



Brentwood Safeguarding Handbook for staff

Autumn 2025, updated Jan 26

Review Date: September 2026



BRENTWOOD SCHOOL

— Learning for Life —



BRENTWOOD COLLEGE

— Skills for Life —

Contents

This Handbook is designed to include all safeguarding information, policies and guidance for staff that can be referred to at any time.

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Introduction

Safeguarding our students is the absolute priority at Brentwood School and College. Our aim is to uphold the highest standards of safeguarding in all that we do. We have created a learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. We recognize that student mental and physical health are a priority when dealing with safeguarding concerns.

Our Vision

Brentwood is a happy, safe and inclusive school and college where students are valued and feel a sense of belonging. It is a place where students' needs are met with care, empathy and understanding. Our vision is for all our students to gain the social, emotional and academic skills to facilitate optimum independence and happiness, and to reach their full potential as valued members of the community.

Our Values of Creativity, Compassion, Enthusiasm, Respect and Resilience underpin our curriculum.

Qualities

The qualities we expect of staff working at Brentwood include:

- *Effective communication*
- *Collaboration*
- *Positivity*
- *Working to strengths*
- *Good humour*
- *Integrity*
- *Efficiency*
- *Encouragement and support for one another*
- *Proactivity, organisation and flexibility*

Purpose of this handbook:

This handbook has been developed to provide staff, governors and other stakeholders with information to ensure everyone is aware of their responsibility in upholding safeguarding. This handbook brings together national and local safeguarding guidance for both children and adults (referred to as students in this document) and demonstrates how these are delivered at Brentwood.

Brentwood School and College support child and adult learners within the same premises and this handbook brings together the statutory processes required for both. Staff working across the organization are expected to understand safeguarding protocol for both adults and children, and recognize their role in supporting them.

All staff, irrespective of their role or the environment they work in, have a fundamental part to play in the prevention of harm and abuse. Through a comprehensive training programme and frequent briefings, which keep safeguarding at the forefront of everyone's mind, everyone is aware that 'it could happen here' and that safeguarding children and adults is everyone's responsibility. Due to their SEND needs, all our students are classed as vulnerable and we recognize the links between safeguarding, behaviour and student mental health. Children with disabilities are three times more likely to be abused than their peers.

What is Safeguarding?

Safeguarding and promoting the welfare of children is now defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children's mental and physical health or development.
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care



- Taking action to enable all children to have the best outcome.

The Care Act (2014) underpins our approach to adult safeguarding and states that safeguarding duties apply to an adult who:

- has needs for care and support (whether or not the local authority is meeting any of those needs)
- is experiencing, or at risk of, abuse, neglect or exploitation.
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse, neglect or exploitation.

The Adult Safeguarding Board believes that people who live in Trafford have the right to live their lives: 'Free from fear and treated with respect and dignity'

[This handbook is written in accordance with, or related to:](#)

Keeping Children Safe in Education 2025 (See Appendix 1)

Working Together to Safeguard Children (December 2023)

Trafford Whistleblowing Policy (Appendix 2)

The Care Act 2014

Care and Support Statutory Guidance (2023)

Mental Capacity Act Code of Practice (2025)

Safeguarding Children in Education: Dealing with Allegations of Abuse Against Teachers and Other Staff

Brentwood Health and Safety Policy (updated 2025)

Sharing Nudes and Semi Nudes (2024)

Information sharing: advice for practitioners providing safeguarding services, DfE (2024)

Staff Handbook including the Staff Code of Conduct (updated 2025)

School and College Risk Assessments (ongoing)

Meeting Digital Standards and Technology Standards in schools and colleges updated DfE (2025)

Meeting Cyber Security Standards for Schools and Colleges – updated DfE (2025)

Prevent duty guidance (2024)

Equality Act 2010

All the above information is available on our website and paper copies can be provided on request.



Section 1: Roles and Responsibilities

Safeguarding Roles & Responsibilities

Roles and Responsibilities

At Brentwood School and College, the Headteacher is the Designated Safeguarding Lead (DSL) As per **Appendix 1 KCSIE 2025**, the DSL takes lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems in place. In addition, the DSL provides advice and support to other staff with regard to student welfare, safeguarding and child protection matters. Given the complexities and vulnerabilities of our students, we have a broad reaching safeguarding team which includes deputy DSLs, extended leaders and multi-agency staff. All deputies are fully trained as DSLs. The DSL delegates key aspects of the role to other members of the team, whilst taking the ultimate lead responsibility for child protection.

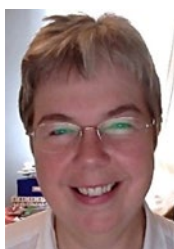
Everyone who comes into contact with students and their families has a role to play in safeguarding. We recognise that staff at our school and college play a particularly important role as they are in a position to identify concerns early and provide help for students to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here'. When concerned about the welfare of a student, staff members must always act in the best interests of the student. All staff have a responsibility for safeguarding throughout school and college. Staff are also aware of heightened risks in their main area of work e.g. office staff and site staff.

Governors



Chair of School Governors
Sarah Parkin

sparkin@brentwood.trafford.sch.uk



Gill Bell
School Safeguarding Governor

gbell@brentwood.trafford.sch.uk



Alison MacDonald
College Safeguarding Governor

amacdonald@brentwood.trafford.sch.uk

Safeguarding Team



Ian Hardman
Headteacher

Designated Safeguarding Lead
ihardman@brentwood.trafford.sch.uk
0161 9052371
07591382946



Jane Roberts
Deputy Headteacher
Deputy DSL



Helen Welsh
Family Support Worker
Attendance Officer



Russell Irving
College Lead
Deputy DSL



Marie Finney
Business Manager
Safer Recruitment



Caroline Gillinder
Assistant Headteacher
Mental Health Lead



Mike Coleman
Site Manager
Health and Safety



Hayley Patterson
Assistant Headteacher
Deputy DSL
Designated Teacher
Online Safety



Alison Carlill
Data Manager
Online Safety

Multi-agency Support

- School Nursing Team
- Children's Social Care
- Adult's Social Care (when input is appropriate for 18+ students)
- Continuing Health Care CHC
- Local Authority Designated Officer (LADO)



The Governors will ensure that:

- A member of the Governing Body is identified as the designated governor for safeguarding and receives appropriate training (Governor DSL Training and Safer Recruitment Training) The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the DSL.
- The Headteacher has DSL responsibility. Trained deputy DSLs deal with any issues in the absence of the DSL. There will always be cover for this role.
- The Brentwood Safeguarding Handbook is reviewed and updated annually and complies with government/local safeguarding procedures.
- Brentwood operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- All staff and volunteers who have regular contact with students receive appropriate training which is updated by refresher training on a regular basis.
- All staff and volunteers will receive training updates as required, including updates to KCSIE.
- Brentwood has procedures for dealing with allegations of abuse against staff and volunteers. A referral will be made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- The DSL has undertaken DSL training and undertakes an 'update' course at least every 2 years. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals but at least annually, to keep up with any developments relevant to their role.
- Any weaknesses in Child Protection are remedied immediately through a 'lessons learned' approach.
- The chairs of the governing bodies (school and college) are nominated to liaise with the LA on safeguarding issues and in the event of an allegation of abuse made against the Headteacher
- Safeguarding procedures are reviewed annually and Brentwood Safeguarding Handbook, which incorporates the children's and adult's safeguarding policies and procedures, is available on the school and college website or by other means.
- Parents/carers are made aware of the handbook and their entitlement to have a copy of it via the school and college websites.
- The governing bodies of school and college consider how students may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through Personal, Social and Health Education (PSHE) and/or through Relationships and Sex Education (RSE).
- Enhanced DBS checks are in place for all governors.
- The governing bodies will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of students at Brentwood including specified governors trained in safer recruitment. All governors will undertake Safeguarding and Prevent training, appropriate to their governing role. The Safeguarding Governors for school and college will undertake DSL training. Those involved in recruitment, will undertake Safer Recruitment Training.
- The Designated Safeguarding Lead has a specific responsibility for championing the importance of safeguarding and promoting the welfare of all students.
- The governing bodies will ensure staff training, online safety updates occur, and ensure online safety is part of the curriculum. They will ensure appropriate filtering and monitoring is in place.

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of students are fully implemented and followed by all staff including volunteers.
- Strategies are in place to ensure students are taught about online safety, and that appropriate filters and supervision are in place to keep students safe online.
- At Brentwood the Headteacher (Ian Hardman) is the Designated Safeguarding Lead (DSL); the Deputy DSLs are the Deputy Headteacher (Jane Roberts) College Lead (Russell Irving) Assistant Headteacher (Hayley Patterson) and the Family Support Worker (Helen Welsh)
- Sufficient time and resources are made available to enable the DSL and Deputies to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of students supporting colleagues and delivering training as appropriate.
- All new staff will receive safeguarding training as part of their induction.
- All staff and volunteers receive appropriate training relevant to their role.
- All temporary staff and volunteers are made aware of Brentwood's safeguarding policies and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the students and that such concerns will be addressed sensitively and effectively.
- Ensure the Business Manager and Site Management Team oversee the provision of a safe environment for students and staff.
- Safeguarding responsibilities are clearly linked to responsibilities for ensuring that appropriate safeguarding responses are in place for students who are absent from school/college or who go missing from education, particularly on repeat occasions. The Attendance Officer and the Safeguarding Team will monitor unexplained and persistently absent students and those who go missing to identify the risk of abuse, neglect or exploitation including sexual abuse and ensure that appropriate safeguarding responses have been put in place to reduce the risk of harm.
- Ensure students placed in Alternative Provision (AP) are appropriately placed and safeguarded, with continued oversight from Brentwood.
- Ensuring students and staff are supported to stay safe online through risk assessment training, monitoring and filtering of all systems.

The Designated Safeguarding Lead (DSL) or Deputy DSL will:

- Undertake the Role of DSL as outlined in Annexe C: Role of the Designated Safeguarding Lead (KCSIE 2025) – This includes:
 - Managing referrals
 - Working with others
 - Information sharing and managing child protection files
 - Raising awareness
 - Training knowledge and skills
 - Providing support to staff
 - Understanding the views of children

- Take responsibility for the holding and sharing information
- Ensure students and staff are supported to stay safe online.

Designated Teacher for Child Looked After (CLA previously LAC)

Senior Leaders will ensure that CLA students are identified and that staff are aware who these students are. The Designated Teacher for CLA (Hayley Patterson) will liaise with the Safeguarding Team, the Virtual School and outside agencies to provide an appropriate level of support for these students. Previously Looked After Children will be monitored and supported by the Designated Teacher (Hayley Patterson) in accordance to Virtual Schools guidance.

Attendance Officer

A School Attendance Support Officer is a professional who works within an educational setting to promote and monitor student attendance. Their primary role is to address issues related to student absences and ensure regular school attendance.

Senior Mental Health Lead (DMHL)

DMHL is responsible for overseeing, planning, evaluating and implementing their school-wide strategy to support the mental health of all students (and staff).

All Staff

- All staff will be aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised at Brentwood.
- All staff will take responsibility for their role in keeping all children safe at Brentwood and follow all safeguarding procedures accordingly.
- All staff are aware that safeguarding concerns about adults working at Brentwood should be made to the DSL or Deputy DSL including low level concerns.
- All staff are aware that safeguarding concerns about the Headteacher/DSL should be made to the Chair of Governors.
- All staff are aware that safeguarding concerns about Deputy DSL should be made to the Headteacher.
- All members of staff are trained in and receive regular updates about online safety and reporting concerns.
- All members of staff are aware of where to get information regarding Early Help procedures.
- All staff understand and follow procedures within this Handbook, particularly those concerning referrals to cases of suspected abuse, neglect or exploitation.
- All staff may raise concerns directly with Children's/Adults Social Care services and are aware of the process for doing this.

Position of Trust

All staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards all students must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18.



Safer Working Practice

Brentwood Governors expect staff and volunteers to set a good example to students through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.

The Headteacher will ensure that there is a Staff Code of Conduct in place that each member of staff, including volunteers, signs on appointment. This sets out Brentwood's expectations with regards to standards of professional behaviour.

Trafford Local Authority

Brentwood has developed effective links with relevant agencies and co-operates as required with any enquiries regarding safeguarding issues. We will notify the allocated social worker if:

- it has been agreed as part of any child protection plan or core group plan.
- a student subject to a child protection plan is about to be permanently excluded.
- a student with an allocated social worker has an unexplained absence of more than two days from school.

LADO

Every local authority has a statutory responsibility to have a **Local Authority Designated Officer (LADO)** who is responsible for coordinating the response to concerns that an adult who works with students may have caused them or could cause them harm.

Trafford's LADO can be contacted via e-mail anita.hopkins@trafford.gov.uk or by phone 0161 912 5024 / TRAFFORD CHILDRENS' FIRST RESPONSE 0161 912 5215



Section 2: Safeguarding Concerns

Safeguarding Concerns

Abuse is a violation of an individual's human and civil rights by any other person or persons. Abuse may be a single or repeated act, an act of neglect, failure to act or multiple acts or abuse or exploitation. Abuse also includes where an individual sees, hears or experiences effects in relation to domestic abuse.

Types of Abuse;

- Physical abuse
- Sexual abuse
- Psychological abuse
- Financial or material abuse
- Neglect and acts of omission
- Discriminatory abuse
- Institutional abuse
- Exploitation

These can be in the form of:

- Bullying including cyber bullying
- Students missing from education
- Student missing from home or care
- Child sexual exploitation (CSE)
- Domestic abuse
- Drugs/forcing others to use drugs or alcohol
- Fabricated or Induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental health and its links to safeguarding issues
- Missing children and adults
- Up-skirting
- Private fostering
- Radicalisation
- Misogyny
- Honour Based Violence
- Serious Violence
- Relationship abuse
- Sharing of nudes and semi-nudes
- Sexual Violence
- Sexual Harassment between children
- Trafficking
- Child-on-child Abuse
- Child Criminal Exploitation (CCE)
- Violence, particularly pre-planned
- Blackmail or extortion
- Threats and intimidation
- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography,
- Revenge-porn
- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts
- Online abuse
- Child abuse linked to faith and beliefs

Signs and Symptoms of Abuse

The signs and symptoms of abuse are many and varied and are often difficult to distinguish from indicators which occur from a non-abusive accident, incident or experience. For students with a disability, determining whether a sign or symptom which causes concern is a result of abuse can be very difficult especially with students who have communication difficulties or who are non-verbal. However, all Brentwood staff are obliged

to remain highly vigilant at all times and report any concerns they have immediately. Members of staff should be aware of the signs and symptoms of abuse.

Child-on-child abuse

Staff should recognise that students are capable of abusing their peers. Child-on-child abuse can manifest itself in many ways. Safeguarding issues raised in this way may include, and are not limited to, physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found:

The allegation:

- may be made against an older student and refers to their behaviour towards a younger student or a more vulnerable student.
- is of a serious nature, possibly including a criminal offence.
- raises risk factors for other students in the school and college
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student.

When staff have any concerns about child-on-child abuse, through observations, changes to a student's presentation or student/parent disclosure, staff will follow the usual reporting procedures.

Creating a Supportive Environment in School and College and Minimising the Risk of Child-on-Child Abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents. To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards students, and initiation or hazing type violence.
- ensure our curriculum helps to educate students about appropriate behaviour and consent
- ensure students are able to easily and confidently report abuse using our reporting systems
- ensure staff reassure victims that they are being taken seriously

Ensure staff are trained to understand:

- how to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- that even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- that when they have any concerns about a student's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
- students can show signs or act in ways they hope adults will notice and react to
- a friend may make a report
- a member of staff may overhear a conversation
- a student's behaviour might indicate that something is wrong
- that certain students may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity, sexual orientation or capacity to communicate
- that a student harming another student could be a sign that the student is being abused themselves, and that this would fall under the scope of this policy

- the important role they have to play in preventing child-on-child abuse and responding where they believe a student may be at risk from it
- that they should speak to the DSL when they have any concerns

Sexual Violence and Sexual Harassment between students in school and college

Sexual violence and sexual harassment can occur:

- between 2 students of any age and sex
- through a group of students sexually assaulting or sexually harassing a single student or group of students online and face to face (both physically and verbally)
- sexual violence and sexual harassment exist on a continuum and may overlap

Students who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This can adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, students with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) students are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- teaching students about positive relationships, ethics, kindness and appropriate behaviour

When staff have any concerns about sexual violence or sexual harassment, or a student makes a report to them, they will follow the procedures set out in this policy in reporting concerns.

Female Genital Mutilation/Cutting

At Brentwood we recognise that our staff are well placed to identify concerns and act to prevent students from becoming victims of Female Genital Mutilation and provide guidance on these issues through safeguarding training. When staff have a concern regarding a student that might be at risk of FGM they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. We will provide guidance and support to our teachers and support staff on this requirement.

Domestic Abuse

Brentwood is aware that student's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Students react to domestic abuse in similar ways to other types of abuse and trauma.

Information about domestic abuse and its effect upon students will be incorporated into staff Safeguarding training and briefings and will be used to protect students exposed to, and at risk from, domestic abuse.

Any student thought to be at immediate risk will be reported without delay.

Operation Encompass

The purpose of Operation Encompass is to safeguard and support students who have been involved in, heard or been witness to a domestic abuse incident. Following such an incident at home, students will often arrive at school distressed, upset and unprepared for the day. Greater Manchester Police, Trafford Social Care and key nominated adults in school/college will work together in partnership to allow the key adults the opportunity of engaging with the student and provide access to silent or overt support that allows them to remain in a safe and secure familiar environment following early reporting to school of a domestic abuse incident.

Our nominated key adults are Ian Hardman and Helen Welsh.

Forced Marriage

Brentwood is sensitive to differing family patterns, lifestyles and child-rearing approaches that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by Brentwood. Child abuse cannot be condoned for religious or cultural reasons.

Information about forced marriage will be incorporated into staff safeguarding training and briefings and procedures will be used to protect a victim or potential victim of forced marriage.

When a case of forced marriage is suspected, parents and carers will not be approached or involved in a referral to any other agencies.

Serious Violence

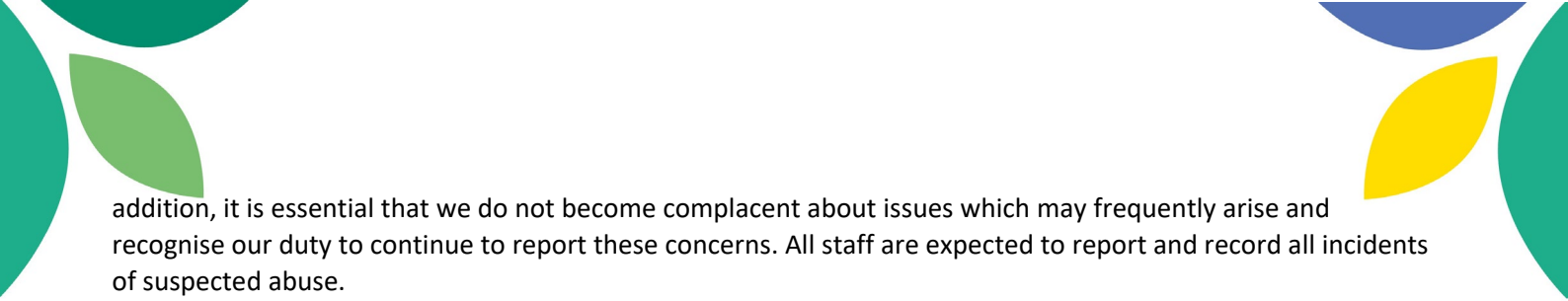
Indicators which may signal that a student is at risk from, or involved with, serious violent crime may include:

- increased absence from school/college
- change in friendships or relationships with older individuals or groups
- significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions (this could indicate that the student has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation)

Risk factors which increase the likelihood of involvement in serious violence include:

- being male
- having been frequently absent or permanently excluded from school/college
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

Whilst we have tried to cover most aspects of abuse within this handbook, staff need to be vigilant to any issues which lead them to be concerned about a student. Any change in behaviour can indicate that something is amiss in a student's life and it is the responsibility of all staff to work together to identify and report any concerns. In



addition, it is essential that we do not become complacent about issues which may frequently arise and recognise our duty to continue to report these concerns. All staff are expected to report and record all incidents of suspected abuse.

Section 3: Prevent

The government's strategy for countering terrorism CONTEST strategy is split into 4 areas:
Pursue, Protect, Prepare & Prevent.

All schools and colleges have to comply with the Prevent Duty under the Counter Terrorism Act 2015.

The Prevent strategic objective is to prevent people from being drawn into terrorism or radicalisation and challenge all forms of terrorism, including the influence from far-right extremist groups. The Prevent duty is to protect people from all streams of extremist activity whether political, religious or ideological and not solely aimed at one specific group.

The Prevent strategy has 3 key objectives and will specifically:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice & support
- Work with sectors and institutions where there is a risk of radicalisation which we need to address.

In respect of safeguarding individuals from radicalisation, Brentwood works to the Prevent element of the Government's Counter Terrorism Strategy, and where deemed appropriate will seek external support for students and staff through referrals to the Channel Programme. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions. It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

At Brentwood we recognise that all our students are vulnerable young people and it is essential that we work with them to ensure they are safe. Key areas of work in school and college which support students in this area are:

- 'Relational Behaviour' approach
- work through PSHE around stranger danger and keeping safe
- supported access to the internet underpinning online safety
- supported access to the local community to enable students to learn appropriate behaviour when interacting with the public
- close liaison with families and carers to monitor changes in a students' behaviour

The DSL is responsible for overseeing the operation of procedures. This involves:

- overseeing the referral of cases of suspected radicalisation or allegations to Trafford Childrens' Safeguarding Board, adult safeguarding or other agencies (such as the police, Channel) as appropriate.
- Maintaining a proper record of any child/vulnerable adult protection referral, complaint or concern using CPOMS (even where that concern does not lead to a referral)
- Maintaining an up to date Prevent Risk Assessment for School and college

How to Spot Signs of Radicalisation

Radicalisation is defined as the process of a person legitimising support for, or use of, terrorist violence.

You may observe signs in a student or member of staff that leads you to suspect that they are becoming radicalised. These include:

- the individual's views become increasingly extreme regarding another section of society or government policy
- the individual becomes increasingly intolerant of more moderate views
- the individual expresses a desire/intent to take part in or support extremist activity
- they are observed downloading, viewing or sharing extremist propaganda from the web
- they become withdrawn and focused on one ideology

- the individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups

If a student discloses that they have been, or are being radicalised **staff must:**

- Listen carefully to the student. **DO NOT directly question the student.**
- Give the student time and attention.
- Allow the student to give a spontaneous account; do not stop a student who is freely recalling significant events.
- Make an accurate written record of the information you have been given taking care to record the timing, setting and people present, the student's presentation as well as what was said. Record this information on CPOMS.
- Use the student's own words where possible.
- Explain that you cannot promise not to speak to others about the information they have shared - **do not offer false confidentiality.**
- Reassure the student that they have done the right thing in telling you and they have not done anything wrong;
- Tell the student what you are going to do next and explain that you will need to get help to keep him or her safe.
- **DO NOT ask the student to repeat** his or her account of events to anyone.
- Report **immediately** to a **DSL** Ian Hardman, or in her absence a member of the Safeguarding Team.

Any member of staff who has concerns regarding another member of staff linked to radicalisation, must follow the usual safeguarding procedures with regard to sharing concerns.

Reporting concerns about Terrorism

Ian Hardman (Headteacher) is the identified Prevent Lead for School and College. Russell Irving is the Deputy Prevent Lead and will enable staff to implement the requirements of Prevent, promote British Values and ensure the Prevent Risk Assessment and Action Plan is in place. They will also ensure they maintain up to date information with regard to the counter terrorism local profile.


If you are worried about anyone who is at risk of being radicalised by people who are involved in, or support, terrorism please contact;

- In an emergency, dial 999
- GMP Prevent Team – 0161 856 6345
- National Police Prevent Advice Line – 0800 011 3764
- Anti-Terror Hotline - 0800 789 321
- GMP non-emergency number 101.

The Safeguarding Team liaise with **Claire Little**, North West Regional Prevent Co-Ordinator to ensure Brentwood has up to date and contextual information regarding Prevent issues.

claire.little@education.gov.uk

The national prevent referral form can be found [here](#).



Section 4: Reporting Safeguarding Concerns Sharing Information

Reporting Safeguarding Concerns & Sharing Information

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a student immediately, and all such concerns must be taken seriously.

When a concern arises all staff, volunteers and visitors must firstly check that the student is safe. They must then record the concern using Brentwood's safeguarding recording and reporting systems (CPOMS) Safeguarding concerns cannot be passed from one member of staff to another.

The Safeguarding Team have a duty rota to ensure that all reporting is addressed in a timely manner.

All staff will be trained in how to write a safeguarding report and how to effectively use CPOMS as part of induction and training updates where appropriate.

Incidents are assigned to a specific category on CPOMS. This ensures that safeguarding issues can be effectively managed and provide detailed analysis of safeguarding issues in school and college.

All staff need to be aware that they are able to report a safeguarding concern to the Local Authority.

Safeguarding Concern for Students Under 18

Reporting safeguarding concerns for a student under 18 can be completed by any professional who suspects abuse is taking place. Incidents are reported using CPOMS and professionals can report directly to the Local Authority.

Trafford Children's First Response

Professionals are advised to use the online reporting system

<https://www.trafford.gov.uk/residents/children-and-families/worried-about-a-child/trafford-first-response.aspx>

0161 912 5215

Out of Hours Emergency Duty Team: 0161 9122020 or emergencydutyteam@trafford.gov.uk

Safeguarding Concern for Adults

Reporting safeguarding concerns for an adult can be completed by any professional who suspects abuse is taking place. Incidents are reported using CPOMS and professionals can report directly to the Local Authority.

Reports can be made to the Community Screening Team:

iat@trafford.gov.uk

0161 912 2820

Out of Hours Emergency Duty Team: 0161 9122020 or emergencydutyteam@trafford.gov.uk

When a student is at immediate risk of harm, staff will call 999.

Urgent Concerns

Speak to the Designated Safeguarding Lead or the person who acts in their absence immediately if the issue is urgent (e.g. if the student is presenting with an unexplained injury.) If a member of staff is in doubt as to the urgency of a situation, they should talk to a member of the Safeguarding Team immediately.

Members of the Safeguarding Team will agree with this person what action should be taken, by whom and when it will be reviewed.

Student Disclosure

Where a student makes a disclosure staff will listen and take the child/young adult seriously. Staff will ask open questions where clarity or further information is required e.g. 'TED' Tell, Explain, Describe and '4 Ws' What, Who, Where, When.

When making decisions regarding appropriate action to take, the Safeguarding Team will follow the Mental Capacity Act Code of Practice.

Record keeping will be of a high quality and will include basic details, comprehensive summary of concern, descriptive language, words used by the students (where appropriate) questions asked and actions and outcomes.

Confidentiality

Staff must ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher discloses any information about a student to other members of staff on a need to know basis only.

Staff are aware not to disclose information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Information Sharing

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard students. All staff and volunteers must be clear with students that they cannot promise to keep secrets.

Informing Parents and Carers

Our responsibility is to safeguard and promote the welfare of all the students in our care. Any issues and concerns raised with parents and carers will be approached with transparency and honesty. We aim to do work in partnership with our parents/carers. Concerns will be discussed prior to referral unless doing so may place a student at further risk or jeopardise a police investigation.

If appropriate, parents and carers will be informed if a referral is to be made to TRAFFORD CHILDRENS' FIRST RESPONSE or any other agency.

Safeguarding concerns **must not** be discussed with parents, carers and families in the following circumstances:

- where sexual abuse or sexual exploitation is suspected
- where organised or multiple abuse is suspected
- where fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected
- where contacting parents, carers or families would place a young person, yourself or others at immediate risk.

In such cases the Designated Safeguarding Lead or will seek advice from Trafford Children's First Response Team.

Multi-disciplinary meetings

Members of staff maybe to be asked to attend multi-disciplinary meetings about individual students regarding safeguarding issues, and will need to provide as much relevant and up to date information about the student as possible. Reports should be prepared in advance of the meeting and will include information about the student's physical, emotional, intellectual development and well-being as well as relevant family and home related issues. This information may be shared with parents/carers.



Meetings include:

Child in Need meetings (Section 17)

Strategy Meetings

Child Protection Conferences (Section 47)

Core Group meetings

Multi-disciplinary meetings for adults

Serious Case Reviews

Trafford Strategic Safeguarding Partnership (TSSP) will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse, neglect or exploitation is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people.
- If required Brentwood will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

Further information about Trafford Safeguarding can be found on the TSSP website:

www.traffordsafeguardingpartnership.org.uk

Keeping Records

Brentwood will keep and maintain up to date information on students on the school/college roll including where and with whom the student is living, attendance, referrals to and support from other agencies and any other significant event in a student's life.

Brentwood will ensure that all child protection and Child in Need records are kept confidentially and securely and are separate from student records until the student's 25th birthday. Child protection and Child in Need information must be copied and sent under separate cover to a new school/college whilst the student is still under 18. All this information must be redacted so the names of third parties are not stated. Where child protection and Child in Need records are passed on to another school/education setting/ then a receipt must be provided by the receiving school/education.

Records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

All records in which safeguarding issues were recorded but did not reach Child Protection/Child in Need level, must be kept for six years from the date of enquiry.

The DSL will keep written records of all concerns, discussions and decisions, including rationale for those decisions.



Section 5: Sharing Concerns About Staff

Sharing Concerns About Staff

At Brentwood we are committed to creating a working environment with the highest possible standards of openness, probity and accountability. In view of this commitment, we encourage employees and others with any concerns about any aspect of school and college's work to come forward and voice these concerns without fear of reprisal. Staff are encouraged to raise their concerns within the organisation rather than 'blowing the whistle' outside. This will ensure that any concerns are dealt with swiftly and appropriately in the best interests of students without harming the reputation of the organisation.

Brentwood recognise that employees are often the first to realise that there may be something wrong within the organisation. They may not express their concerns as they feel that speaking up would be disloyal to their colleagues. They may also fear harassment or victimisation. However, all staff have a duty to report any concern they may have about another member of staff working with our students.

School and College leaders encourage employees to feel confident about raising concerns and to question and act upon any issues. Employees can report their concerns to members of the Safeguarding Team or the chair of school or college governors should the issue relate to the Headteacher. Feedback will be provided for any action taken. If staff are dissatisfied with the outcome, they can contact the chair of school or college governors, or the NSPCC National Whistleblowing Helpline (contact information provided below). Leaders and governors will reassure employees that they will be protected from possible reprisals or victimisation if they have a reasonable belief that they have made any disclosure in the public interest.

Low Level Concerns

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college 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 Brentwood's policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating children.

It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

When staff have low level concerns regarding a member of staff or volunteer, they should report this to a member of the Safeguarding Team. This will then be referred to the Headteacher who will record the concern in writing and decide on the course of action to take. (see also the Staff Handbook)

Members of staff can also contact the NSPCC National Whistleblowing Advice Line on 0800 028 0285 or email help@nspcc.org.uk



Section 6: Managing Allegations Against Staff

Managing Allegations Against Staff

Brentwood follows the procedures recommended by the Trafford Strategic Safeguarding Partnership (TSSP) when dealing with allegations made against staff, supply staff volunteers and contractors inside and outside of school/college.

All allegations made against a member of staff, supply staff volunteers and contractors, must immediately be referred to the DSL. This will then be dealt with quickly and fairly and in a way that provides effective protection for the student while at the same time providing support for the person against whom the allegation is made. A Case Manager will lead any investigation.

We will take all possible steps to safeguard our students and to ensure that the adults in our school/college are safe to work with the students. We will always ensure that the procedures outlined in Part 3 of KCSIE 23 are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO).

The LADO can be contacted via e-mail anita.hopkins@trafford.gov.uk or by phone 912 5024/TRAFFORD CHILDRENS' FIRST RESPONSE 912 5215

If an allegation is made or information is received about any adult who works at Brentwood which indicates that they may be unsuitable to work with students, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this will be reported to the chair of school or governors and the LADO. In the event that neither the Headteacher or one of the chairs of governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as DSL or one of the vice chairs of governors.

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a student is at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative following consultation with HR.

The Headteacher or chair of school or college governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who believes there is a conflict of interest with raising their concerns with the Headteacher or chair of school or college governors, should contact the LADO directly on 0161 912 5010

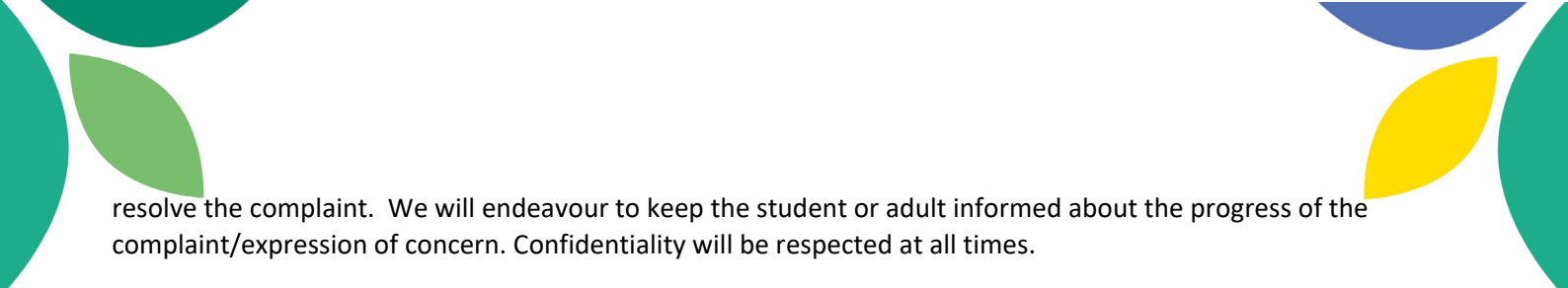
Brentwood has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a student, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated 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 Brentwood, 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.

Where allegations are unfounded malicious allegations will be expunged from the personal record of the accused and in all other cases, a 'clear and comprehensive' summary of the allegation be included in the file'

Complaints or Concerns by Student, Staff or Volunteers

Any concern or expression of disquiet made by a student will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare. Abuse will never be tolerated as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

We will make sure that the student or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to



resolve the complaint. We will endeavour to keep the student or adult informed about the progress of the complaint/expression of concern. Confidentiality will be respected at all times.

Students should be encouraged to report any complaints or concerns to their class staff, or other trusted adult in school as supported by the PSHE programme. Students are encouraged to share their concerns within tutor time, PSHE sessions and other times when communicating with the class team.

Staff and volunteers should raise any concerns initially with the DSL or member of the Safeguarding Team. Should the complaint be about the DSL or member of the Safeguarding Team they can use the Whistleblowing Policy and Complaints Procedure should they wish to raise a concern



Section 7: Online Safety

Online Safety

Brentwood aims to:

- Have robust processes in place to ensure the online safety of students, staff, volunteers and governors.
- Identify and support students that are potentially at greater risk of harm online than others
- Deliver an effective approach to online safety, which empowers us to protect and educate the whole school and college community in its use of technology, including mobile phones and smart technology.

Categories of Risk

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

Responsibilities and Partnerships

The Headteacher (DSL)

The headteacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

Online Safety Co-Ordinators

- Taking the lead on understanding the filtering and monitoring systems and processes in place on school devices and school networks
- Working with the ICT manager to make sure the appropriate systems and processes are in place
- Working with the headteacher, ICT manager and other staff, as necessary, to address any online safety issues or incidents
- Test the filtering systems in place
- Managing all online safety issues and incidents
- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy
- Updating and delivering staff training on online safety and cyber security
- Implementing strategies to mitigate cyber-security risks
 - Liaising with other agencies and/or external services if necessary
 - Providing updates on online safety in school to the headteacher and/or governing board
 - Providing regular safeguarding and child protection updates, including online safety, to all staff in order to continue to provide them with relevant skills and knowledge to safeguard effectively



This list is not intended to be exhaustive.

The Local Authority

Will Hiles – Head of IT,
Trafford Council,
Talbot Road,
Old Trafford,
M32 0TH

- Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems on school devices and school networks, which are reviewed and updated at least annually to assess effectiveness and ensure students are kept safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material
- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files

This list is not intended to be exhaustive.

The ICT Manager

Paul McFarlane
Infinity Computing
Saddleworth Business Centre,
Huddersfield Road,
OL3 5DF

- Works with Trafford to ensure that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly
- Management of your user accounts to access your server and Microsoft 365
- Provision and installation of new hardware and software
- Regular visits to ensure IT equipment and software is working to its best potential
- Working with the computing coordinator to help fulfill the needs of the curriculum.

This list is not intended to be exhaustive.

All staff and volunteers

- Maintaining an understanding of this policy
- Implementing this policy consistently
- Agreeing and adhering to the terms on acceptable use of the school's ICT systems and the internet
- Knowing that the DSL is responsible for the filtering and monitoring systems and processes, and being aware of how to report any incidents using CPOMS.
- Following the correct procedures by referring to the Headteacher if they need to bypass the filtering and monitoring systems for educational purposes.
- Working with the DSL to ensure that any online safety incidents are logged and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the Behaviour Management policy
- Responding appropriately to all reports and concerns about sexual violence and/or harassment, both online and offline, and maintaining an attitude of 'it could happen here'
- Attend, complete and engage with relevant online safety training and briefings available.



This list is not intended to be exhaustive.

Parents/carers

- Notify a member of staff or the headteacher of any concerns or queries regarding this policy
- Parents/carers can seek further guidance on keeping children safe online from organisations found on our [website](#).

The Safeguarding Team will work closely with parents and carers to support them to ensure their child is accessing online content appropriately. This will be in the form of Parent Carer workshops, sharing of information and guidance and good communication enabling parents and carers to ask for help/guidance.

Visitors and members of the community

Visitors and members of the community who use the school's ICT systems or internet will be made aware of this policy, when relevant, and are expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use.

Educating Students about Online Safety

Students are educated about the potential risks and how to respond to these through our broad curriculum. Through staff training, all staff are aware of the importance of online safety and the potential risks to consider when using the internet. Staff have highlighted how different issues can be addressed through the curriculum. An example of this is when considering grooming, students will be given the knowledge and skills to identify when something isn't right and how they should safely respond. This can be taught through sessions such as PSHE (stranger danger, appropriate relationships, good and bad touch, right and wrong etc.), RSE (appropriate touch, public and private). Developing student's communication is at the forefront of what we do, with the aim for students, where possible, to be able to communicate when something is not right with a trusted adult.

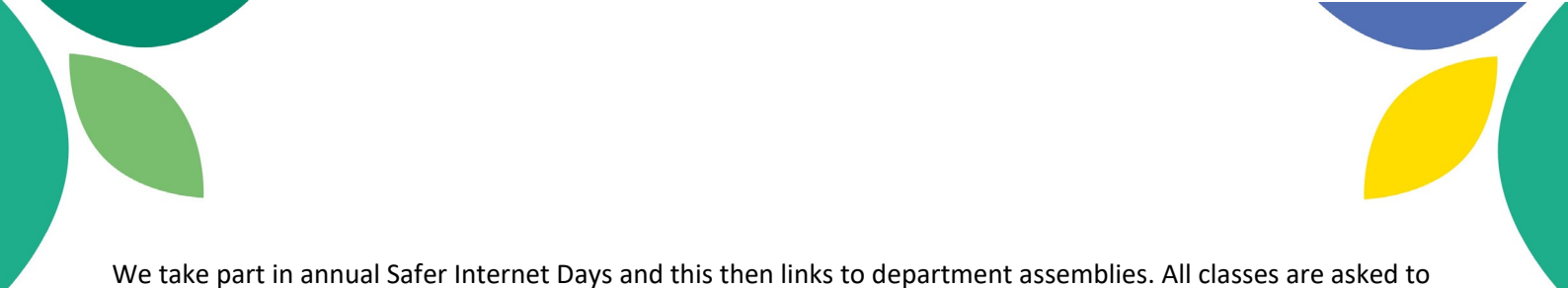
We recognise that for some of our students, it would not always be appropriate to highlight specific online safety issues, but we will aim to give them the knowledge and skills to respond appropriately to any issues or concerns they may encounter. An example of this would include; not highlighting radicalisation but ensuring students have opportunities to explore a range of religions and cultures alongside British Values.

As part of our PSHE and RSE curriculums, much of the knowledge and skills needed to support online safety will be taught through a range of modules. There is also a specific module based on Online Safety.

We are currently reviewing our computing curriculum. Currently, students are accessing computers and iPads to support their education, for example through MyMaths and Reading Eggs accounts or when researching to learn more information about a topic. We are not currently teaching standalone computing sessions but the skills needed to access technology are being taught functionally across the curriculum.

Students may access the internet as part of a motivating choice activity they may work towards after completing their work. Staff will observe what the students are accessing and also aim to find other areas of interest so online devices are not solely relied on by students.

For those students who access the internet independently, individual log ins have been created. The importance of not sharing passwords will be taught when logging in and reinforced at regular intervals. Students are fully supervised when online and staff will consistently respond to any concerns they observe, for example, if a student wants to search for something that may not be appropriate, then staff will discuss this with students and record the incident on CPOMS.



We take part in annual Safer Internet Days and this then links to department assemblies. All classes are asked to complete activities which will develop students

Educating Parents/Carers about Online Safety

The school and college will raise parents'/carers' awareness of internet safety communications home, and in information via our website. This policy will also be shared with parents/carers.

Parents are invited to attend Online Safety workshops where they can learn how to support students in school and at home and access resources. This information is available on the website.

We encourage regular communication with parents/ carers and would support any individual enquiries about issues relating to online safety.

Where students are accessing the internet to support their education, log ins may be shared with parents/ carers so students can also access resources such as MyMaths and Reading Eggs at home.

The termly curriculum overviews are shared with parents and carers so there is a shared understanding of what is being taught. During annual reviews and other meetings, there are further opportunities to discuss what learning has taken place.

If parents/carers have any queries or concerns in relation to online safety, these should be raised in the first instance with the headteacher and/or the DSL.

Concerns or queries about this policy can be raised with any member of staff or the headteacher.

Cyber-Bullying

Cyber-bullying is a form of bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Online bullying can follow a student through a range of devices they may access. Students may be bullied solely online or could also be bullied in person alongside this.

Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that students understand what it is and what to do if they become aware of it happening to them or others. We will ensure that students know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will support students to develop their understanding of what bullying is and how to recognise if they are being bullied. This could be taught through PSHE and RSE sessions where issues such as right and wrong, good and bad, kind and unkind and appropriate relationships are considered. Students will be encouraged to communicate any incidents or concerns to a trusted adult and the skills to do so using their individual method of communication.

Students may not understand how to develop and maintain friendships with their peers. Staff will provide opportunities for appropriate interactions through structured and less structured times of the school day. Staff will model appropriate ways to communicate and interact with others through their behaviour and practice.

Where appropriate, students have individual behaviour support plans and all students have a risk assessment in place. If there are ongoing issues between students, a behaviour monitoring meeting will be called to consider a range of strategies and further learning opportunities to address any concerns. All incidents will be recorded on CPOMS and parents/ carers will be informed.

Through supporting appropriate relationships in school, we are teaching students the right ways to interact with others. For students who have access to the internet, appropriate filtering systems are in place and staff are vigilant in observing and monitoring student behaviour online. If staff were to observe any form of online communication with another person this would be immediately addressed and reported.

Examining electronic devices

The use of student mobile phones is outlined in the Behaviour Management Policy and states: “Most of the students at Brentwood are unable to operate a mobile phone independently. However, where a student brings a phone into school or college, it will be locked in the safe until the end of the day. This will be reviewed on an individual basis if, for example, the student can utilise the phone to support them with community learning opportunities. Under these circumstances, when a staff member suspects inappropriate use of a student mobile phone they will report to the DSL. Staff should avoid looking at the images and not share them with other devices.

Artificial Intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Brentwood recognises that AI has many uses to help students learn, but may also have the potential to be used in a negative context. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. This includes deepfake pornography: pornographic content created using AI to include someone's likeness.

Brentwood will treat any negative use of AI in line with our Behaviour Management policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out a risk assessment where new AI tools are being used by the school/college.

Acceptable Use of the Internet in School

All staff and governors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet (for governors, this will form part of the Governors Code of Conduct). Visitors will be expected to read and agree to the school's terms on acceptable use if relevant.

Due to Brentwood's capacity to monitor online content being accessed, we will restrict access to the internet by external users

Student risk assessments are in place for students who access the computers using their own log in details. Students are supervised when using IT to ensure acceptable use.

We will monitor the websites visited by students, staff, governors and visitors who use the visitors' wifi (where relevant) to ensure they comply with the above and, restrict access through filtering systems where appropriate.

A weekly monitoring report is reviewed by Trafford IT, Infinity Computing and Hayley Patterson/Alison Carlill to identify any areas of concern. Trafford IT will also monitor the use of the internet and report any concerns immediately to the DSL.

Acceptable Use Agreement

At the start of their employment, and on an annual basis, staff will sign this Handbook to record that they have read and understood this agreement

When using Brentwood's ICT systems and accessing the internet in school/college, or outside school/college on a work device (if applicable), I will not:

- Access, attempt to access or share inappropriate material, including but not limited to material of a violent, criminal, ideological/radical or pornographic nature (or create, share, link to or send such material)
- Use them in any way that could harm Brentwood's reputation
- Access social networking sites (unless by prior permission from the DSL in using Brentwood Social Media sites) or chat rooms
- Use any improper language when communicating online, including in emails or other messaging services
- Install any unauthorised software, or connect unauthorised hardware or devices to the school's network
- Share my password with others or log in to Brentwood's network using someone else's details
- Take photographs of students without checking consent information first
- Share confidential information about Brentwood, its students or staff, or other members of the community
- Access, modify or share data I'm not authorised to access, modify or share
- Promote private businesses, unless that business is directly related to Brentwood, and with permission from the Headteacher

Use any input or output devices, unless with prior agreement from the Headteacher. This includes USB sticks and CDs.

If you access any work-related online content e.g. dojo on a personal device, this device and the apps must be password protected and only viewed by the employee. Two factor multi authentication must be used to access emails on any personal device.

I will only use Brentwood's ICT systems and access the internet in school/college, or outside school/college on a work device, for educational purposes or for the purpose of fulfilling the duties of my role.

I agree that the school/college will monitor the websites I visit and my use of Brentwood's ICT facilities and systems.

I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside school/college, and keep all data securely stored in accordance with this policy and the data protection policy.

I will let the Designated Safeguarding Lead (DSL) know if a student informs me they have found any material that might upset, distress or harm them or others, and will also do so if I encounter any such material.

I will always use the Brentwood's ICT systems and internet responsibly, and ensure that students in my care do so too.

Staff Using Work Devices Outside of School/College

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring their hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Staff members must not use the device in any way that would violate Brentwood's terms of acceptable use, as set out previously.
- Work devices must be used solely for work activities.
- Where home computers are used, they must have Antivirus software installed.

When staff have any concerns over the security of their device, they must seek advice from the ICT Manager.

How Brentwood will Respond to Issues of Misuse

Where a student misuses the school/college's ICT systems or internet, we will follow the procedures set out in the Behaviour Management Policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident and will be proportionate.

Where a staff member misuses the school/college's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the Disciplinary Policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school/college will consider whether incidents that involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

Online Safety Training

Please see training section

Use of Social Media

For the purposes of this document, 'social media' is considered to include all technologies that allow individuals to communicate and share information (including photos and video). This includes group messaging services such as WhatsApp.

The school and college official social media channels are as follows:

- Class DoJo
- Arbor Parent Portal/App
- Instagram for specific pages linked to the Curriculum

The school/college will use social media for:

- alerts about changes (e.g. school closures)
- reminders and advertising for events/class activities
- job vacancies
- links to newsletters, guidance and factsheets
- photos/posts about trips/events/activities
- invitations to provide feedback

The school/college will not post:

- names and photos of individuals without consent
- harmful and abusive comments
- messages to specific people or accounts
- political statements
- advertisements for business unless directly linked to Brentwood
- links to staff member or students' personal accounts.

Staff responsible for our social media accounts will delete as soon as reasonably possible:

- Abusive, racist, sexist, homophobic or inflammatory comments,
- Comments we consider to be spam,
- Personal information, such as telephone numbers, address details, etc,
- Posts that advertise non – curriculum based commercial activity.

Every reasonable effort will be taken to politely address concerns or behaviour of individual external users, following Brentwood’s complaints policy. If users are repeatedly abusive or inappropriate, they will be blocked.

Staff responsible for our social media accounts will also ensure that all content shared on social media platforms is age appropriate for the Brentwood community. With prior permission from the headteacher, social media pages will be created as part of the curriculum, for example Brentwood Pre-loved Instagram page. This page will be overseen by the Curriculum Lead and will follow the above procedures. Consent will be sought from families before students access the account. The students will be fully supervised when using the account, and will have no access to log in details.

Personal Use of Social Media by Staff

Brentwood expects all staff (including governors) to consider the safety of students and the risks (reputational and financial) to Brentwood when using social media channels, including when doing so in a personal capacity. Staff are also responsible for checking and maintaining appropriate privacy and security settings of their personal social media accounts.

Staff members will report any safeguarding issues they become aware of.

When using social media, staff must not:

- Use personal accounts to conduct school/college business
- Accept ‘friend requests’ from, or communicate with, students past or present
- Complain about Brentwood, individual students, colleagues/governors or parents/carers
- Reference or share information about individual students, colleagues or parents/carers
- Post images of students
- Express personal views or opinions that could be interpreted as those of the Brentwood
- Link their social media profile to their work email account

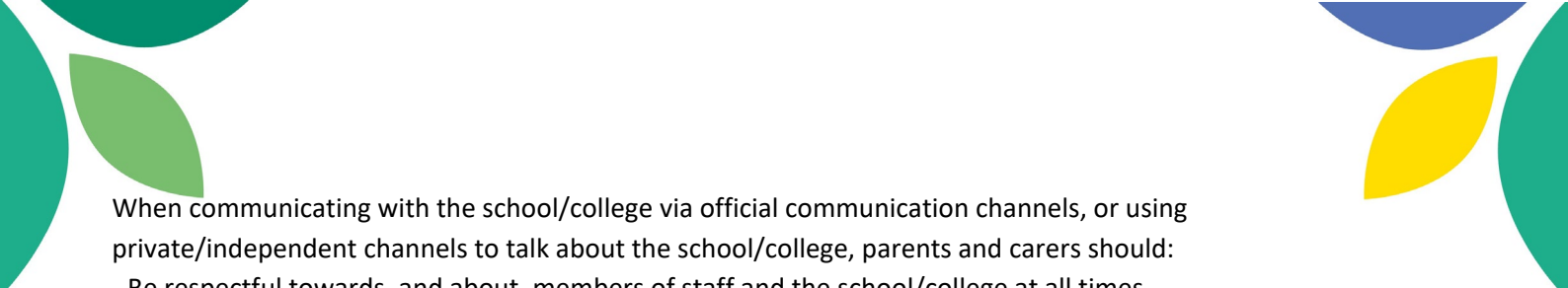
Any concerns regarding a member of staff’s personal use of social media will be dealt with in line with the staff Disciplinary Policy.

Any communication received from current students (unless they are family members) on any personal social media accounts will be reported to the designated safeguarding lead (DSL) immediately.

Staff should not have contact via personal accounts with past students (if ongoing communication is required, this should be done using via official Brentwood channels).

Personal Use of Social Media by Parents/Carers

Brentwood expects parents/carers to help us model safe, responsible and appropriate social media use for our students.



When communicating with the school/college via official communication channels, or using private/independent channels to talk about the school/college, parents and carers should:

- Be respectful towards, and about, members of staff and the school/college at all times
- Be respectful of, and about, other parents/carers and other students and children
- Direct any complaints or concerns through the official channels, so they can be dealt with in line with the complaints procedure

Parents/carers should not use social media to:

- Complain about individual members of staff, other parents/carers or students
- Complain about Brentwood
- Make inappropriate comments about members of staff, other parents/carers or students
- Draw attention to, or discuss, behaviour incidents
- Post images of children other than their own.

Monitoring

We reserve the right to monitor, intercept and review, without further notice, staff activities using our IT resources and communications systems, including but not limited to social media postings and activities, for legitimate business purposes. This includes ascertaining and demonstrating that expected standards are being met by those using the systems, and for the detection and investigation of unauthorised use of the systems (including where this is necessary to prevent or detect crime).



Section 8: Safer Recruitment

Safer Recruitment

Recruitment and selection process

At Brentwood we know it is essential that we recruit suitable people to work with our vulnerable students. We will ensure that those involved in the recruitment and employment of staff to work with children and young adults have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school/college's commitment to safeguarding and promoting the welfare of students
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with students
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children and young adults (where the role involves this type of regulated activity)

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:

- If they have a criminal history
- Whether they are included on the barred lists
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information
- A signed declaration confirming the information they have provided is true

Seeking references and checking employment history

We will aim to obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview. When seeking references, we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school/college based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children and young adults if they are not currently working with children and young adults

- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
 - Resolve any concerns before any appointment is confirmed
- References will be required by email and the received reference of the referee will be verified as genuine by the Business Manager.

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with our students
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school/college's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity after shortlisting and prior to interview
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we will still keep a record of the fact that vetting took place, the DBS certificate number, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available under exceptional circumstances and following a risk assessment
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Ensure they are not subject to a prohibition from management order if they are to be employed in a management position.

Staff who have lived or worked outside the UK

- When recruiting overseas candidates, we will carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
 - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children or young adults; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with students; or

- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing staff

All staff have an enhanced DBS with both child and adult barred checks and are members of the DBS update service.

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work at Brentwood; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more
- Or they move into a different post within the organisation

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a student where:

- We believe the individual has engaged in [relevant conduct](#); or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a student or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff

We will obtain email confirmation from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to working at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with students

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain email confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with students

Volunteers

We will:

- Never leave an **unchecked** volunteer unsupervised or allow them to work in regulated activity.
- Obtain an enhanced DBS check with barred list information for all volunteers who will frequently partake in regulated activity with children and young adults
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.

Governors/Directors

- All governors/directors will have an enhanced DBS check without barred list information and will be registered on the DBS update service.
- Governance is not a regulated activity and so they do not need a barred list check **unless**, in addition to their governance duties, they also engage in regulated activity.
- All governors/directors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor/college director).

Adults who supervise students on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect students from harm.

All students will be supervised by Brentwood staff when completing work experience.

Single Central Record

Brentwood keeps a single central record, referred to in the regulations (described in the following paragraph) as the register. The Single Central Record covers all staff (including supply staff, and teacher trainees on salaried routes) who work at Brentwood.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is that the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a standalone children's/adult's barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- a section 128 check (for management positions);
- further checks on people who have lived or worked outside the UK (paragraph 280-285 KCSIE 2025);
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

The single central record for Brentwood School and College is recorded as one document since we are co-located and many adults work in both organisations

For supply staff, schools will also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS check certificate has been provided in respect of the member of staff.

Records must be kept in accordance with Trafford Council retention guidelines.



Section 9: Training

Training for Staff & Volunteers

Mandatory safeguarding training is provided for all staff and volunteers. Training is integrated, aligned and considered as part of the whole Brentwood safeguarding approach and wider staff training, and curriculum planning. When new staff join Brentwood, their induction will include comprehensive training. Staff will undertake Safeguarding training in line with their role within the organisation.

Training Schedule:

All staff

All staff will attend comprehensive safeguarding training at the start of the academic year. The training will be based on the content of the Safeguarding Handbook and will cover all aspects of safeguarding including any updates to Keeping Children Safe in Education. The Safeguarding Handbook is available to all staff at any time, and all staff must read this as part of their condition of employment.

The Safeguarding Team will deliver safeguarding training throughout the year to cover key issues, respond to any identified contextual safeguarding issues and share any developments from 'lessons learned'. Staff will undertake knowledge checkers which will provide leaders with an understanding of the success of training and any gaps in staff expertise

All staff will undertake regular BoxPhish training to support their understanding of cyber-security.

All staff will have access to Educare and will be directed to complete training courses as necessary to supplement other training delivered by the Safeguarding Team. For example, those staff working in College and Sixth form, additional online training 'Safeguarding Young People in Colleges and Universities' and 'Safeguarding Adults' will be completed.

Staff are also trained in safeguarding/child protection recording and reporting procedures, so that all staff can record and report concerns and incidents on our online monitoring system, CPOMS.

Induction

All staff will undertake induction training that will be in line with the training delivered to all staff at the start of the academic year. Training will also include Brentwood's Safeguarding Handbook, the Staff Code of Conduct and Keeping Children Safe in Education. This will include training on safe internet use and online safeguarding issues, including cyber-bullying and the risks of online radicalisation, prior to being given IT access.

Safeguarding Team

Members of the Safeguarding Team (DSL and Deputy DSLs) will undertake DSL every two years, and undertake any additional training relevant to the role as required.

Governors

Safeguarding Governors will undertake DSL training every two years. All other governors will undertake safeguarding training relevant to their role during their induction. Governors will read the updated KCSIE and Safeguarding Handbook each September. They will digitally sign to confirm this. Governors will also be offered safer recruitment training.

Governors can access training on safe internet use and online safeguarding issues as part of their safeguarding training.



Recruitment

All staff involved in recruitment, including the Business Manager, will undertake Safer Recruitment Training. This will be updated every two years. Interview panels will always include at least one member who has undertaken Safer Recruitment Training.



Section 10: Risk Assessments

Risk Assessments

The Headteacher is responsible for coordinating and ensuring risk assessments are carried out.

It is the responsibility of all staff at Brentwood to ensure that risk assessments and safe systems of work are in place to ensure the safety of all our students across the organisation. Staff should be aware of the risk involved in any activity and assess accordingly. Those responsible for premises or curriculum areas must ensure that risk assessments are undertaken and recorded for significant activities.

The Site Management Team have risk assessed the premises and equipment therein and the relevant risk assessments are available to all staff. These are written in accordance with Brentwood Health and Safety policy using Trafford's risk assessment format. It is the responsibility of all staff to familiarise themselves with these risk assessments and ensure they apply the outlined principles in student activities. Forest School activities have separate risk assessments and safe systems of work for staff to follow.

Individual student risk assessments are written for all students in order to ensure that any individual risk is considered and that appropriate measures are in place to mitigate this risk. Furthermore, due to the co-location of Brentwood School and College, adult students within Brentwood College are risk assessed to access Brentwood School.

Evolve is used as a framework for risk assessments for school trips and residential and provides insurance for transport. In addition, Local Community Visits can be signed off using the EVOLVE system. Visit risk assessments are the responsibility of the visit leader and are attached to the EVOLVE form prior to approval. These should include the names of participants and highlight individual risks.

Health and Safety

School and Colleges are expected to adopt and follow the guidance contained in the Council's Risk Assessment Policy Guidance HSP2. Brentwood's Health and Safety guidance is covered in the Health and Safety Handbook which is issued to all staff at the start of each school year, or at induction.

Risks should be assessed in priority order and control measures identified and put in place that are proportional to the level of risk. The outcome of the risk assessments should be recorded and communicated to those affected and maintained on records of the establishment or service area. Risk assessments should be reviewed periodically (at least annually), where there is a change in circumstances or following an accident.



Section 11: The Curriculum

The Curriculum

All students have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Students are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diverse range of sources which promote social, spiritual and moral well-being and physical and mental health.

Through PSHE, Citizenship and RSE, opportunities will be provided for students to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues. Students are taught about online safety, through appropriate teaching and learning opportunities, as part of providing a broad and balanced curriculum.

All students will know that there are adults in the school/college who they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect e.g. class teacher, college tutor, TA, health and wellbeing worker or school nurse.

Students have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help students respect the rights of others, particularly those groups who may be considered a minority.



Appendix 1

Please click [here](#) to read: Keeping Children Safe in Education