relation to the filtering and monitoring

systems and processes in place, including requirements relating to the safe use and filtering of generative AI), and this is explicit in their job description.

Guidance:

- [Filtering and monitoring standards for schools and colleges](#)
- [Generative AI expectations](#)
- [Plan technology for your setting](#)

As part of online safety, we are aware of our responsibility for information security and access management, and we will ensure that we have the appropriate level of security protection procedures in place to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. We will take appropriate action to meet the Cyber security standards for schools and colleges in order to improve our resilience to cyber-attacks.

The DSL met with the ICT provider (COMPUTTEAM) at the beginning of the school year to discuss the government's standards and draw up an action plan that outlines how the academy will meet the standards set out for them. The meeting allowed the academy to better understand the principles of filtering and the roles played by COMPUTTEAM in ensuring that all pupils are safe whilst online and that their online footprint can be monitored.

Guidance:

- [Cyber security standards for schools and colleges](#)
- [Cyber Security Training for School staff](#)
- [NEN - The Education Network](#)

During term time, the DSL/DDSL is available (during school hours) for staff in the school to discuss any safeguarding concerns. The DSL can delegate activities to the DDSL(s); however, the ultimate responsibility remains with them, and this lead responsibility is not delegated.

To ensure continuity of safeguarding responsibilities, when the DSL is unavailable due to illness, leave, or other circumstances, we implement robust cover arrangements for these periods to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

Pupils and parents can contact the someonetotell@brewood.staffs.sch.uk email address which is monitored by the DSL / DDSL in school.

The DSL acts as a source of support, advice, and expertise for staff. Risk assessments/safety plans will be completed as required and should, where appropriate, involve other agencies, these are reviewed regularly and shared appropriately.

Our DSL maintains robust systems to monitor and record training of **all** staff. Update and refresher time scales are evident within the training record. Training is delivered in-line with StaffsSCP and KCSIE 2026. This will include

The DSL ensures that **all** staff and regular visitors have appropriate safeguarding training to equip them for their role in school. This includes training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. The DSL ensures systems are in place to induct new staff/governors and that they are robust and monitored and any non-compliance shared with Senior Leadership Team/LAC.

The DSL monitors the safeguarding management system CPOMS to record concerns about children, ensuring that the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information are kept in-line with the 'Data Protection Laws' (Throughout this policy, the term 'data protection laws' refers collectively to the Data Protection Act 2018, the UK GDPR, and the Data (Use and Access) Act 2025).

The safeguarding records are kept in a secure location and away from academic records. There is a robust process of the transfer, both in and out, of these records and clear recording of this.

When a parent chooses to remove their child/ren from school to receive Elective Home Education (EHE), the DSL will pass on any safeguarding concerns and the safeguarding file, if there is one, to the EHE Team (electivehomeeducation@staffordshire.gov.uk) and inform other professionals who may be involved with that child.

All paper safeguarding files have a front sheet, a chronology in addition to all other safeguarding paperwork in date order with the most recent at the front of the file. All concerns, discussions and decisions made including rationale are recorded within the safeguarding file.

The DSL/DDSL monitors the quality of safeguarding files through auditing case files regularly. Appropriate and regular case supervision takes place with the DSL and may be extended to other members of staff if we deem this appropriate.

The DSL/DDSL will refer cases of suspected abuse to the local authority children's social care, as required, and support other staff to make these referrals.

The DSL/DDSL understand the importance and need for attendance at Child Protection Case Conferences (both Initial and Review) and core group meetings as well as Child in Need meetings. The DSL/DDSL will represent education at these meetings and prior to conference, whether attending or not, MUST complete the Education Report prior to the Conference.

Any staff member may be required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren.

The DSL/DDSL will notify children's social care if a child with a child protection plan is absent for more than two days without explanation.

The DSL/DDSL helps to promote educational outcomes by sharing appropriate information about the welfare, safeguarding and child protection issues that children (including children with or who have previously had a Social Worker) are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the schools and their staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for these children including supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make.

The DSL has a good understanding of the community the school serves, the risks and its resilience. The DSL regularly meets with the local PCSO's to discuss local issues and how they can support the school. Through the PCSO's the school has been able to host drop in's for both pupils and parents to discuss issues that are important to them.

6. Our Local Academy Committee (LAC)

The Chair of LAC has attended appropriate training for dealing with safeguarding concerns or allegations made about, or concerns raised in relation to teachers, (including supply teachers and trainee teachers), other staff, volunteers, and contractors. They have read and understand Part 4 of KCSiE 2026 including Section One: Concerns or allegations that may meet the harm threshold and Section Two: Concerns or allegations that do not meet the harm threshold (low-level concerns).

At Brewood CE Middle Academy our LAC have a strategic leadership responsibility for safeguarding arrangements, and they **must** ensure that we comply with our duties under legislation. They **must** have regard to this guidance in ensuring policies, procedures and training are effective and always comply with the law. See Part Two: The Management of Safeguarding in Keeping Children Safe in Education 2026. The Headteacher ensures that the policies and procedures, adopted by the governing bodies

and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

The LAC ensure that all staff, including governors and trustees, receive appropriate safeguarding and child protection training (including online which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. The LAC ensure that **all** members and trustees receive appropriate safeguarding (including online via SMARTLOG) training at induction. This will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place here are effective and support the delivery of a robust whole school approach to safeguarding and this training is regularly updated each year with all LAC members completing their Level 1 Safeguarding training using SMARTLOG; records of this training is kept by the DSL and Clerk to the LAC.

St Chad's Multi Academy Trust uses SmartLog as a tool to allocate training to staff and record its completion. Miss V Evans (Chair of the LAC) is also trained to Level 4 having undergone both online and face to face training on behalf of the LAC.

Our LAC ensure that online safety is a running and interrelated theme when devising and implementing our whole school/ college approach to safeguarding. This includes considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

[Online Safety Policy – Feb 2026.pdf](#)
[St-Chads-Acceptable-Use-Policy-new-2024.pdf](#)

We are aware of and follow the below guidance

- [Generative AI in Education](#)
- [Online resources AI in Education](#) which also contains important information on identifying and mitigating key risks associated with safeguarding, ethics, data protection, and intellectual property.

In considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our LAC will ensure that our school has appropriate filters and a monitoring system in place. They ensure that the leadership team and relevant staff

have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The LAC will review the following standards and discuss with IT staff and service providers what more needs to be done to support our setting in meeting this standard:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs.

Guidance:

- [Filtering and monitoring standards for schools and colleges](#)

The LAC are also aware of their responsibility to ensure that there is the appropriate level of security protection procedures in to safeguard systems, staff and learners and that they need to review the effectiveness of these procedures annually to keep up with evolving cyber-crime technologies. The LAC will ensure that appropriate action is taken to meet the Cyber security standards for schools and colleges to improve the resilience to cyber-attacks.

Guidance:

- [Cyber security standards for schools and colleges](#)
- [Cyber Security Training for School staff](#)
- [NEN - The Education Network](#)

The LAC and proprietors are aware of their obligations under the [Human Rights Act 1998](#), the [Equality Act 2010](#), (including the [Technical Guidance on the Public Sector Equality Duty](#)), and local multi-agency safeguarding arrangements. Further guidance is found in [Keeping Children Safe in Education 2026](#) & [Equality Act 2010-Advice for schools](#)

The LAC facilitate a whole school approach to safeguarding involving everyone in school, ensuring that safeguarding is at the forefront and underpins all relevant aspects of process and policy development. These systems, processes and policies operate with the **best interests** of our children at the heart of what we do.

The LAC has appointed the Designated Safeguarding Lead (DSL) Mr J N Smith who takes **lead responsibility** for safeguarding and child protection (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in

relation to filtering and monitoring). This is explicit in their job description, and they ensure that the DSL understands their responsibility in leading safeguarding across the school. They also ensure that the DSL is given additional time, funding, training, resources, and support needed to carry out the role effectively. See Annex B [Keeping Children Safe in Education 2026](#)

The LAC has also identified a Deputy Designated Safeguarding Lead(s)(DDSL) Mrs L Guy, Mrs C Snowden and Mrs S Cornes training them to the same safeguarding standard as the DSL.

The LAC and proprietors ensure that children are taught about how to keep themselves and others safe, including online. It is recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities.

We play a crucial role in preventative education preparing children for life in modern Britain creating a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.

We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the behaviour policy and pastoral support system, as well as by a planned programme of evidence-based allegation/RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Through our curriculum, children are supported to develop positive relationships, body confidence and self-esteem, and are taught about online harms, including the sharing of images, pornography, deepfakes, misogynistic influencers and where to seek help and support.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filtering and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Resources

- [Teaching about relationships, sex & health](#)
- [Teaching online safety in schools](#)
- [PHSE Association accredited lesson plans and resources](#)
- [Harmful online challenges and online hoaxes](#)

The Governing Body will ensure compliance with the completion of the Local Authority annual safeguarding audit, via the Phew electronic system, to the

Local Authority and that any areas of concern in safeguarding are identified and a safeguarding action plan is developed.

Our school also completes a trust wide safeguarding audit however this audit compliments and does not replace the statutory return to the local safeguarding partnership.

The LAC ensure that those involved with the recruitment and employment of staff to work with children have received safer recruitment training and are compliant with safer recruitment procedures. This includes the requirement for appropriate checks to be carried out in line with national guidance. When candidates have been shortlisted, they will be made aware that online searches will be carried out.

- Part 3 Safer Recruitment [Keeping Children Safe in Education 2026](#)

Our LAC/Headteacher have ensured that there is a current whistleblowing policy, and staff are aware of this policy and understand its content. We have a culture where staff can raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistleblowing procedures [St-Chads-Whistleblowing-updated-Sept-2024.pdf](#)

Further guidance on [whistleblowing](#) is available here and the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding failures internally. Staff can call on 0800 028 0285 and the line is available from 8am to 8pm, Monday to Friday. Email: help@nspcc.org.uk

When the LAC or Proprietors hire/rent out school or college facilities/premises to organisations or individuals (e.g. community groups, sports associations, and service providers to run community or extra-curricular activities), they will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body, this is not necessarily the case.

The LAC will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters

where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll/attend college.

The LAC will ensure that safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Lettings will not be made to persons under the age of 18, or to any organisation or group with an unlawful or extremist background.

Guidance: -

- [After-school clubs, community activities and tuition: safeguarding guidance for providers](#)

The Designated Teacher

The Governing body have appointed a [Designated Teacher](#) (DT) Mr J Smith who works with the local authority to promote the educational achievement of registered pupils in our setting, who are looked after. Our Designated Teacher works across the school to promote educational outcomes and attendance for children in care using evidence-based interventions.

Our designated teacher also has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care, outside of England and Wales. They are appropriately trained and have the relevant qualifications and experience.

The Designated Teacher works with the Virtual School to provide the most appropriate support, utilising Pupil Premium Plus funding, to ensure that they meet the needs identified in the child's personal education plan (PEP). They work with the Virtual School Headteacher to promote the educational achievement of previously looked after children.

The Designated Teacher has the details of the Local Authority Personal Advisor who has been appointed to guide and support the care leaver and liaises as necessary regarding any issues of concern affecting the care leaver.

At Brewood CE Middle Academy we are attachment aware, and trauma informed and take a relational based approach to supporting our most vulnerable children and will work restoratively with children to improve their outcomes. (Delete if n/a to your setting-we would strongly advise that this training is completed via emailing lisa.wood1@staffordshire.gov.uk).

We are aware of the additional duties of the virtual school headteacher extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. We understand the role that we play in improving outcomes for children with a social worker.

Virtual Headteacher Role-Children with a social worker

7. Working with parents/carers.

At Brewood CE Middle Academy we are committed to working in partnership with parents/carers to safeguard and promote the welfare of their children, and to support them to understand our statutory responsibilities in this area.

When new pupils join our setting, parents/carers will be informed that we have a safeguarding policy and that we are an Operation Encompass setting. A copy of this policy will be provided to parents on request and is available on the website. Parents/carers will be informed of our legal duty to assist our safeguarding colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the relevant local authority or other agencies.

We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or if it is necessary to do so to safeguard a child from harm.

We will seek to share with parents/carers any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL from making a referral to the local authority in those circumstances and where it is appropriate to do so.

To keep children safe and provide appropriate care for them, we require parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives.
- Full names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above) and **at least 2 contacts.**
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

- Any legal or criminal changes which effects parental responsibility e.g., bail conditions, court orders, Special Guardianship orders, Child Arrangement Orders.

The school will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission, and the school has been supplied with the adult's full details in writing.

We recognise that we are likely to be in regular contact with parents and carers. We will use these communications to reinforce the importance of children being safe online and parents/carers are likely to find it helpful to understand what systems schools use to filter and monitor online use. It will be especially important for parents/carers to be aware of what their children are being asked to do online, including the sites they will ask to access and be clear who from the school (if anyone) their child is going to be interacting with online.

At **Brewood CE Middle Academy** we update parents about safeguarding through newsletters/ website/notice board in reception. The Headteacher's newsletter each week contains safeguarding guidance 'E-Safety Bookmark' and information for parents / pupils; some of the posters featured in the newsletter are also displayed around school. There are 2 safeguarding noticeboards around school signposting pupils to where they can access support and guidance should this be required.

Urgent or time sensitive updates / notices are sent to parents & carers via email and text message via the school's intouch software. Parents / pupils have access to the someonetotell email address that is accessed each day by the DSL; concerns are then actioned by a member of the safeguarding team.

8. Early Help incl community-based Early Help & Family Help

Any child may benefit from support before statutory intervention, including from universal services and community-based **Early Help**, or the targeted early help level of **Family Help**.

If children do not require the support of statutory children's services, the DSL/DDSL will generally lead the liaison with other agencies and setting up an inter-agency assessment as appropriate. They may be required to support other agencies and professionals in carrying out this assessment, in some cases acting as the lead practitioner. (Working Together 2026)
This will be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. (Alternatively, qualified lead practitioners, not a social worker, who may lead

assessments before statutory intervention can continue to lead work with families up to and including section 17.

All staff are particularly alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug or alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol or other drugs themselves
- has returned home to their family from care
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child; and

The DSL ensures that **all** staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the **lead professional** in undertaking an early help assessment.

The DSL/DDSL will consider how the needs of different family members impact each other. This includes needs relating to education, mental and physical health, financial stability, housing, substance use and crime. We will also consider specific needs such as disabilities, those whose first language is not English, fathers or male carers, and parents who identify as LGBTQ.

The DSL/DDSL is aware of their local [Family Hubs Staffordshire](#) and knows how and when to refer families for this level of support and intervention.

Guidance documents can be accessed via the following links:

- [SSCP Early Help](#)
- [SSCP Right Help Right Time Framework](#)

9. Referrals beyond early help/family help

Child in Need (Section 17)

If the DSL/DDSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, they will seek parent/carer consent for a referral to local /appropriate authority children's social care. If parents do not give consent, but the child's needs are still not being met, the DSL may feel that a referral is still appropriate and will discuss these concerns with children's social care. Appropriate staff will attend Child in Need (CIN) meetings.

Child Protection (Section 47)

If the DSL/DDSL considers that a child is suffering, or likely to suffer, significant harm, they will refer to local/appropriate authority children's social care. It may be deemed appropriate for parents to be aware of the referral unless this would put the child at further risk of harm. If a decision is made to hold an Initial Child Protection Conference (ICPC), this will be attended by an appropriate representative from our setting who understands their role and responsibilities under Working Together 2026. They will also attend subsequent Core Group meetings and Review Child Protection Conferences (RCPC).

We recognise that conferences can be upsetting for parents and we will work in an open, honest, and transparent way with parents and remain child focussed, and do this in partnership with our parents/carers where possible.

10. Escalation process

As part of our safeguarding practice, there will be occasions where we do not agree with decisions made by other professionals and we will work hard to resolve these differences in a restorative way, at a practitioner level. However, if we believe that concerns regarding a child are not being addressed and their outcomes are not improving, we will escalate our concerns in line with the [SSCP Escalation Policy](#)

11. A safer school culture

Safer Recruitment and Selection

At Brewood CE Middle Academy we pay full regard to Keeping Children Safe in Education 2026. Our safer recruitment and selection practices help to deter, reject or identify people who might abuse children. Our Safer Recruitment and selection practice includes scrutinising applicants, verifying identity, checking academic or vocational qualifications, obtaining references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate pre-employment checks, including criminal record checks (enhanced DBS checks), barred list checks, prohibition checks whether they are known to the police and/or social care, if whether they have been disqualified from providing childcare and any relevant overseas information. Evidence of these checks is recorded on our Single Central Record. Information on the SCR is checked termly by the Headteacher (DSL); these checks are recorded electronically on the SCR itself. A representative from St Chad's Academy Trust (Mrs L Millinchip) also oversees the SCR to ensure that it is fully compliant. See Part Three: Safer Recruitment in Keeping Children Safe in Education 2026.

Staff who have lived or worked outside the UK **will** undergo the same checks as all other staff, even if they have never been to the UK. We will ensure that any other appropriate checks are carried out so that any relevant events that occurred outside the UK can be considered. These checks could include criminal records checks for overseas applicants and for teaching positions obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.

Guidance

- [Application process for criminal records checks overseas](#)
- [Regulated professions database](#)

Separate children's barred list checks will only be undertaken where an individual will be engaging in regulated activity with children and:

- is permitted to start work before the Enhanced DBS Certificate with barred list information is available; or
- has worked in a post in a school, college or other relevant setting that brought them into regular contact with children or young people and that employment ended no more than three months before their appointment.

In either circumstance, all other appropriate pre-employment checks must have been completed, and the separate children's barred list check must be satisfactory before the individual begins work.

Where individuals subscribe to the DBS Update Service, the school may undertake status checks, in accordance with current guidance, to confirm that no new information has been added to their DBS certificate since its issue.

Where a self-employed individual is engaged to work in the school, the school will either obtain the required DBS check or verify that a DBS certificate obtained by the individual is at the appropriate level for the work being undertaken.

The school recognises that regulated activity includes work which involves teaching, training, instructing, caring for or supervising children, providing advice or guidance on their physical, emotional or educational wellbeing, driving a vehicle solely for children, or providing personal care or healthcare. The school will ensure that appropriate safeguarding and safer recruitment processes are applied to all staff, volunteers and others undertaking regulated activity with children.

The school will ensure that volunteers undertaking regulated activity with children are subject to the appropriate level of DBS and barred list checks in accordance with current legislation and statutory guidance.

The school understands and applies the statutory definition of regulated activity when determining safer recruitment processes, supervision arrangements and the level of pre-employment checks required for staff, volunteers, contractors and visitors.

The school will undertake additional safeguarding checks where required by legislation or statutory guidance. This includes where an individual moves from a role that is not regulated activity into a role that constitutes regulated activity with children, where there has been a break in service of 12 weeks or more, or where concerns arise regarding an individual's suitability to work with children.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. Relevant staff have undertaken appropriate training in Safer Recruitment.

One of the trained safer recruitment staff will be involved in **all** staff and volunteer recruitment processes and sit on the recruitment panel. A member(s) of the Governing Body has received Safer Recruitment training.

Induction

All staff will be made aware of the systems we have in place to support safeguarding. These are explained as part of staff induction, including:

- The Safeguarding policy
- The Behaviour policy
- The staff code of conduct policy
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies).
- At least part one of KCSIE 2026.

If staff, supply staff, visitors, volunteers, or parent helpers are working with children alone they will, wherever possible, remain visible to other members of staff. Consideration should be given to:

- Informing another member of staff of their whereabouts in school, who they are with and for how long.
- Doors having a clear glass panel in them and where possible be left open.
- No volunteers and parent helpers will be left unsupervised with children or out of sight of the teacher or member of staff responsible for them. It is the responsibility of the member of staff to ensure this is the case.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Use of reasonable force and other restrictive interventions

There are times when the use of restrictive interventions, including reasonable force and seclusion will be lawful and necessary; for example, to keep individuals and the wider school/college community safe.

'Reasonable' means 'using no more force than is needed'. The 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. Advice for schools is available [Restrictive interventions, including use of reasonable force, in schools](#)

If reasonable force and/or restrictive intervention is used, a record should be made and form part of the chronology on the child's safeguarding records and parents/carers informed at earliest opportunity. Consideration should be given to reflective discussions following the incident to debrief and understand the views of those involved, identify any lessons learned and recognise effective/good practice.

We will regularly review and analyse all incidents involving reasonable force and restrictive intervention to identify patterns, trends, triggers and any areas of concern. This analysis will be used to inform individual support plans, risk assessments, staff training needs and any necessary changes to practice, policy or the learning environment. The purpose of this review is to promote a culture of learning and continuous improvement, reduce the need for restrictive interventions and ensure that children are supported in the safest and most effective way possible.

12. Keeping Children Safe in Education 2026 - Specific Safeguarding issues.

All staff have an awareness of the following safeguarding issues through regular training and briefings. Staff are aware that these behaviours can make children vulnerable and put them in danger and that often these issues overlap. Please read and refer to Appendix 2 for additional information and guidance on the below topics.

- Abuse (incl. Physical/Emotional/Sexual/Neglect)
- Behaviours linked to safeguarding issues
- Bullying including cyberbullying
- Child on child abuse (including harassment and violence)
- Children and the court system (5-11yrs & 12-17yrs)
- Children missing from education
- Children who are absent from education
- Child missing from home or care
- Child Criminal Exploitation (CCE)
- Child sexual exploitation (CSE)
- County Lines
- Domestic abuse
- Drugs
- Fabricated or induced illness and Perplexing Presentations
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness

- Mental health
- Online safety
- Private fostering
- Preventing radicalisation
- Prevent Duty and Channel
- Serious violence
- Trafficking

For further information, advice and guidance see Annex 2 of this document.

13. Children potentially at greater risk of harm

All children should be protected however our staff and Governing Body recognise that some groups of children are potentially at greater risk of harm than others. This list is not exhaustive but highlights some of these groups:

- Children who need a social worker (Child in Need & Child Protection)
- Children who are absent from education
- Children who are Elective Home Educated (EHE)
- Children requiring mental health support
- Looked after children (LAC), previously looked after children (PLAC) and care leavers.
- Children with special educational needs & disabilities or health needs.
- Children who are lesbian, gay, bisexual (LGB)
- Children who are questioning their gender
- Children who are young carers
- Children who are affected by parental conflict and/or domestic abuse
- Children who are refugees or asylum seekers
- Children vulnerable to/at risk of/involved in CSE/CCE

We support these groups by having:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to be heard and understood; and to have that understanding acted upon.
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them.
- **Respect:** to be treated with the expectation that they are competent, rather than not.
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation:** to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.

- **Support:** to be provided with support in their own right as well as a member of their family.
- **Advocacy:** to be provided with advocacy, to assist them in putting forward their views.

Children with special educational needs, disabilities or health issues

We recognise that children with Special Educational Needs and Disabilities (SEND), and those with certain medical or physical health conditions, can face additional safeguarding challenges both online and offline. Staff are aware that additional barriers can exist when recognising abuse, neglect and exploitation in these children.

These barriers can include:

- assumptions that indicators of possible abuse, neglect or exploitation, such as behaviour, mood changes or injuries, relate to a child's disability, special educational need or health condition without further exploration;
- increased vulnerability to peer isolation, bullying, including prejudice-based bullying, and exploitation;
- being disproportionately impacted by harmful behaviours, including bullying, without outwardly displaying signs;
- communication barriers which may make it more difficult for a child to recognise, understand, disclose or report abuse;
- the need for intimate care and increased dependency on adults;
- reduced opportunities to develop protective relationships due to isolation from peers; and
- difficulties in understanding risks, including online risks, and distinguishing between fact and fiction, which may increase vulnerability to abuse, manipulation or exploitation.

Any safeguarding concerns involving a child with SEND will be considered in the context of their individual needs and circumstances. The Designated Safeguarding Lead (or Deputy DSL) will work closely with the Special Educational Needs Co-ordinator (SENCO) and other relevant professionals to ensure that children with SEND receive appropriate support, protection and opportunities to have their voice heard. Schools and colleges should also consider whether additional pastoral support, communication support or reasonable adjustments are required to safeguard these children effectively

Children who are questioning their gender

We are aware that there has been a significant increase in the number of children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society.

We will take the time to understand the thoughts and feelings of children who are questioning their gender and will be appropriately professionally curious about the full range of their experiences. We will remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, e.g. relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

We will ensure that any arrangements relating to toilets, changing facilities, physical education and other aspects of school life are managed in accordance with current statutory guidance, safeguarding requirements and equality duties. Where alternative arrangements are considered for a child who is questioning their gender, decisions will be made on an individual basis, taking account of the safety, privacy, dignity and wellbeing of all children. Appropriate records will be maintained, arrangements communicated to relevant staff and reviewed regularly.

We recognise that some sports and physical activities may be organised according to a child's biological sex where this is necessary to ensure safety or fairness. Any requests regarding participation in sport or physical education will be considered on an individual basis, taking account of safeguarding considerations, the child's best interests, the impact on other pupils, and the need to maintain safe and fair participation in physical education and sport.

We understand that it is not for us to initiate any action in this area; the guidance is focused on circumstances where a child or their parent has raised a request relating to social transition to which a school or college is responding. (KCSiE will support and guide practice).

Elective Home Education

We are aware that many home educated children have a positive learning experience, however, this is not the case for all children. It can mean that they will not receive a suitable education and are less visible to the services and professionals that are there to keep them safe and supported in line with their needs.

When a parent/carers expresses that their intention is to remove a child from school with a view to educating at home, we will work with the local authority and other key professionals, where appropriate, to coordinate a meeting with parents/carers where possible. We will attempt to do this before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly

important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

In accordance with the School attendance-pupil registration we will inform the Elective Home Education department including any safeguarding concerns as well as transferring any safeguarding files.

Where a child has an Education, Health and Care plan, the local authority will need to review the plan, working closely with parents/carers. We are aware of the guidance Elective home education

Young carers

We recognise that young carers may have additional needs and can be vulnerable where their caring responsibilities affect their wellbeing, attendance, attainment or ability to participate fully in school life. **All** staff will be alert to indicators that a child may be providing care or support to a family member and will share concerns with the DSL/DDSL. We will listen to the child's views, consider their needs within the wider family context and work sensitively with parents/carers and relevant agencies to identify appropriate support at the earliest opportunity. Where necessary, this may include community-based Early Help, Family Help or a referral to children's social care if there are safeguarding concerns or the child's needs are not being met.

Alternative Provision

At Brewood CE Middle Academy we recognise that the cohort of pupils in Alternative Provision often have complex needs and our LAC/DSL are aware of the additional risk of harm that these pupils may be vulnerable to. When a pupil is placed with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil, including knowing where they will be based during school hours.

This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will ensure that regular reviews of the provision take place frequently (at least half termly) to ensure the placement continues to be safe and meets the child's needs.

Prior to the placement, and throughout the duration, we will ensure that appropriate safeguarding information is shared with the provider, including any known risks, vulnerabilities, safeguarding concerns, risk assessments, SEND information and relevant support plans. We will identify named safeguarding contacts within both settings and ensure that safeguarding concerns, incidents and attendance issues are communicated promptly.

We will maintain oversight of the pupil's attendance, welfare and engagement whilst attending alternative provision. Any unexplained absence, reduced attendance or welfare concerns will be followed up promptly and considered within the wider safeguarding context.

Before commissioning a placement, we will satisfy ourselves that the provision is suitable for the pupil's age, ability, aptitude, SEND and safeguarding needs. This will include consideration of the environment, staffing arrangements, safeguarding procedures, behaviour management arrangements and any specific risks identified for the child.

Where transport arrangements form part of the placement, we will consider and assess any safeguarding risks associated with travel to and from the provision.

We will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment, including written confirmation that the alternative provider will inform us of any arrangements that may put the child at risk (i.e. staff changes), enabling us to assure ourselves that appropriate safeguarding checks have been carried out on new staff. We understand that we remain responsible for the provision we commission and will continue to carry out safeguarding checks and conduct our own due diligence to ensure that the provision is appropriate for meeting the child's individual needs.

Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

See below guidance: -

- [National Standards for non-school Alternative Provision](#)
- [Alternative Provision](#)
- [Education for children with health needs who cannot attend school](#)

Work Experience Placements

The school will ensure that appropriate safeguarding arrangements are in place for pupils undertaking work experience placements. Prior to the placement commencing, the school will seek assurance that the placement provider has suitable policies and procedures in place to safeguard and promote the welfare of children. Where adults supervising pupils are undertaking regulated activity with children, appropriate safeguarding checks and assurances will be sought in accordance with current legislation

and statutory guidance. Appropriate risk assessments will be undertaken where necessary.

14. Visitors

We have a range of visitors attending our setting including educational psychologists, social workers, and other education-related practitioners, as well as educational visitors like guest speakers or performers. We also host individuals connected to the site, including contractors working on the building or grounds, children's family members, or others attending school events such as sports days. (For visitors provided through a third party, see paragraphs 362-365 KCSiE).

We will not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending a sports day. Headteachers and principals should use their professional judgement about the need to escort or supervise such visitors.

For visitors who are there in a professional capacity, we will check ID and seek assurance, that the visitor has had the appropriate DBS check depending on the activity they are there to carry out (or that the visitor's employers have confirmed that their staff have appropriate checks). We will **not** ask to see the certificate in these circumstances). Where a visitor will have no contact with children, it is unlikely that a DBS check will be required. (Ensure reception staff are aware of this)

Whilst external organisations can provide a varied and useful range of information, resources and speakers that can help schools and colleges enrich children's education, careful consideration should be given to the suitability of any external organisations.

We will ensure that where individuals come onto our premises that we consider the following: -

- assessing the education value,
- the age appropriateness of what is going to be delivered and
- whether relevant checks will be required.

This will form part of the risk assessment including our professional judgement and we will consider whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so, we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments, or volunteers.

- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised, and suitability recorded.
- Whether the role is eligible for an enhanced DBS check.
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSiE 2026.
- We have clear visitor’s procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.

15. Allegations made against/concerns raised in relation to teachers, including trainee teachers, supply teachers, other staff, volunteers, and contractors

Our aim is to provide a safe and supportive environment securing wellbeing and best possible outcomes for the children in our setting. We take all possible steps to safeguard our children and to ensure that the adults are safe to work with children. However, we do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

The Governing Body ensures that there are procedures in place for dealing with the two sections covering two levels (see below) of concern and/or allegations against staff members, supply staff, trainee teachers, volunteers, and contractors:

- Allegations that **may** meet the harms threshold.
- Allegation/concerns that do not meet the harms threshold, referred to for the purposes of this guidance as ‘**low level concerns**’.

Allegations that **may meet the harms threshold**

We have an understanding and give due regard to Part 4 of KCSiE 2026 and Allegations of Abuse SSCP

The procedures for managing allegations apply to all adults working in or on behalf of the school, including supply staff, contractors, volunteers and trainee teachers. Where it is alleged that someone working in our setting (regardless of whether this is where the alleged abuse took place) has:

- behaved in a way that has harmed a child or may have harmed a child; and/or
- possibly committed a criminal offence against or related to a child; and/or

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Then we will ensure that: -

- this will be referred to the headteacher or principal, who will consider whether an onward referral to the LADO is required,
- if there is a concern/allegation about the headteacher or principal, this will be referred to the chair of governors, chair of the management committee or proprietor of an independent school, and
- in the event of a concern/allegation about the headteacher, where they are also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this will be reported directly to the LADO(s).

(If the Headteacher or Chair of LAC is not contactable on that day, the information will be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of LAC).

Advice from the Local Authority Designated Officer (LADO) will be sought within one working day. No member of staff or the LAC will undertake further investigations before receiving advice from the LADO.

Where concerns or allegations relate to a supply teacher, contractor, trainee teacher or other individual not directly employed by the school, the school will work closely with the employment agency, provider and the LADO, where appropriate. Whilst the employer or agency will usually lead any employment or disciplinary procedures, the school remains responsible for gathering information and managing the safeguarding process.

Allegations against a teacher who is no longer teaching and/or historical allegations of abuse will be referred to the police. If we are not the employer of an individual, we still have the responsibility to ensure allegations are dealt with appropriately. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

Our LAC will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Referrals to LADO in Staffordshire are made via the [LADO Referral form](#)

We recognise our legal duty to make a referral to the Disclosure and Barring Service (DBS) where an individual has been removed from regulated activity or would have been removed had they not left their employment or ceased volunteering, because they have harmed, or posed a risk of harm to, a child or vulnerable adult, engaged in relevant conduct, or satisfied the harm test. This duty applies to both paid staff and volunteers engaged in regulated activity. Referrals will be made as soon as possible and in accordance with statutory guidance.

Where a teacher's employer dismisses a teacher, or would have dismissed them had they not resigned, because of serious misconduct, the school will consider whether a referral should be made to the Teaching Regulation Agency (TRA) in accordance with statutory guidance. The TRA will consider whether the case should be referred to the Secretary of State for consideration of a prohibition order.

Learning lessons

It is important that lessons are learnt when managing all levels and types of allegations and the headteacher/case manager will review the circumstances of all substantiated cases with Staffordshire's LADO to determine whether improvements can be made to the school/college's procedures to help prevent similar events in the future. This will be done throughout the entirety of the process and at conclusion.

Lessons will also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager will consider how future investigations of a similar nature could be carried out without suspending the individual.

Where an allegation is concluded to be either unfounded, false, malicious or unsubstantiated the headteacher/case manager (and if they have been involved the LADO) will consider the facts of each case and determine whether any lessons can be learned, and improvements made.

Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'

We promote an open and transparent culture in which **all** concerns about adults are dealt with promptly and appropriately. Creating this culture enables us to identify inappropriate, problematic, or concerning behaviour early, minimising the risk of abuse and ensuring that adults who work in or on behalf of our school are clear about professional boundaries and act within them in accordance with our ethos and values.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, trainee teachers, volunteers or contractors)

that does not meet the harm threshold, then this should be shared in accordance with the school/college's low-level concerns policy/Staff Code of Conduct. (Part 4 KCSiE).

Low level concerns

Low level does not mean that the concern is insignificant. It is any concern, no matter how small, and even if no more than causing a sense of unease or nagging doubt that an adult working in or on behalf of the school may have acted in a way that is:

- inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone, contrary to school policy;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- humiliating pupils.

All staff have a good understanding of what constitutes a low-level concern, and our governing body ensure that these low-level concerns are included as part of our staff code of conduct/safeguarding policies.

Sharing low-level concerns

We understand how crucial it is that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of our setting from potential false allegations or misunderstandings.

If we are in any doubt as to whether information shared about a member of our staff as a low-level concern in fact meets the harms threshold, we will consult with the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors and contact knows to contact the LADO via the LADO referral form:

The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if

there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service.

16. Information sharing

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes and we have clear powers to share, hold and use information for these purposes. As part of meeting a child's needs, our LAC recognise the importance of information sharing between practitioners and local agencies and this includes ensuring arrangements are in place to set out clearly the processes and principles for sharing information within our setting and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

We are 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.

When we are making decisions on what information to share, we will consider: -

- the relevancy of the information, including to the current safeguarding risk
- what is necessary for the receiving setting to know, and
- whether it is clearly presented and appropriately contextualised.

We will use our professional judgement to ensure that the information shared is focused and proportionate. This may include summarising or omitting information, which is not necessary for safeguarding purposes, but we will take care not to omit information where it may be relevant to understanding or manage safeguarding risk.

The Local Academy Committee ensure that relevant staff have due regard to the relevant data principles, allowing the sharing (and withholding) of personal information as provided for in the data protection laws. This includes; -

- being confident of the processing conditions which allow us to store and share information for safeguarding purposes, including

information, which is sensitive and personal, and should be treated as 'special category personal data'

- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share 'special category personal data'. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk, and
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. Where in doubt we will seek independent legal advice.

Our LAC are aware that among other obligations, the 'data protection laws' place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Our LAC ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the 'data protection laws'.

Where children leave our setting, the DSL/DDSL will ensure that any safeguarding file is transferred (separately from the main school file) to the new setting 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 to allow the new setting to have support in place for when the child arrives. They will ensure secure transit, with confirmation of receipt being retained. The DSL will ensure key staff are aware of relevant information, as required.

In addition to the safeguarding file, our DSL will consider if it would be appropriate to share any information with the new setting in advance of the child leaving, particularly where the information supports an assessment of risk to others, as well as the individual pupil. For example, information that would allow the new setting to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives or incidents that may indicate concerns about serious violence or harmful behaviours. If the information indicates any risk to others or themselves, the DSL will put in place a safety and support plan.

The 'Data Protection Laws' do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not

be allowed to stand in the way of the need to safeguard, promote the welfare and protect the safety of children.

Guidance documents:

- Paragraph 138-150 KCSiE
- [Working Together 2026](#)
- [Safeguarding practitioners information sharing advice](#)
- [Guide to sharing information to safeguard children in education](#)
- [Data protection: toolkit for schools](#)

17) Managing complaints

We encourage children/parents/carers to talk to us if they are unhappy with anything to do with our setting, we seek to resolve these issues swiftly and restoratively. We have a robust internal investigation process, and our complaints policy is easily accessible on our website for parents/carers and is also available on request states. The policy explains the various stages of complaint and where to escalate concerns following completion and outcome of our complaints process.

Safeguarding concerns should be raised with us immediately. If a concern means a child is at immediate risk, we will contact children's social care based on where the child resides. All visitors are given safeguarding information which outlines how to share concerns and code of conduct expected by visitors/contractors.

18. Site Security

At Brewood CE Middle Academy we understand the importance of site security, which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on our site must adhere to the rules which govern it. We will ensure that staff, children and parents/carers understand how to keep the site safe and what to do if they are worried. Laxity can cause potential problems with safeguarding, therefore:

- Main black gates at the side of the building are kept closed during the school day; visitors gain access through the main entrance.
- Visitors, volunteers, and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring staff are accompanied / supervised by regulated staff member. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff member and this will be reported to a member of the Senior Leadership Team.

- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this and will be signed out by a member of the admin team; pupils leaving school will be electronically recorded on the e-reception software.
- Two members of staff are always on duty at break times.
- A health and safety audit are completed annually with risk assessment/safety planning and forms part of the LAC annual report. This will include a fire evacuation and Prevent risk assessment.

The risk management of site security is managed by senior leaders / LAC members (Rev Simon Douglas), and we have a clear system of risk assessments and review timescales of these.

Guidance

- [School and college security - GOV.UK](https://www.gov.uk/government/guidance/school-and-college-security)



BREWOOD CE MIDDLE ACADEMY

Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead **Mr J Smith** or Deputy Designated Safeguarding Lead **Mrs S Cornes, Mrs L Guy and Mrs Snowden**

Do not think that your worry is insignificant if it is about hygiene, appearance, or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern. A copy of the form to complete is attached to this and others can be obtained from Mrs S Cornes / Mr J Smith.

Please ensure you complete all sections as described.

If you are unable to locate them, ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head teacher. If an allegation is made about the Head teacher, you should pass this information to the Chair of the LAC. Alternatively, you can contact the Local Authority Designated Officer via the [LADO Referral form](#)

The people you should talk to in school are:

- Designated Safeguarding Lead: Mr J Smith
Location of office: Head Teacher's Office (Ground Floor)
Contact Number: 07594 649725
- Deputy Designated Safeguarding Lead: Mrs S Cornes
Location of office: 1st Floor Office
Contact Number: 01902 850 266
- Deputy Designated Safeguarding Lead: Mrs L Guy
Location of office: Inclusion Lead's Office (Ground Floor)
Contact Number: 01902 850 266
- Deputy Designated Safeguarding Lead: Mrs C Snowden
Location of office: Room 1 (Ground Floor)
Contact Number: 01902 850 266
- Chair of Governing Body: Miss V Evans
Contact Number: 01785 251960



BREWOD CE MIDDLE ACADEMY

Safeguarding Induction Checklist

Name:

Date:

	<u>Criteria</u>	<u>Comments</u>	<u>Signature</u>
Pre Visit / Day 1	Welcome		
	Employment Checks Complete		
	School Background information: Pupils, Ofsted, Community, SIAMS		
	School Structure, Governance arrangement		
	Keeping Children Safe in Education 2026, Part 1 issued and explained		
	School Ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Name of DSL, role described and contact details		

Week 1	(Mr J Smith, Mrs S Cornes & Mrs L Guy)		
	Role of the LAC- members		
	Staff Conduct of Code Policy		
	Behaviour Policy		
	Children Absent from education process		
	Meet with Exec Principal & DSL		
	General Data Protection Act		
	Physical Intervention Leads Other leads: • CSE – Mr J Smith • Prevent – Mr J Smith • LAC –Mr J Smith • SENCO – Mrs L Guy • IT lead – Mr J Dean		
	Named LAC Safeguarding- Mrs Bradley-Richards Chair- Miss V Evans H&S – Rev S Douglas		
	Health & Safety: Fire procedures and Fire officers (review date)		
	Pastoral Support Officers – Mr A Martin Behaviour Support - NH Attendance Support - JS		
	Alternatives to reporting in school in an emergency		
	Signs and types of Abuse (KCSIE 2026)		

	Where to find safeguarding policies – Staffroom Wall		
	What to do regarding disclosure – reporting systems (visitors) – CPOMS		
	Policies to read: Health & Safety Complaints Safeguarding Child on Child abuse policy Code of Conduct Whistle Blowing KCSIE 2026 (part 1 and 2) Online Safety Prevent Site Security Behaviour Other: Other:		
Week 2	Training needs identified (Smart Log / NOS)		
	Training needs scheduled		
	Any other issues		
	Review date:		

Date Induction carried out on:

By:

Signed by Employee:

Date of Completion:

Areas to follow up:

Training needs identified