

Safeguarding Process

Policy Owner:	Headteacher
Queries to:	Designated Safeguarding Lead / DDSL
Date created:	February 2026
Date of last review:	
Date of next review:	February 2027

Brunel School Safeguarding Process:

Brunel School works with the Special Partnership Trust Safeguarding and Child Protection Policy, Special Partnership Trust - Safeguarding and Health & Safety Policies and the Safeguarding Adults Policy.

At Brunel School we are committed to safeguarding and promoting the welfare of our pupils. We recognise that everyone who comes into contact with children has a duty to safeguard and promote children's welfare.

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including Governors and volunteers. All members of staff therefore, whether paid or voluntary, are required to have an enhanced DBS check.

The school shares a purpose with parents and carers to educate, keep children safe from harm and have their welfare promoted. We are committed to working with parents and carers positively, openly and honestly. We always encourage parents and carers to discuss any concerns they may have with the school as soon as possible.

We make sure that all staff understand their role in Keeping Children Safe in Education – this includes always reporting any concerns to the DSL/DDSL. We do this in the following ways:

- i. Induction Training for All Staff (including volunteers and supply
- ii. Annual Whole-School Safeguarding Training
- iii. Regular Updates Throughout the Year
- iv. Clear and Visible Safeguarding Information

- v. Use of Robust Recording Systems
- vi. Regular Scenario-Based Practice
- vii. Monitoring and Checking Understanding – e.g. through quizzes
- viii. Strong Policy Framework
- ix. Create a Culture Where Reporting is Normalised
- x. Weekly whole school Safeguarding thought/question of the week

The school employs a number of strategies in order to maximise learning opportunities and reduce risks associated with the Internet (e-safety). These include:

- Internet Safety days
- Regular CPD for staff closely linked to the needs of our pupils and contextual safeguarding
- Safeguarding themes are embedded and repeated in the Core Concepts within the whole school curriculum

The Trust has developed an Acceptable Use Policy (AUP); the aim of this policy is to ensure that pupils/students benefit from learning opportunities offered by the school's Internet and Computing resources in a safe and effective manner. We ask parents and carers of the school to sign this policy which outlines ways they can encourage their child to use the Internet in a safe way when they are at home.

The school has identified the Assistant Headteacher as Designated Safeguarding Lead with responsibility for child protection. The school has additionally identified other members of the Senior Leadership Team as Deputy Safeguarding Leads; this is to ensure the safety and welfare of our learners remains paramount over the school's split site – The Prosper Hub. All members of the Senior Leadership Team have undertaken specific child protection training which includes how to fulfil their role. Refresher and multi-agency training by the Senior Leadership Team is undertaken at two yearly intervals.

All other school staff, including non-teaching staff, volunteers and Governors undertake appropriate in-house training to equip them to carry out their responsibilities for child protection effectively. This is kept up to date by annual refresher training, staff bulletins and induction processes. There are robust arrangements which ensure all staff know how to raise any concern in relation to the welfare of our pupils.

Brunel School has a designated Safeguarding and Whistleblowing governor. Training is updated every two years to keep the school in line with all statutory guidance. Safeguarding is an established agenda item at each Governor meeting and each staff or SLT meeting.

The school has established a Health, Safety and Well-being group which meets on a termly basis and reports back to the Local Governing Body & Trustees.

The school is part of the Trust wider Safeguarding Learning Community where all aspects of child protection and safeguarding are developed – including Behaviour, Attendance, Health and Safety and Moving and Handling.

Brunel School gives equal priority to keeping all children and young people safe regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation".

Brunel School recognises that some children are more vulnerable to abuse, neglect and exploitation and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment, or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs, or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to tell others about abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

Any child may benefit from Early Help (now titled Family Help), but all school staff should be particularly alert to the potential need for Family Help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (regardless of whether they have a statutory education, health, and care plan).
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from education, home or care.
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and is alternative provision or a pupil referral unit.
- is misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking, or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised.
- is a privately fostered child.
- has an imprisoned parent or carer or is affected by parental offending.
- is experiencing mental health, wellbeing difficulties.

Brunel School ensures all staff access regular CPD to support their understanding and knowledge to meet pupil need.

Brunel School adopts a Trauma-Informed Approach to Safeguarding. This means we recognise that many children’s behaviours, emotions, and needs may be shaped by past or ongoing trauma. Staff are trained to respond in ways that prioritise safety, trust, and emotional wellbeing.

We consider how a child may communicate through their actions and whether distressed or adverse behaviour is due to the child’s disability or if the child is upset for another reason. We tailor tools and resources to the child’s needs and check that the child has understood what we’ve told them and is able to apply it – we don’t make assumptions about what they have understood.

We work with children to empower them and help them feel able to speak out if they have any worries.

Child Protection/ Adult Safeguarding Information

If you are concerned about the welfare of a child/adult at Brunel School please contact a member of the Safeguarding Team via email safeguarding@brunelschool.org or telephone:

Emily Johnston – Designated Safeguarding Lead (DSL) – 07501905053

Ryan Distin – Deputy Designated Safeguarding Lead (DDSL) – 0750190505



Brunel School		Tel:	Email:
Designated Safeguarding Lead	Emily Johnston		
Deputy Designated Safeguarding Lead	Ryan Distin		
Designated Teacher for CiC/PLAC	Caroline Kolek		
Single point of contact for the PREVENT agenda	Ryan Distin	01803 665522	admin@brunelschool.org
Child Sexual Exploitation lead	Emily Johnston		
Safeguarding Governor	Wendy Hannon (Guy Chappell Trust DSL and Ruth Zimmerman Trust DDSL)		
Whistleblowing Governor			
Mental Health Lead	Ben Clark		

If you are worried about any child or adult you can also contact the following safeguarding contacts including the MASH Team:

- For Early Help queries: earlyhelp@torbay.gov.uk
- Guidance on early help assessments can be found here: [Early help - Torbay Safeguarding Children Partnership](#)
- Early Help assessments and MASH referrals can now be submitted via the Online Portal

The online portal will provide the facility for partners, parents, young people and members of the public to make referrals into MASH and Early Help directly. It will also optimise performance by automating the referral process internally whilst also, for the first time, allowing Early Help to have its own front door. This represents a significant milestone for Torbay in the way it connects with its stakeholders.

To use the online portal you will be required to set up an account which is a one off process.

- If you have any difficulties with this please use links to the referral forms on the page below, thank you.
- Hub - Torbay Safeguarding Children Partnership
- A recording of the of new MASH Referral Process can be viewed on iLearn.
- For MASH please contact: Telephone: 01803 208100 Email: MASH@torbay.gov.uk
- For the Emergency Duty Team out of working hours please contact: 0300 456 4876
- Police non-emergency: 101
- For all LADO enquiries Duty LADO 01803 208541 or email cpunit@torbay.gov.uk

Domestic Abuse Help

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Torbay Domestic Abuse Service (TDAS) provides support for men, women and children across Torbay who need advice and protection from domestic abuse. Through confidential advice, support, and crisis accommodation, we can help you to make informed decisions about your future, safety, health, housing and other concerns. [TDAS](https://www.tdas.org.uk) 0800 2000 247

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims. [Refuge Against Domestic Violence - Help for women & children.](https://www.refuge.org.uk/help-for-women-and-children)

Operation Encompass

We are a trained Operation Encompass school.

Operation Encompass ensures there is a simple phone call or notification, to a trained member of school staff, before a child arrives in school. The call or notification is triggered by police recently attending the child's home or being involved in a domestic abuse incident, that the child has experienced.

Operation Encompass is a police and education early information sharing partnership enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with a school's trained Key Adult (DSL) prior to the start of the next school day after officers have attended a domestic abuse incident thus enabling appropriate support to be given, dependent upon the needs and wishes of the child.

Safeguarding in Examinations

Our usual safeguarding policy and procedures apply to both centre and private candidates sitting examinations or completing non-exam assessment (NEA).

Additional considerations are as follows.

1. Use of staff **mobile phones** are only permitted to communicate with exams staff whilst carrying out the role of Invigilator. Personal mobile phones must not be used for any other purpose and must be switched to silent and secured at all times.
2. **Home invigilation** may take place when it is deemed necessary and reasonable to support a pupil as an access arrangement. This must be agreed by the SENDCo and Head of Centre and usual procedures for lone working will apply. This includes the staff member taking a lone working mobile phone.
3. **One to one invigilation** will usually take place in our school due to the needs and access arrangements of our pupils. When invigilating a pupil one to one, our usual safeguarding procedures would apply. The pupil and staff member would usually be seated in a viable position to the window in the door and the window would not be covered. The staff member has means to contact the examinations staff in an emergency.
4. **First Aid** must be summoned if necessary by the staff member (invigilator) contacting the examinations staff. The Exams Officer is a qualified first aider and would usually respond to first aid incidents during examinations. However, if the Exams Officer is unable to respond, another first aider would be summoned to support as required. The school recognises that under JCQ regulations, no unauthorised persons must enter the examination room. However, the safeguarding of pupils will always be prioritised. The invigilator and pupil must try to meet the first aider outside of the examination room if they are able to, prioritising health, safety and safeguarding at all times. Any incidents that fall outside of usual of usual expectations during examinations must be recorded by the invigilator in line with school exam procedures.
5. Following on from point 4, in the unlikely event that a serious **Safeguarding** concern is identified during the examination, the DSL may need to enter the examination room. In the unlikely event that a serious **Health & Safety** concern is identified during the examination, the Caretaker may need to enter the examination room. These circumstances would only be in an emergency and must be reported by the invigilator. Any impact to examinations taking place must be minimised.
6. Where the centre is aware of a serious safeguarding issue that has impacted a child's examination, the Head of Centre and Exams Officer will determine whether **special consideration** can be applied for from the Awarding Organisation- in line with JCQ regulations.
7. The school recognises that examinations can be daunting for pupils and can cause some stress and anxiety. This may be exacerbated for SEND pupils. The school aims

to prepare pupils for their examinations through regular communication, mock exams, and discussions around coping strategies in tutor-time and PSHE lessons. Pupils and families are also written to in advance of exams with information around the process of exams and wellbeing signposting. Further information can be found on the school's website. The **wellbeing** of our pupils is closely monitored at all times.

Useful Links

- NSPCC: <http://www.nspcc.org.uk/>
- Childline: <http://www.childline.org.uk/pages/home.aspx>
- SARC (Sexual Assault Referral Service): <https://sarchelp.co.uk/paediatric-service/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- [Gender Questioning Children - non-statutory guidance \(education.gov.uk\)](https://www.gov.uk/guidance/gender-questioning-children-non-statutory-guidance)
- Childnet International: <http://www.childnet.com/>
- Safer Internet Centre: <http://www.saferinternet.org.uk/>
- [Teaching online safety in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)
- <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes)
- [Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/meeting-digital-and-technology-standards-in-schools-and-colleges)
- [Plan technology for your school - GOV.UK](https://www.gov.uk/government/publications/plan-technology-for-your-school)
- [Generative AI: product safety expectations - GOV.UK](https://www.gov.uk/government/publications/generative-ai-product-safety-expectations)
- [Educate Against Hate - Prevent Radicalisation & Extremism](https://www.gov.uk/government/publications/educate-against-hate)
- [CEOP Education](https://www.gov.uk/government/publications/ceop-education)
- Lucy Faithfull Foundation's 'Shore Space'. which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours. [Home - Shore](https://www.lucyfaithfull.org.uk/shore-space)
- [Resources to help education professionals to identify and respond when they have concerns of child sexual abuse or behaviour. Resources for education settings | CSA Centre](https://www.gov.uk/government/publications/resources-to-help-education-professionals-to-identify-and-respond-when-they-have-concerns-of-child-sexual-abuse-or-behaviour)
- [Preventing Child Sexual Exploitation | The Children's Society](https://www.gov.uk/government/publications/preventing-child-sexual-exploitation)

SAFEGUARDING CONCERN REPORTING FLOWCHART

1

You have a concern about a child

- You see something worrying
- A child discloses something
- You notice changes in behaviour/appearance
- Someone else reports a concern to you

2

Take immediate action

- If a child is in immediate danger → Call 999
- Stay calm and listen
- Do not ask leading questions
- Do not promise confidentiality

3

Report to the DSL/DDSL immediately

- Speak to the DSL/DDSL in person as soon as possible
- If they are unavailable, contact the DDSL or Headteacher
- Never leave it to the end of the day

4

Record the concern

- Log it on the school's system (CPOMS/MyConcern/written form)
- Stick to facts: what was said, seen, or heard
- Submit the record the same day

5

DSL/DDSL takes responsibility

- They decide next steps
- They may contact Social Carre, Early Help, or other agencies
- They maintain oversight of the case

Responding to a concern about a child

Where a young person alleges or appears to be the victim of abuse or neglect

- Listen to the child. Take their concerns seriously
- Reassure the child that you will take action to keep them safe
- Do not promise to keep secrets
- Make a written record of what the child tells you
- Explain to the child what you are going to do next
- Do not question the child further or attempt to question the alleged abuser

Discuss concerns with the Designated/Deputy Safeguarding Lead (DSL/DDSL).

- The DSL at **xxxxxx** School is **xxxxxx**. The DDSL is/are **xxxxxx**
- If the matter involves the DSL, it should be brought to the attention of **xxxxxx**. (*Head Teacher*)
- A written record of the concern will be kept in the Child Protection section of the child's file. The record should include the rationale for any decisions made.
- A member of staff should contact Children's Social Care directly only in exceptional circumstances and are asked to advise the DSL or Deputy DSL that they have done so.

The child is judged to be in real and immediate danger:

- Dial 999 and ask for Police assistance.

There is a safeguarding concern: the matter should be referred to Children's Social Care

- During Office Hours: contact the Multi Agency Safeguarding Hub (MASH) on 01803 208100
- Out of Hours: contact the Emergency Duty Team on 0300 458 4876
- Non-emergency police :101

Children's Social Care will:

- Acknowledge receipt of the referral
- Decide (within 24 hours) on next steps
- Inform the referrer of the course of action that has been decided
- Inform the referrer of the course of action that has been decided

There is not a safeguarding concern:

- The DSL will carefully consider if the child/family has any further needs which ought to be addressed.
- The DSL will consult with family and relevant agencies and undertake an Early Help Assessment if required.
- The member of staff who made the referral will be informed of the outcome.

Please note: This flowchart is intended as a brief guide.

Staff should also refer to the School's Child Protection Policy, [KCSiE 2025](#) and Working Together to Safeguard Children 2023