Thomas Adams School

Appendix D: School Specific Safeguarding Procedures

Working Ways

At Thomas Adams School, safeguarding is everyone's responsibility and is embedded through our culture of belonging, inclusion and relational practice. We maintain strong communication channels between students, families, staff and external professionals to ensure that concerns are identified and responded to promptly. Staff report safeguarding concerns immediately through the safeguarding email system and directly to a member of the Designated Safeguarding Team where required. Students can raise concerns with any trusted adult, their Form Tutor, Head of Year, member of the pastoral team, SEND team or safeguarding team. Parents and carers are encouraged to contact the school directly via telephone, email or through meetings with key staff.

Daily student briefings, assemblies, PSHE, tutor time activities, newsletters, parent communication systems, the school website and social media platforms are used to share safeguarding messages and important updates. Staff receive weekly safeguarding updates through briefings and regular CPD.

The DSL works closely with key leaders through the school's Inclusion, Attendance and Behaviour structures. Regular meetings take place between the DSL, Deputy Headteacher (Behaviour and Personal Development), Attendance Team, Heads of Year, SEND Team, Early Help Support Worker and pastoral staff to review attendance, behaviour, safeguarding, SEND, wellbeing and vulnerable student data. This enables emerging concerns to be identified quickly and ensures that attendance, behaviour, SEND and safeguarding information is considered holistically through the Trust's Belonging Framework. Vulnerable pupils are discussed regularly, actions are reviewed, and support plans are amended where necessary.

Children Potentially at Greater Risk of Harm

The school works closely with Children's Social Care, Early Help, Education Welfare, Health Services, CAMHS, Police, Virtual School, SEND Services and a range of local agencies. Staff attend Child Protection Conferences, Core Group meetings, Team Around the Family meetings, Early Help reviews, CIN reviews and EHCP Annual Reviews as required.

The following staff have specific responsibilities for vulnerable groups:

SENDCo: Rowena Turner

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Designated Teacher for Looked After and Previously Looked After Children: *Jenni Whitfield*

LAC Coordinator: Donna Peel

Early Help Coordinator: Vickie Burrows

Mental Health Lead: Jenni Whitfield, Senior Mental Health and Wellbeing Lead.

Teaching Our Children How to Keep Safe

Safeguarding education is delivered through PSHE, RSHE, assemblies, tutor time, pastoral interventions, online safety education and the wider curriculum. Safeguarding themes are planned across the year and include online safety, bullying, discrimination, mental health, peer pressure, healthy relationships, Prevent, extremism, protected characteristics, water safety and wellbeing.

The school reviews safeguarding, behaviour, attendance and pastoral data through Arbor, CPOMS and leadership meetings. Emerging themes inform curriculum development, assemblies and targeted interventions. This allows the school to respond to local need and identified vulnerabilities.

Online safety is reinforced through PSHE, assemblies, the Digital and AI Strategy, acceptable use procedures and the school's mobile-phone-free approach. Students are taught how to stay safe online, identify harmful content, manage digital relationships and use technology responsibly.

Key Safeguarding Roles and Local Contacts

Designated Safeguarding Lead: Rowena Turner

Deputy Designated Safeguarding Leads:

- Jenni Whitfield
- Mark Cooper
- Liam Allen (Sixth Form)
- Donna Peel
- Nicki Cooper (Boarding)
- Vickie Burrows

Safeguarding Link Governor: Matthew Barrett

Prevent/Channel Contact: Rowena Turner

Operation Encompass Key Adult: Rowena Turner and Vickie Burrows

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Single Central Record: Maintained by Joanne Jones and held securely within school systems.

Our Site and Premises

The school maintains secure visitor management procedures. All visitors report to reception, sign in electronically and wear visitor identification at all times. Visitors wearing red lanyards must be accompanied by staff throughout their visit. Unknown adults on site are challenged appropriately.

Staff wear identification lanyards at all times. Students are supervised throughout the school day through staff duty systems, lesson transitions, breaktime and lunchtime supervision and form tutor procedures. Attendance, missing student and lesson support procedures support the prompt identification of pupils who may be missing from lessons or site.

Students are not permitted to leave site during the school day without authorised arrangements. Sign-in and sign-out procedures are in place for pupils who arrive late, attend appointments or leave early.

The school provides separate toilet and changing facilities for male and female students. Privacy, dignity and safeguarding are considered in any individual arrangements implemented for pupils with specific needs. Individual intimate care or medical care arrangements are documented through healthcare plans where required.

Pastoral, medical, SEND and counselling spaces are used in accordance with safeguarding principles and remain subject to professional oversight and appropriate supervision arrangements.

Physical Intervention and Restrictive Interventions

Staff use de-escalation, relational practice, emotion coaching and restorative approaches wherever possible before considering physical intervention.

Reasonable force will only be used where necessary to prevent injury, serious damage, criminal activity or significant disruption, in accordance with Trust policy. Incidents are recorded on Arbor and/or CPOMS and reviewed by senior leaders. Parents are informed following any significant restrictive intervention.

Named trained staff: *Jenni Whitfield, Tom McAleavy, Josh Gough*

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Off-Site Visits, Residentials and Alternative Provision

All educational visits are risk assessed and approved through the school's Educational Visits procedures. Staffing ratios, safeguarding arrangements, emergency procedures and attendance arrangements are considered during planning. Residential visits follow enhanced safeguarding arrangements, including sleeping accommodation and supervision requirements.

Attendance registers and emergency contact information are maintained during visits. School staff follow the Missing Student Educational Visit Procedure should a child become separated from the group.

The school utilises alternative provision where appropriate and monitors safeguarding, attendance, engagement and outcomes through regular communication, visits and quality assurance processes. Alternative provision arrangements are overseen through the attendance, inclusion and safeguarding structures.

List alternative providers currently commissioned by the school:

Crossbar

REACH for Inclusion

Life Shed

The HIVE

Embrace

Smash Life

Positive Leap

Springbank

Devices, Images, and Filtering and Monitoring

The school operates a mobile-phone-free approach. Students who bring mobile phones onto site must hand them into secure phone safes during registration. Students may only access phones before and after school unless individual medical arrangements apply.

Staff are expected to follow Trust acceptable use, data protection and safeguarding policies when using personal devices and technology. School-related information must only be processed using approved systems. Approved AI use is through Microsoft 365 Copilot and Trust-approved platforms.

Parental consent is obtained and recorded in relation to photography and the use of student images.

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Filtering and Monitoring Lead: Rowena Turner

Filtering and Monitoring Review Process: Filtering and monitoring alerts generated through the Lightspeed system are sent immediately to members of the Designated Safeguarding Team and are triaged on receipt. Alerts are reviewed, risk assessed and prioritised according to the nature of the concern and any known vulnerabilities of the student. Where further investigation is required, actions are undertaken in a timely manner, with outcomes recorded within Lightspeed and on CPOMS. Where appropriate, safeguarding interventions, parental contact, curriculum responses or referrals to external agencies are initiated.

The DSL, working alongside the school's Digital Lead and IT support team, undertakes termly reviews of filtering and monitoring arrangements to evaluate the effectiveness of the system, identify trends, review recurring themes and ensure filtering settings remain appropriate to the age range and safeguarding risks within the school community. Findings from these reviews are reported through the Headteacher's Report to Governors, providing assurance regarding the effectiveness of filtering and monitoring arrangements and identifying any actions required to further strengthen online safety provision.

Serious safeguarding incidents identified through filtering and monitoring systems are reviewed as part of safeguarding quality assurance processes, with learning used to inform staff training, pupil education and future risk assessments.

Our Local Safeguarding Context

Thomas Adams School serves a large and geographically diverse catchment area across North Shropshire and surrounding rural communities. Pupils travel to school from a wide range of locations using a variety of transport methods, including sixteen dedicated school bus routes, public transport and independent travel arrangements.

The school is located within the town of Wem and is situated close to the A41 and A49 transport corridors, together with the local railway station. These transport links provide significant connectivity between rural and urban areas. While this brings many benefits, it also increases the potential for vulnerable young people to encounter individuals who may seek to exploit them, both online and within the community.

In addition to the main school provision, Thomas Adams School operates a boarding house and an on-site Alternative Provision Centre, supporting pupils from educational settings across the region. These provisions create additional safeguarding

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considerations and require close partnership working with families and external agencies to ensure pupils remain safe, supported and able to access education.

Rural Isolation and Geographic Factors

Thomas Adams School recognises that serving a predominantly rural community presents both opportunities and challenges in relation to safeguarding.

Many pupils travel considerable distances each day to attend school and may spend significant periods of time travelling independently or on school transport. Rural isolation can sometimes reduce access to support services, youth provision and early-help interventions. It may also create barriers for young people seeking support, reporting concerns or accessing trusted adults outside of school.

The school therefore recognises the importance of maintaining strong relationships with families, partner agencies and local communities. Attendance, wellbeing, safeguarding concerns and changes in behaviour are monitored closely to ensure that early signs of vulnerability are identified and responded to promptly.

Safeguarding Curriculum

The school recognises that safeguarding concerns may arise from extra-familial harms, including child criminal exploitation, child sexual exploitation, serious violence, peer-on-peer abuse, online abuse and risks present within the wider community. Staff are expected to consider the social, environmental and contextual factors affecting children when assessing risk and determining appropriate safeguarding responses.

The school's safeguarding curriculum reflects identified local and national risks, including:

- Online safety and social media misuse.
- Sharing of images and child-on-child abuse.
- Bullying and discriminatory incidents.
- Mental health and emotional wellbeing.
- Attendance concerns and children missing education.
- Substance misuse, vaping and exploitation risks.
- Extremism and radicalisation.
- Unsafe use of technology and AI.

The pastoral structure, PSHE curriculum, assembly programme and safeguarding interventions are adapted annually in response to behaviour, attendance and safeguarding trends identified through school data.

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Missing Child Procedures

Actions to be Followed by Staff if a Child Goes Missing from School

(Inserted directly from the school's Missing Student Procedure)

- Report immediately using the "Missing" emergency alert on Arbor.
- Inform Attendance and SLT.
- Conduct a search of the site and grounds.
- Contact parents/carers.
- Escalate to police if required.
- Record all actions on Arbor/CPOMS.
- Continue liaison until located.
- Complete debrief and review.

Actions to be Followed by Staff if a Child Goes Missing on an Educational Visit

- Conduct immediate area search.
- Inform Trip Leader.
- Supervise remaining students.
- Contact school and parents.
- Contact venue security where appropriate.
- Escalate to police if required.
- Record all actions and timelines.
- Conduct post-incident review.

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