JTMAT School Specific
SAFEGUARDING PROCEDURE
2026/2027

chaseterraceacademy

Implementation: September 2026
Procedure owner: Mrs D Thombs
Next review date: September 2027

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1.Key Contacts

Role in school	Name	Date and level of safeguarding training
Headteacher	Ms N Mason	Level 1- Sept 26
Designated Safeguarding Lead (DSL)	Mrs D Thombs	Level 3 – Feb 26
Deputy Designated Safeguarding Lead(s) (DDSL)	Mrs C Woodhouse Mr J Cain Mr D Inman	Level 3 – Oct 25 Level 2 – Dec 24 Level 3 – April 24
Nominated Governor for Safeguarding	Mrs E Cotton	Safeguarding Trainer
Chair of Governors	Mr A Stewart	Level 1 – Sept 26
Designated teacher for Looked After Children	Mrs D Thombs	Level 3 – Feb 26
Prevent Lead	Mrs D Thombs	Level 3 – Feb 26
Mental Health Lead	Mrs S Darby	Level 1- Sept 26
SENDCo	Mrs T Waters	Level 1- Sept 26
PSHE Lead	Mrs G Hadley	Level 1- Sept 26
Strategic Attendance Lead	Mr M Newman	Level 3 – Sept 26

2.Links to other procedures and agencies

This procedure should be read in conjunction to the JTMAT Safeguarding policy, Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026.

The JTMAT Safeguarding policy can be accessed via this link:

https://jtmat.co.uk/privacy/policies/

This procedure follows the legislation in Keeping Children Safe in Education and should be read in conjunction with the following procedures:

- Attendance and punctuality policy
- Behaviour procedure
- Online Safety procedure

These can be found here - https://chaseterraceacademy.co.uk/policies/

We keep up to date with safeguarding information to support effective safeguarding and staff training. These include:

- Safeguarding Network Subscription
- Weekly Safeguarding Newsletters from Andy Hall
- Weekly Safeguarding Newsletters from Casper (NSPCC)
- Weekly Online Safety Update – National Online Safety
- Staffordshire DSL briefings
- National College Subscription
- Attending local youth harm reduction hubs

The Staffordshire Safeguarding Children's Partnership website can be accessed via this link:

https://www.staffsscp.org.uk/

Guidance on after school clubs, community activities and tuition:

After-school clubs, community activities and tuition: safeguarding guidance for providers

See also our lettings policy - https://chaseterraceacademy.co.uk/our-school/facilities/

3.Ethos and Culture

At Chase Terrace Academy we maintain a professional attitude of 'it could happen here'.

Our school is committed to safeguarding children and the promotion of children's welfare and wellbeing. Staff have a responsibility to report all concerns that they have immediately.

Our training always includes contextual information and ensures that all staff understand their responsibilities.

Our pupils are taught about how to keep safe and recognise dangers through our Personal Development Programme of study, through assemblies

and throughout our curriculum. For example, online safety is taught through our ICT lessons.

Reports from our MyConcern software inform our Personal Development and Safeguarding Curriculum to ensure that relevant and current issues can be addressed.

Pupils are encouraged to report any issues that they have identified and are able to talk to trusted adults, or report anonymously via 'toot toot'.

We use Securus to support filtering and monitoring of all ICT in school.

4.Safeguarding Training for Staff

At Chase Terrace Academy we ensure that all of our staff are trained in effective safeguarding of our pupils. We have an annual update on any changes to KCSIE alongside our Level 1 training for all staff (renewed every 3 years). New staff are trained within 3 months of starting at the academy.

We include contextual safeguarding within these updates to support our staff's understanding of local issues and to maintain a professional attitude of 'it could happen here'. This data includes information from our MyConcern dashboard and updates from the local harm reduction hub.

All staff confirm that they have read relevant policies and documents and complete quizzes to ensure understanding. Pastoral staff receive additional training to support their role. Staff also complete the PREVENT training using the Home Office materials online every 2 years.

We use our 175/157 Staffordshire annual safeguarding audit to inform the additional regular training across the academic year. This occurs in bitesize sessions which occur as an additional section in all of our core CPD sessions, newsletters, bulletins and staff briefings.

Staff are given clear guidelines of how to report concerns and how to gain advice or support as required. Staff are encouraged to challenge if necessary or if they feel that outcomes are not improving. All information for staff is included in the staff handbook and on the staff safeguarding noticeboard which includes the NSPCC whistleblowing advice line. Staff are shown the Staffordshire Safeguarding Children's Board website for additional information and the escalation process for Staffordshire.

We use a coloured lanyard system in school which enables staff to challenge visitors as required.

Blue lanyard – member of staff.

Green lanyard – visitor where safeguarding checks have been verified, adult can be unsupervised.

Red lanyard – visitor must be supervised at all times.

JTMAT/Governor lanyards – checks have been completed, and staff may be unsupervised.

6.Roles and Responsibilities of the DSL/DDSL

Chase Terrace Academy uses MyConcern as its electronic safeguarding system. This is the system that all staff use to report safeguarding concerns. The DSL/DDSL are responsible for monitoring and triaging all concerns raised. They are responsible for making assessments and referrals where appropriate. They are responsible for the recording and storing of safeguarding information. They are responsible for the transferring and receiving of confidential safeguarding records to new settings.

The DSL/DDSL receive Staffordshire safeguarding training, will attend DSL termly briefings and have access to the National College for additional training.

Staff training is recorded on School IP and in addition the Level 1 safeguarding training and Prevent training record is kept centrally alongside the Single Central Record.

The Senior Leadership team and governors complete Safer Recruitment training and renew every 3 years.

Chase Terrace Academy has a thorough induction programme which includes ensuring that safeguarding training has occurred. ECT and new staff to the school have a training session with the DSL to ensure full understanding of all policies, procedures and safe ways of working.

The safeguarding email address is
safeguarding@chaseterraceacademy.co.uk

allowing flexibility and safeguarding cover to be available where possible out of term-time. Additional support and signposting is available through our school website.

We complete DSL/DDSL supervision half termly. We work through case management with each year group within the pastoral team weekly with records clearly showing discussions that occur at supervision and case management to ensure that there is no drift with long term cases.

We engage fully with local community links including police, PCSO's, Staffordshire Education Safeguarding lead and alliance meetings.

7.Local Governing Body

The governing body ensure that all governors and trustees receive appropriate safeguarding training at induction. Safeguarding is a standing agenda item on all Governing Body agendas.

The Local governing body receives the Headteachers report every half term, which provides an overview of referral data to the governing body.

Each half term the Safeguarding Link Governor and the DSL have a meeting to review actions and the 175/157 audit action plan and any next steps.

The DSL will provide the governing body with information on contextual safeguarding, new legislation and policy and procedure updates.
Governors also receive the annual KCSIE update briefing.

8.Working with Parents/Carers

At Chase Terrace Academy we update parents/carers about safeguarding through our website. There are links to relevant support there including local support groups. We encourage an open and supportive communication to ensure that support is available to all.

We include online safety updates, from the National College, through our school communication to parents including MCAS (My Child At School App), Facebook, Instagram and X.

9.Specficic Safeguarding Risks Training

Our staff are trained on specific safeguarding risks through regular updates as part of our Core Training. We use a variety of appropriate resources including 7-minute briefings and include interactive sessions for staff. Staff are encouraged to ask questions and engage fully with mini quizzes throughout the sessions to check understanding.

We prioritise topics based on our safeguarding audit and the local needs of our children. We also prioritise topics that are highlighted through our monitoring of MyConcern.

10.Site Security

At Chase Terrace Academy we maintain site security using the following strategies.

- Gates are kept closed during the school day; visitors gain access through the main entrance which is security fobbed and staffed.
- Visitors, volunteers, and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard and visitor's pass. School has a clear system of ensuring staff are accompanied / supervised by a regulated staff member. This is made clear by the lanyard colour that they are wearing. All staff wearing a red lanyard should be accompanied by a member of staff. Any visitor on site who is not identifiable by a visitor's pass/lanyard will be challenged by any staff member and this will be reported to a member of the Senior Leadership Team.
- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the attendance desk to do this.
- Multiple members of staff are always on duty at break times.
- Health and safety audits are completed annually with risk assessment/safety planning and forms part of the Governors annual report. This will include a fire evacuation, lock down drill and Prevent risk assessment.

The risk management of site security is managed by senior leaders/governance, and we have a clear system of risk assessments and review timescales of these.

11.Allegations Management

Chase Terrace Academy promotes an open and transparent culture in which all concerns about adults working with children are reported promptly, recorded appropriately and considered in accordance with the JTMAT Safeguarding and Child Protection Policy, the Staff Code of Conduct and Keeping Children Safe in Education 2026. These arrangements apply to all adults working in or on behalf of the school, including employees, supply staff, volunteers, governors, contractors, visiting professionals and staff working for external providers. Staff must not investigate concerns themselves or delay reporting while attempting to establish whether an allegation is true.

Any allegation or concern about an adult must be reported immediately to the Headteacher via MyConcern 'Confide'.

Where the concern relates to:

- The Headteacher, it must be reported directly to the Chair of Governors and the CEO of the JTMAT;
- The Chair of Governors or a governor, it must be reported through the appropriate JTMAT process;
- A member of Trust staff or the Chief Executive Officer, it must be reported in accordance with the JTMAT allegations and whistleblowing arrangements; or
- An individual employed by another organisation, the school will inform the individual's employer and consider whether consultation with the Local Authority Designated Officer is required.

The DSL may support the process, but allegations about staff are managed by the Headteacher or other designated case manager. The case manager will maintain appropriate separation between the management of the allegation and any safeguarding support provided to the child. If a member of staff does not feel able to report through the usual routes or believes that their concern has not been addressed appropriately then they must use the JTMAT Whistleblowing Policy or contact the NSPCC Whistleblowing Advice Line.

For further details please see JTMAT safeguarding policy.

https://jtmat.co.uk/privacy/policies/

12. Specific Safeguarding Risks

12.1 Domestic Abuse- Operation Encompass

We are an Operation Encompass school and act appropriately when we receive an alert to support the children in our school.

All Operation Encompass notifications are recorded on MyConcern.

Additional information and helpful websites for support are available on our website.

12.2 Mental Health and Wellbeing

Our mental health lead is Mrs Darby.

At Chase Terrace Academy, we aspire to promote positive mental health for every member of our school community, to enable our students to become tenacious and resilient individuals. All staff are trained to recognise early

warning signs of mental ill health and specially trained Mental Health First Aiders are able to provide targeted guidance to individuals.

Pupil mental health will also be advocated for by our team of pupil Wellbeing Ambassadors (these were trained during summer 2026) who offer a safe space for their peers to access support and reassurance. Our ambassadors will champion the wellbeing of their peers by providing practical strategies to cope with the stresses of school life, a compassionate ear to listen to concerns and a voice to express their needs.

We also utilise external support for our students through online resources such as Sandbox, Kooth, Toot Toot, the school nurse, Staywell, the mental health support team and CAMHS. We support families with referrals. All referrals and disclosures are recorded on MyConcern. Additional resources can be found via our school website.

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and by speaking to the designated safeguarding lead or a deputy.

Mental Health Roadmap

Mental health is the state of wellbeing in which the ***individual realises their own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make contribution*** *to their community.*

How are you really feeling?

I need support

This is perfectly normal and we encourage you to speak up.
School or your GP can help and support you access additional support through organisations such as the Sandbox and Staywell. We also have a Mental Health Support Team in school for one to one support – please speak to a member of staff if you feel you need this. We are here to help.

www.youngminds.or mind www.mind.org.uk or www.sandbox.mindler.co.uk

I'm having a hard time.

If you're starting to struggle, can you identify why? It's not always possible to know what's getting us down, but recognising you're not right is a step in the right direction.

There are lots of people in school who can help you talk through your concerns. You can speak to your form tutor or HOY team, or arrange to see one of trained Mental Health First Aiders.
Think about the things that make you feel happy and try and make some time to fit these things in.

I'm starting to struggle.

Its okay, to just be okay. We can't be really happy all the time.

I'm okay, I guess.

Think about what you have done in the last week that has helped support your mental health and remember this if things start to get tough. You might have done more physical activity, spent time with friends and family, got a good amount of sleep or taken a tech break.

I'm pretty good.

This is really good news. Remember positive mental health IS mental health and should be recognised and celebrated.

I'm great!

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thrive

12.3 Online Safety and Mobile Phone use

At Chase Terrace Academy we have an online safety procedure. This procedure outlines all of the information regarding Online Safety and can be accessed via the link below:

https://chaseterraceacademy.co.uk/policies/

We are also a mobile free school and the mobile phone procedure is also available via the above link to our policies.

12.4 Radicalisation and Extremism

Our school has a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

The SPOC for our school is Mrs Davina Thombs (DSL)

At Chase Terrace Academy we annually review our Prevent Risk assessment and use the Prevent Self-Assessment tool to establish what we can continue to do to ensure that we protect our pupils from radicalisation and extremism. Information and outcomes are shared with staff.

Our school will monitor online activity within school to ensure that inappropriate sites are not accessed by pupils or staff. This is best done using specialist online monitoring software, which in this school is called Securus.

12.5 Child on Child Abuse

At Chase Terrace Academy all incidents of Child-on-child abuse are recorded on MyConcern. The safeguarding team and the pastoral year teams work closely together when responding to these concerns. Some incidents may be dealt with by the pastoral team who can liaise with the safeguarding team as required for advice and guidance.

Depending on the circumstances and outcomes of any investigations there may be a requirement for additional support for a pupil, a risk assessment, referral to external agencies.

Where required we will minimise the risk of ongoing concerns by using a variety of strategies including but not limited to:

- Changes to seating plans
- Changes to teaching groups/classes (where possible/appropriate)
- Offer of 'safe spaces'
- Trusted adult to speak to for support
- Referral to external agencies

See also our behaviour policy - https://chaseterraceacademy.co.uk/policies/

12.6 Children who are absent from education including Children Missing Education

All staff have a responsibility to complete registers accurately. The attendance policy is then followed regarding pupils who cannot be accounted for.

If a child has not arrived in school then the attendance officer will contact home as per our first day absence procedure.

Where children are not accounted for in lessons the attendance staff will follow the pathway for missing or absconding students, below.

The attendance policy contains additional information from the DfE guidance that details additional risks linked to absence from school.

Please see attendance policy –

https://chaseterraceacademy.co.uk/policies/

https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

Please also see JTMAT attendance policy:-

https://jtmat.co.uk/privacy/policies/

For monitoring and intervention purposes, the school uses the following definitions:

- Persistent absence: a pupil is persistently absent when they miss 10% or more of the possible school sessions, whether the absences are authorised or unauthorised.
- Severe absence: a pupil is severely absent when they miss 50% or more of the possible school sessions.
- At risk of persistent or severe absence: the school will identify and support pupils whose attendance is deteriorating before the relevant threshold is reached.

- Prolonged absence: an extended period during which a pupil does not attend school. A prolonged absence may require immediate safeguarding action even if the pupil has not yet reached the statistical threshold for persistent absence.
- Unexplained absence: an absence for which the school has not received a satisfactory explanation. Unexplained absence must be followed up promptly on the day it occurs.

Attendance percentages must never be considered in isolation. A single unexplained or unexpected absence may require an immediate safeguarding response because of what is known about the child or family.

Pathway for missing or absconding students	
Child missing from a lesson	• Notification via member of staff to reception/SLT that a child has not arrived at lesson • Year teams/SLT to check if the child has a valid reason for being absent (medical/appointment/visitor) • Year teams/SLT to check cameras and do a walk round to try to locate the child • Year team makes contact home to inform them that the child is missing • Where it is believed that the child has absconded from school, see below—sanctions may be issued as appropriate.
Child absconded from school	• Initial check made that the child has left site if not witnessed leaving—where the child has been seen to leave site, staff will not follow. • Year team contact home and S Jones/DSL to contact the police simultaneously • Police to be informed of any vulnerability/known risks for the child • School to continue liaison with home and police until the child is located—sanctions may be issued as appropriate • Log on MyConcern
Child not arrived at school where parent states they left as normal.	• Initial check made that the child is not on site via cameras/walk round/communication with known friends • Advise parents to contact the police • School to continue liaison with home and police until the child is located—Sanctions may be issued as appropriate • Log on MyConcern
Child absconds from parent upon collection or from home/Child missing	• Advise parents to contact the police • School to continue liaison with home and police until the child is located • Log on MyConcern—Check that a referral has been made from the Police to any relevant services

12.7 Child Sexual and Criminal Exploitation

At Chase Terrace Academy we utilise the Screening Tool where concerns arise that a child may be vulnerable to exploitation. The safeguarding team will work closely with the child to fully understand their vulnerabilities. We will also work with parents, attend the MACE panel meetings and complete

ongoing follow up work. Attendance at MACE panels also ensure that the school understands any local exploitation risks.

Use of the Screening Tool supports referrals to appropriate agencies to access support for the pupil. This may include the school being provided with materials to complete direct work with the pupil. Parents will be kept informed of this.

Children who have been exploited will be treated as victims of abuse, even where they have also committed an offence. Staff must avoid language that blames the child or suggests that they made a free and informed choice to participate. Staff are provided with any updates regarding local issues through staff briefings and training.

13.Opportunities to Teach Safeguarding

At Chase Terrace Academy we have dedicated Personal Development (PD) lessons every morning. As part of this time the PSHE (Personal Social Health Education), the Safeguarding curriculum, Relation ships and Sex Education. are covered.) We also have dedicated Drop Down Days so that pupils have the opportunity to experience different grouping and outside speakers.

The Safeguarding lead and the PSHE co-ordinator liaise regarding any recent trends on our MyConcern data to ensure that we are proactive in our approach to ensure awareness and support for all pupils.

We work closely with Staffordshire PSHE Co-ordinator to ensure that our resources are age appropriate and are delivered effectively. We recognise that preventative education is most effective in the context of a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

14.Responsibilities of all Staff

All staff have read and have a good understanding of at least part 1 of Keeping Children Safe in Education 2026 and are aware of the safeguarding link to other policies relating to their daily practice.

All staff receive appropriate safeguarding and child protection training (including online safety and their responsibilities regarding filtering and monitoring).

All school staff are expected to:

- Recognise signs of abuse, neglect, exploitation, and mental health concerns.
- Respond appropriately to disclosures from children.
- Report concerns to the **Designated Safeguarding Lead (DSL)** and understand how to report concerns regarding adults.
- Maintain accurate records of concerns and actions taken.