

Safeguarding Policy

1 INTRODUCTION

- At **TAS** the safety and wellbeing of all our learners—aged **4 to 25**—is our highest priority. We are fully committed to safeguarding and promoting the welfare of all learners, young people, and vulnerable adults in our care. Our safeguarding practice is guided by statutory frameworks including [*Working Together to Safeguard children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of learners, December 2023*](#)
- [*Keeping children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024*](#)

"Throughout this policy, the term '**learner**' is used to refer to all individuals aged **4–25** accessing education at [School Name], including children, young people, and adults with SEND. Where required, the term '**child**' refers to individuals under the age of 18, in accordance with the Children Act 1989 and statutory safeguarding guidance. For learners aged 18 and over, safeguarding practice also reflects adult safeguarding responsibilities under the Care Act 2014."

We recognise that our learners, many of whom have **significant learning disabilities, communication differences, and complex additional needs**, may be **particularly vulnerable to abuse, neglect, exploitation, or unsafe behaviours**. As such, our safeguarding approach is **person-centred, trauma-informed, and tailored to developmental level rather than chronological age**.

We provide **age-appropriate safeguarding education** through adapted **RSHE, e-safety, and protective behaviours** curricula, ensuring access for non-verbal pupils and those with social communication difficulties. All staff are trained to identify indicators of harm across the full spectrum of SEND profiles and understand the particular vulnerabilities faced by older learners and adults with learning disabilities.

In certain areas of the school environment, it is necessary to implement **proportionate physical safety measures**, such as **key-coded or locked internal doors**, to reduce risks to learners who may lack awareness of danger, exhibit impulsive behaviours, or require close supervision for their own safety or the safety of others. These decisions are made following individualised **risk assessments, positive behaviour support plans**, and always in line with **safeguarding best practice, mental capacity considerations**, and the principle of **least restriction**.

Such measures are **not a form of seclusion or deprivation**, but rather a **protective safeguarding response** to meet the **specific needs of students with cognitive, sensory, or behavioural vulnerabilities**, including those over the age of 18 who remain under an Education, Health and Care Plan (EHCP). We recognise the balance between promoting autonomy and ensuring safety and dignity in a nurturing, secure environment.

Our safeguarding commitment applies to all learners, including:

- **Early years pupils**, in line with EYFS safeguarding and welfare requirements
- **Compulsory school-age pupils**, under statutory SEND and education frameworks
- **Post-16 and post-19 learners**, including those accessing Moving On Plus pathways and life skills programmes

We maintain strong working partnerships with **parents/carers, health and social care, and local safeguarding partners** to ensure a consistent, responsive approach to each learner's safeguarding needs.

In line with the **Equality Act 2010**, our policy ensures all **Protected Characteristics** are upheld, promoting dignity, respect, and inclusion for every pupil regardless of age, ability, disability, gender identity, ethnicity, religion, or sexuality.

1.1 It is essential that everyone working at TAS understands their safeguarding responsibilities. All those who come into contact with learners and families have a role to play in ensuring that learners and young people are safe from abuse, neglect, exploitation, and harm. At TAS, we are committed to safeguarding learners and aim to create a culture of vigilance. All staff must ensure that any decisions made are in the best interests of the child. ([Indicators of Abuse and Neglect paragraph 24.](#))

1.2 Our pupils' welfare is our paramount concern. We will ensure that our school safeguards and promotes the welfare of pupils, working collaboratively with agencies to ensure that our school has adequate arrangements to identify, assess, and support learners who are suffering or where significant harm is suggested. [Home - Greenwich Safeguarding learners Partnership.](#) [Home-Lewisham Safeguarding learners Partnership.](#) [Home – Bexley Safeguarding learners Partnership.](#)

1.3 Our school is a community, and all those directly connected—staff members, governors, parents, families, and pupils—play an essential role in making it safe and secure for everyone.

1.4 This procedure document provides the foundation for good safeguarding practice within our school and should be followed by all. All documents are aligned with relevant national procedures and reflect what the partnership considers safe and professional practice in this context.

2. OUR ETHOS

2.1 We believe that TAS should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, spiritual, and moral development of each child, enabling all learners to thrive.

2.2 As a school:

- We recognise the importance of providing an environment within our school that helps learners feel safe and respected.
- We recognise the importance of enabling learners to express themselves openly and feel confident that they will be listened to.

- We recognise that both mental and physical health are relevant to safeguarding and the welfare of learners.

2.3 We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents, and governors, have a full and active part to play in:

- **Protecting** learners from maltreatment.
- **Preventing** the impairment of learners's mental and physical health or development.
- **Ensuring** that learners grow up in circumstances consistent with the provision of safe and effective care.
- **Taking action** to enable all learners to have the best outcomes and protect our pupils from harm.

2.4 We will work proactively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all learners, including the need for referrals to other agencies in some situations.

3. SCOPE

3.1 In line with the law, this policy defines a child as anyone under the age of 18 years, but in the case of SEN (Special Educational Needs), it is up to 25 years of age.

3.2 This policy applies to all members of staff in our school, including all permanent, temporary, and support staff, governors, volunteers, contractors, and external service or activity providers.

4. THE LEGAL FRAMEWORK

4.1 [Section 175 of the Education Act 2002](#) places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make the necessary arrangements for ensuring that their functions related to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of learners who are pupils at the school. [Section 157](#) of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

4.2 Under [Section 10 of the learners Act 2004](#), all maintained schools, further education colleges, and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of learners in the local authority area.

4.3 Under [Section 14B of the learners Act 2004](#), the Local Safeguarding learners Board can require a school or further education institution to supply information to perform its functions. This must be complied with.

5. ROLES AND RESPONSIBILITIES

5.1 [Keeping children Safe in Education \(KCSIE\)](#) remained in force throughout the response to coronavirus (COVID-19). Guidance within *Keeping children Safe in Education* should continue to support the response to a pandemic if needed.

5.2 The school's Designated Safeguarding Lead (DSL) holds overall responsibility for safeguarding. Furthermore, we have a deputy designated safeguarding lead(s), ensuring there is always appropriate cover for this role. (Please go to Appendix 1 at the end of this document).

The Designated Safeguarding Lead will be on our school's leadership team, and their role as Designated Safeguarding Lead (and the deputy) will be explicit in their job description. This person should have the appropriate authority and be given the time, funding, training, resources, and support to provide advice and support to other staff on child welfare and safeguarding matters, to take part in strategy discussions and inter-agency meetings—and/or to support other staff to do so—and to contribute to the assessment of learners. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns ([KCSIE, 2024, para 103-106 & Annex C](#)).

5.3 The case manager for dealing with allegations of abuse made against school staff members is the Headteacher. The case manager for dealing with allegations against the Headteacher is the CEO.

5.4 The Headteacher will ensure that the policies and procedures are fully implemented, and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures when they are concerned about the safety of a child, including if learners are missing from education. Please see the DfE document [learners Missing Education: Statutory guidance for local authorities](#).

5.6 At TAS, all staff members, volunteers, and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse, and what to do if they are concerned about a child. They are aware that behaviours and physical signs are linked to behaviours that put learners in danger. ([Paragraph 29](#))

Furthermore, all staff should know what to do if a child tells them they are being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and learners's social care. Staff are fully aware that they should 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. Safeguarding issues can manifest themselves via child-on-child abuse. This may include but is not limited to bullying (including cyberbullying), gender-based violence/sexual

harassment, sexual violence and assaults, harmful sexual behaviour, and sexting. Staff should recognise that learners can abuse their peers.

5.7 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. [DfE guidance, embedded in Part 5 of Keeping children Safe in Education](#), situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about responding and reporting sexual harassment in schools, colleges, and educational settings is outlined in [Part 5 of Keeping children Safe in Education 2023, Pages 116-136](#)

It should be recognised that these issues are likely to occur, and schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these learners can be targeted by other learners, so it is vital our school provides a safe space for these learners to speak out and share their concerns with members of staff. Pupils are protected from up-skirting, bullying (including cyberbullying), homophobic, biphobic, and transphobic behaviour, racism, sexism, and all other forms of discrimination.

Staff should be familiar with the [Equality Act 2010](#) and the [Public Sector Equality Duty \(PSED\)](#), as well as the [Human Rights Act 1998](#) and recent reforms to the Act, and how they apply to safeguarding.

At TAS, we recognise the importance of recording incidents across the full spectrum of sexual violence, sexual harassment, and harmful sexual behaviours. This helps us understand the scale of the problem within our school and make appropriate plans to address and reduce it.

All designated safeguarding leads should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), [Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with learners and Young People](#).

Our school acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and learners are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the incidents mentioned above.

Learners may not feel ready or know how to tell someone they are being abused, exploited, harmed, or neglected, but this should not prevent staff from having a '[professional curiosity](#)' and speaking to the DSL.

All such incidents will be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with our setting's Safeguarding Policy. Victims of harm should be supported by the school's pastoral system, their wishes and feelings should be considered, and the law on child-on-child abuse should be there to protect them, not criminalise them.

All staff are aware that if learners are concerned about something, they can contact the [NSPCC helpline Report Abuse in Education](#) on 0800 136 663 or email help@nspcc.org.uk. This is a bespoke helpline for learners and young people who have experienced abuse at school, as well as for worried adults and professionals in need of support and guidance.

5.8 There is a Digital Safety policy, which covers the use of mobile phones, cameras, and other digital recording devices such as iPads. For online safety, the policy includes guidelines for learners accessing the internet while at school using data on their phones (3G or 4G networks). The policy reinforces the importance of online safety, including making parents aware of what the school asks learners to do online (e.g., sites they need to visit or individuals they will be interacting with online).

At TAS, all staff receive online safety training as part of the ongoing safeguarding offer. This includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. This training is also covered during staff induction. We will review the DfE Filtering and Monitoring Standards, which can be found in the document [Meeting Digital Technology Standards in Schools and Colleges \(last updated March 2023\)](#) and discuss with IT staff and service providers what more needs to be done to meet all the standards in our setting ([see KCSIE 2024, para 142 for further information](#)).

At TAS, the Senior Leadership Team (SLT) and relevant staff have an awareness and understanding of the provisions in place, manage them effectively, and know how to escalate concerns when identified.

6 SUPPORTING LEARNERS

6.1 At TAS, we recognise that learners who are abused or witness violence (Domestic Abuse) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. We also acknowledge that learners who witness domestic abuse are victims themselves, that witnessing domestic abuse can have a lasting impact on learners, and that learners can be victims in their own relationships too. Please refer to the Government guidance on [Domestic Abuse: How to Get Help](#).

We understand that learners may feel helpless, humiliated, and, in some situations, blame themselves. Our school may be the only stable, secure, and predictable element in their lives, so it is essential that indicators are identified and responded to appropriately. All members of staff will be clear on the procedures for reporting, recording, and referring any concerns.

6.2 We acknowledge that the behaviour of a child in these circumstances may range from what is perceived to be normal to aggressive or withdrawn.

6.3 Our school will support all pupils by:

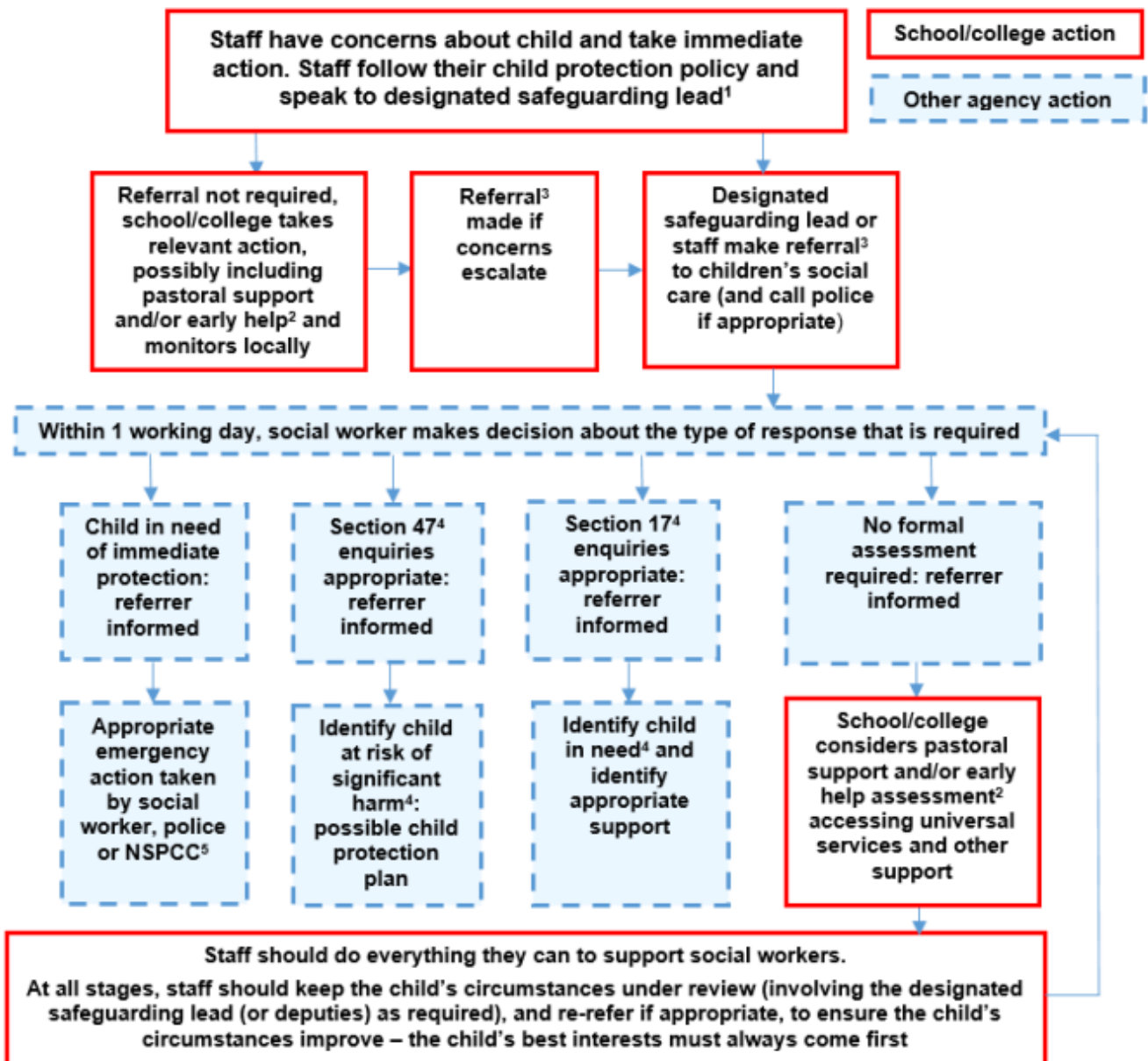
- Ensuring the curriculum includes social and emotional aspects of learning. Through PSHE, RSHE (Relationship, Sex, and Health Education), and other curriculum contexts, pupils are encouraged to talk about feelings, deal assertively with pressures, be listened to, and know whom they can turn to for help and advice.

- Providing pupils with a range of appropriate adults to approach if they are in difficulties and ensuring that pupils are taught about safeguarding so that they can recognise when they are at risk and know how to get help when they need it.
- Supporting the child's development in ways that foster security, confidence, and independence while encouraging the development of self-esteem and self-assertiveness without condoning aggression or bullying.
- Ensuring a comprehensive curriculum response to online safety, enabling learners and parents to learn about the risks of modern technologies and social media and use these responsibly, in addition to meeting [Relationship, Sex, and Health Education \(RSHE\)](#) requirements as outlined in Government Guidance.
- Liaising and working together with other support services and agencies involved in safeguarding learners, including addressing the impact of domestic abuse ([Domestic Abuse – Statutory Guidance July 2022](#)).
- Ensuring that the curriculum helps learners stay safe, recognise when they do not feel safe, and identify whom they can talk to, while also supporting young people to become more resilient to inappropriate behaviours, risk-taking behaviours, and behaviours that learners may be coerced into, including sexual harassment, peer-on-peer abuse, 'sexting,' and the display of 'Harmful Sexualized Behaviour' (see [Centre of Expertise on Child Sexual Abuse](#)).
- Considering intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Having a behaviour policy aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse that has occurred.
- Ensuring the behaviour policy outlines measures to prevent bullying, including cyberbullying, prejudice-based bullying, and discriminatory bullying.
- Having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment, which are easily understood and accessible. Ensuring that training covers an understanding that learners who have experienced or are experiencing sexual violence can display a wide range of behaviours, and that it is important to remain alert to the possible challenges of detecting those signs and consistently apply sensitivity to their needs.
- Playing a crucial role in preventative education and preparing pupils for life in modern Britain. We will embed a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system, and a planned program of RSHE delivered regularly, tackling issues such as boundaries, consent, body confidence, stereotyping, and sexual harassment.

- Acknowledging the importance of ‘contextual safeguarding,’ which considers wider environmental factors in a pupil’s life that may threaten their safety and/or welfare (see [*Working Together to Safeguard learners December 2023*](#) and [*Keeping learners Safe in Education 2024*](#)).
- Liaising with a range of Early Help agencies that support our pupils' needs, such as Health Services, Greenwich Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services, and the Educational Psychology Service.
- Ensuring that when a pupil who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within FIVE DAYS, as is expected for all in-year leavers, and ensuring that the child's Social Worker is aware of the child's plan to move and is informed when they have left the school.
- Alerting the authority if aware of any child being looked after under a Private Fostering arrangement and being vigilant in identifying any private fostering arrangement upon admission to the school and at other times.
- Acknowledging that a child that is looked after (LAC) or has been previously looked after by the Local Authority potentially remains vulnerable and ensuring that all staff have the skills, knowledge, and understanding to keep LAC and learners who were previously looked after safe. TAS will ensure that all agencies work together, and that prompt action is taken in response to any safeguarding concerns, especially for learners, who are a particularly vulnerable group.
- Carefully considering the risks of carrying out physical restraint within our setting, ensuring key staff members are appropriately trained, and that our positive handling policy is understood and consistently applied.
- Ensuring that sanctions applied due to behaviour incidents involving learners with special educational needs and disabilities (SEND) are appropriate and that the additional vulnerability of this group is considered (**see guidance: [*Reducing the Need for Restraint and Restrictive Intervention – June 2019*](#)**).
- Recognising that to safeguard a pupil, it may be necessary to use restraint, and yet restraint is likely to impact the child’s well-being. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint (**see guidance: [*Use of Reasonable Force in Schools – July 2013*](#)**).

7 SAFEGUARDING PROCEDURE

7.1 At TAS, we will follow a structured procedure in line with the Greenwich Safeguarding learners Partnership in cases of suspected abuse. This process reflects the flow diagram found in [Part One of Keeping learners Safe in Education 2024 \(Page 24\)](#).



7.2 In line with the procedures, the Multi Agency Safeguarding Hub will be contacted as soon as there is a significant concern.

7.3 The name of the Designated Safeguarding Lead is clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of learners by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

7.5 We will refer to the NSPCC's [Reporting Abuse](#) to provide additional information for designated safeguarding leads and safeguarding teams when reporting abuse, harm, exploitation, neglect, or possible crimes.

8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

8.1 If a child discloses that he or she has been abused in some way, the member of staff or volunteer should consider ways to:

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in the school / setting

Record - Vital to stick to the facts, no opinions – Think about When? Where? Who? What?

Review – Take responsibility to follow up any referral (via your DSL)

In addition, TAS ensures the following procedures are adhered to:

1. **Inform the Designated Safeguarding Lead (DSL)** without delay and follow the safeguarding process, adhering to the ‘10-minute rule.’
2. **Complete the Safeguarding Incident/Welfare Concern Form** and pass it to the DSL.
3. **Dealing with a Disclosure from a Child:** Handling disclosures and safeguarding issues can be stressful. We will encourage staff involved to seek support and discuss this with the DSL.
4. **Government Guidance:** Further information about what to do if you are worried that a child is being abused is available in the Government Guidance: [*What to Do If You’re Worried a Child Is Being Abused – Advice for Practitioners.*](#)

The Role of an Appropriate Adult in Safeguarding

Police and Criminal Evidence (PACE) Act: The PACE act advises that “the role of the appropriate adult (AA) is to safeguard the rights, entitlements, and welfare of juveniles and vulnerable persons.” The AA is expected to ensure that the police are acting properly and fairly concerning a vulnerable detained person's rights and entitlements, and to help the detained person understand their rights.

The role of an AA is not restricted to specific individuals. For learners and young people under 18, PACE guidance states that the AA can be a parent, guardian, or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. See the Safeguarding Network information [*‘Safeguarding and the Role of the Appropriate Adult’*](#) and note that the *Working with Others* section of [*Annex C – Role of the Designated Safeguarding Lead within Keeping learners Safe in Education 2024*](#) includes that DSLs should be “aware of the requirement for learners to have an Appropriate Adult” and directs DSLs to further information in the Statutory Guidance - [*PACE Code C 2019.*](#)

RECORD KEEPING

8.2 All concerns, discussions, decisions made, and the reasons for those decisions will be recorded on the school’s internal CPOMS system following the ‘10-Minute Rule Procedures’ and used to capture the child’s voice and daily lived experience.

8.3 We will continue to support any pupil leaving the school, about whom there have been concerns, by ensuring that all appropriate information, including safeguarding and welfare concerns, is forwarded under confidential cover to the pupil’s new school as a priority.

As outlined in [Annex C of KCSIE 2024 on Page 173](#):

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

8.4 Our school will have at least one additional emergency contact for every learner, to reduce the risk of not being able to contact family members where welfare and/or safeguarding concerns are identified. [\(Keeping learners Safe in Education 2023\)](#).

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DSLs (DDSLs)

9.1 In general, we will always discuss any concerns we may have with the learner’s parents. They need to know that we are worried about their child. However, concerns will not be discussed if we believe that this would place the child at greater risk or lead to a loss of evidence for a police investigation.

9.2 If a decision is made not to discuss concerns with the learners’s parents or carers, this will be recorded in the child’s safeguarding records with a full explanation of the reason for this decision.

9.3 We value the importance of recording and considering the learners’s wishes and feelings as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensuring that actions remain child-centred, and that the child’s lived experience is captured through their own words when possible.

9.4 When talking to learners, we will take account of their age, understanding, and preferred first language, which may not be English. It is also important that we consider how a SEND child may need support in communicating.

9.5 We acknowledge that how we talk to a child will also depend on the substance and seriousness of the concerns and that we may need to seek advice from the MASH or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

9.6 If concerns have arisen because of information shared by a child, we will ensure that the child is reassured but understands that confidentiality cannot be promised.

9.7 It is expected that concerns will be discussed with the parents and their agreement to make a referral to the MASH sought unless it is considered that this would place the child at increased risk of significant harm.

9.8 It is noted that the parents’ consent is not needed to make a referral if it is considered that the child needs protection. Parents will be made aware of which organisation made the referral through

the process. If parents refuse to give consent to a referral but we decide to continue, we will make this clear to the MASH.

9.9 If it is decided to refer the child without the parents' consent, this will be recorded with a full explanation of the decision.

9.10 When a referral has been made, it should be agreed with the MASH what the child and parents will be told, by whom, and when. The school, as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

MAKING A REFERRAL - If a child or young person is at risk of harm, abuse or neglect please report it to the MULTI AGENCY SAFEGUARDING HUB (MASH)

Greenwich

Telephone: [020 8921 3172](tel:02089213172)

Email: mash-referrals@royalgreenwich.gov.uk

The online Request for Services Multi Agency Referral Form can be accessed here:

[MASH Referral Form](#)

Lewisham

Telephone: [020 8314 6660](tel:02083146660)

The online Request for Services Multi Agency Referral Form can be accessed here:

[MASH Referral Form](#)

Bexley

Telephone: [020 3045 5440](tel:02030455440)

Email: learnerssocialcare.admin@bexley.gov.uk

The online Request for Services Multi Agency Referral Form can be accessed here:

[MASH Referral Form](#)

In an emergency always call police on 999.

If you think there has been a crime, but it is not an emergency call 101.

10. SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

10.1 At TAS, we will prevent individuals who pose a risk to learners from working in our school by implementing robust safer recruitment procedures. We ensure that all individuals working in any

capacity at our school undergo safeguarding checks in line with [**Keeping learners Safe in Education: Statutory Guidance for Schools and Colleges, September 2024**](#). In addition to obtaining the DBS (Disclosure and Barring Service) certificate, anyone appointed to carry out teaching work will require an additional check to confirm they are not prohibited from teaching.

Prohibition orders can be checked using the Teacher Services' system, available at Teacher Services. Prohibition orders are detailed in the National College for Teaching and Leadership's publication, [**Teacher Misconduct: The Prohibition of Teachers \(February 2022\)**](#).

10.2 We will ensure that agencies and third parties supplying staff provide evidence that they have conducted the appropriate level of safeguarding checks on individuals working in our school. The SCR must include details for all staff, including teacher trainees on salaried routes, agency, third-party, and supply staff who work at the school.

10.3 At TAS, every job description, person specification, and job advertisement will include a clear statement about the safeguarding responsibilities of the post holder. This information will also be reflected on our school website within the school information and criteria specification section. In line with the guidance in [**Keeping learners Safe in Education 2024**](#) and best practices in safer recruitment, we will consider conducting an online search on shortlisted candidates to identify any publicly available issues.

10.4 We ensure that at least one member of every interview panel has completed safer recruitment training within the last 3 years. Staff members who are safer recruitment trained will refresh their knowledge every one to three years.

10.5 We have a procedure in place to manage allegations against staff, supply staff, and volunteers (and to respond to low-level concerns) in accordance with the [**Home - Greenwich Safeguarding learners Partnership**](#). [**Home- Lewisham Safeguarding learners Partnership**](#). [**Home – Bexley Safeguarding learners Partnership**](#). the expectations outlined in [**Part 4 of Keeping learners Safe in Education - Safeguarding concerns or allegations made about staff, including supply teachers, volunteers, and contractors**](#). We will communicate with the Local Authority Designated Officer (LADO) through consultations and referrals when necessary.

10.6 For supply teachers, we will address all allegations against individuals not directly employed by the school, where disciplinary procedures may not fully apply (e.g., supply teachers provided by an employment agency). We will ensure that allegations are handled properly and maintain communication with the supply agency and Local Authority Designated Officer (LADO) throughout the investigation.

10.7 We have an agreed staff Code of Conduct policy that complies with 'Safer Working Practices,' covering acceptable use of technology, staff/pupil relationships, low-level concerns, and communications, including the use of social media.

10.8 We will ensure that written confirmation is received from the employment business supplying agency and third-party supply staff, demonstrating that the relevant checks have been conducted and the appropriate certificates obtained. This written confirmation should include the date of receipt and whether an enhanced DBS certificate check has been provided.

Further guidance can be accessed through the Safer Recruitment Consortium document: [Guidance for Safer Working Practice for Those Working with learners and Young People in Education Settings \(February 2022\)](#).

11. STAFF INDUCTION, TRAINING, AND DEVELOPMENT

11.1 At TAS, all new staff members, including early career teachers (formerly newly qualified teachers) and teaching assistants/support staff, will receive an induction that includes basic safeguarding training. This training covers recognising signs of abuse, responding to concerns, online safety (including roles and responsibilities related to filtering and monitoring systems within our setting), and familiarisation with the safeguarding policy, staff code of conduct, [Keeping learners Safe in Education: Statutory Guidance for Schools and Colleges](#), and other related policies.

11.2 The induction will be tailored to the roles and responsibilities of staff members roles and responsibilities.

11.3 All Designated Safeguarding Leads (DSLs) will undergo updated DSL safeguarding training every two years. DSLs should complete Prevent awareness training and incorporate an understanding of the Prevent Duty into the training programs they deliver to staff each academic year.

11.4 All staff members will undergo face-to-face whole-school training, which will be regularly updated and conducted annually. All staff will have access to multi-agency safeguarding training and e-learning through [\(Greenwich Safeguarding learners Partnership Training\)](#) [\(Lewisham Safeguarding learners Partnership Training\)](#) [\(Bexley Safeguarding learners Partnership Training\)](#)

11.5 Staff members who miss the whole-school training will be required to complete alternative relevant training to compensate, such as reviewing the presentation provided on the internal school intranet or participating in an online training session.

11.6 We will ensure that staff provided by other agencies and third parties, such as supply teachers and contractors, have received appropriate safeguarding training relevant to their roles before starting work. They will have the opportunity to participate in whole-school training if it occurs during their period of employment at the school.

11.7 The Designated Safeguarding Lead will provide safeguarding briefings at key meetings throughout the school year to maintain a continuous focus on safeguarding. The DSL will also update school staff on any changes to safeguarding legislation, procedures, and relevant learning from Safeguarding Practice Reviews (CSPRs) in line with *Working Together 2018*. These briefings will occur annually or more frequently as necessary.

11.8 The school will maintain accurate and up-to-date records of staff induction and training.

12. CONFIDENTIALITY, CONSENT, AND INFORMATION SHARING

12.1 At TAS, we recognise that all matters relating to safeguarding are confidential.

12.2 The Headteacher or the Designated Safeguarding Lead will disclose information about a pupil to other staff members on a need-to-know basis only.

12.3 All staff members must understand that they cannot promise a child to keep key information secret if it could compromise the child's safety or well-being.

12.4 All staff members have a professional responsibility to share information with other agencies to safeguard learners.

12.5 All staff members who interact with learners will receive appropriate training to understand the purpose of information sharing to safeguard and promote learners's welfare.

12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when it is permissible to share information without consent.

12.7 Staff should not assume that a colleague or another professional will act and share information that might be critical for keeping learners safe. Early information sharing is vital for effective identification, assessment, and service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to learners, Young People, Parents, and Carers](#) supports staff making decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations regarding the [Data Protection Act 2018](#) and General Data Protection Regulation (GDPR). Staff should consult the Designated Safeguarding Lead or a deputy if in doubt about sharing information. Concerns about sharing information should not hinder the safeguarding and welfare of learners. [\(KCSIE 2024 – Pg 19, Paragraph 55\) \(KSCIE 2024 – Pg 28, Paragraph 92\)](#)

13. INTER-AGENCY WORKING

13.1 At TAS, we will develop and promote effective working relationships with other agencies, including those providing early help services to learners, the police, and learners's Social Care. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. For more information on Early Help, click: [Early Help and Prevention: Greenwich Safeguarding learners Partnership](#). [Early Help: Lewisham Safeguarding learners Partnership](#). [Early Help: Bexley Safeguarding learners Partnership](#). Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who: [\(please see list on KCSIE 2024 paragraph 18 page 10\)](#).

13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences, core groups, CIN (Child in Need) meetings, PEP (Personal Education Plan) meetings, and TAC & TAF (Team Around the Child & Team Around the Family)

meetings. We will ensure that up-to-date and thoughtful information is provided and considered in relation to individual learners.

13.3 We will participate in Child Safeguarding Practice Reviews (CSPRs), other reviews, and file audits as required by the [Home - Greenwich Safeguarding learners Partnership](#). [Home- Lewisham Safeguarding learners Partnership](#). [Home – Bexley Safeguarding learners Partnership](#). We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice, and completing required actions within agreed timescales.

14. CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS, AND WORK PLACEMENT PROVIDERS

14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

14.2 We will seek assurance that employees and volunteers provided by these organizations and working with our learners have been subjected to the appropriate level of safeguarding checks in line with [Keeping learners Safe in Education: Statutory Guidance for Schools and Colleges, 2024](#). If assurance is not obtained, permission to work with our learners or use our school premises may be refused.

14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

14.5 Schools and colleges may receive allegations related to incidents that occurred when an individual or organisation was working on their premises or with their students.

15. ORGANISATIONS OR INDIVIDUALS USING SCHOOL PREMISES

15.1 At TAS, we will ensure that when our premises are used by organisations or individuals outside of school hours, all reasonable steps are taken, as required by law, to ensure the safety of the learners and to protect them from harm. We will ensure that providers, their staff, and volunteers have a duty of care toward the learners who attend. The guidance on [Keeping learners Safe in Out-of-School Settings \(April 2022\)](#) details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

15.2 We will follow our safeguarding policies and procedures, as with any safeguarding allegation, including informing the Local Authority Designated Officer (LADO), if we receive an allegation relating to an incident that occurred when an individual or organisation used our school premises for activities involving learners. This applies to any community group, sports association, or service provider that runs extracurricular activities on our school site.

16. WHISTLE-BLOWING AND COMPLAINTS

16.1 At TAS, we recognize that learners cannot be expected to raise concerns in an environment where staff members fail to do so. Our school Whistle Blowing policy is available on our website.

16.2 We will refer to the [*Whistleblowing: Guidance for Employers and Code of Practice*](#) for further information and note that the Whistleblowing Advice Line is available for all workers at 0800 028 0285 or via email at help@nspcc.org.uk.

16.3 We will ensure that all staff members are aware of their duty to raise concerns about the management of Safeguarding, including the attitudes or actions of colleagues. If necessary, they will speak with the headteacher, CEO, Proprietress or the Local Authority Designated Officer (LADO).

16.4 We have a clear reporting procedure for learners, parents, and others to report concerns or complaints, including abusive or poor practices. We also acknowledge that low-level concerns can arise in several ways, such as suspicion, complaints, or disclosures. Procedures are in place for the confidential sharing and handling of low-level concerns.

16.5 We will actively seek the views of learners, parents, carers, and staff members on our safeguarding arrangements through surveys, questionnaires, and other means.

17. SITE SECURITY

17.1 At TAS, all staff members have a responsibility to ensure our buildings and grounds are secure and will be made aware of their responsibilities regarding reporting any concerns that may arise.

17.2 We will check the identity of all visitors and volunteers entering the school. Visitors are expected to sign in and out in the office visitors' log and display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

17.3 The school will not tolerate any behaviour from any individual, parent, or anyone else that threatens school security or makes others, whether child or adult, feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

18. QUALITY ASSURANCE

18.1 At TAS, we will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

18.2 At intervals, we will consider participating in a safeguarding review and will identify areas for development within school improvement plans as identified by the school leadership team.

18.3 The school's senior management will ensure that any deficiencies and weaknesses identified in child protection arrangements are addressed without delay.

19. POLICY REVIEW

19.1 This policy and the accompanying procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

19.2 The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers, are made aware of any amendments to policies and procedures.

19.3 Additional updates to the safeguarding policy and appendices will be made as needed.



The Anchor SENDfriendly Independent
Specialist School

APPENDIX ONE

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