

Intent: To ensure that every child is safe, protected from harm and able to thrive.



Safeguarding and Child Protection



We are ambitious for all our pupils
We are here to change lives

Step 4 – Risk Support

evidence or suspicion of significant harm or risk of serious harm

Immediate Action: 999, MASH, CHANEL Panel

Crisis Plans: Agreed safety plans developed with student, parents, and external professionals, including coping strategies and emergency plans

Safeguarding Protocols: multi-agency working, section 47 (Child Protection) CSE/CCE Risk Assessment

Partnership with Parents: Star Practice Model

Aftercare: Supporting families, , targeted therapeutic support, Trauma counselling, FMO,

Step 3– Getting More Help

Significant impairment to development and escalating risk

Specialist Input: multi-agency statutory involvement, MARF

Multi-Agency Working: Involvement of social care, youth services, police, Section 17 (Child in Need) CSE/CCE Risk Assessment, Start Practice Model

Action Planning: Reduced timetable, safe spaces, and exam access arrangements, GCPII

Targeted Interventions: Specialist therapies , School Counsellor, qualified clinicians.

Key Worker: Named member of staff to coordinate care and ensure continuity of support across school and external services, FMO

Step 2 – Getting Help

Clear and persistent additional needs, increased safeguarding concerns/indicators – family need support

Targeted Support: Small group interventions led by pastoral or specialist staff, Albion, Box clever, lead school contact, strengthening minds

Action Plans: Individual support plans co-produced with students and parents, focusing on strengths, coping strategies, and goals.

1:1 Support: Albion mentoring, wellbeing coach,, mentors, emergency sessions

Agency Involvement: Early Help assessment, Strengthening Families, parenting programmes, referrals to targeted services

Monitoring: Regular review of progress, attendance, and safeguarding indicators, Neglect Screening Tool

Step 1 – Advice and Guidance

Repeated worrying signs/indicators of concern

CPOMS: recognise, respond, reflect, prompt action

Professional discussions: weekly professionals meeting, shared responsibility

Parental Engagement: strengths-based approach, motivational interviewing, telephone calls, meetings, family hub access, challenge

Early Intervention: posters, advice and guidance leaflets, academy letters and communication, App recommendations

Pastoral Support: Form tutors, year leaders, and pastoral staff available to provide initial support and signposting. 'Professional Parents'

Information Access: Provide clear signposting (posters, website, student handbook) to internal support and external services, Apps

Student Support: availability, targeted conversations , drop-in services with WeCARE, School Nurse, Mentors

Thriving with the Universal Offer:

- **Whole-School Ethos:** Promote a 'Safeguarding First' culture of 'it does happen here', Safer Recruitment, attendance tracking/flagging, clear and consistent policy application, We CARE at all events
- **Curriculum:** High-quality RSHE and consistent online-safety lessons; explicit teaching of KCSIE topics and others, weekly Student Safeguarding Briefings
- **Environment:** Safe, inclusive, and supportive school climate with trusted adults and peer support initiatives. Posters, leaflets, open-door practice
- **Staff Training:** All staff trained in Safeguarding awareness, spotting early signs, and basic supportive strategies. Weekly We CARE Wednesday on TEAMS, 3 weekly Staff briefings, 5 CPD Sessions across the year, good communication with parents with candor, motivational interviewing and a strengths-based approach, Sandwell Star Practice Model
- **We CARE Promotion:** promote a culture of belonging, student voice, disclosure culture, home visits