



**ORWELL PARK  
SCHOOL**  
**Nacton, Ipswich, IP10 0ER**

**SAFEGUARDING (AND CHILD PROTECTION) POLICY**

<b>Mr James Davison</b> Chairman of the Board	
<b>Mr William Davidson</b> Governing Body Representative	
<b>Mr Guy Musson</b> Headmaster	
<b>Mr Martin O'Brien</b> Designated Safeguarding Lead	

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## INTRODUCTION

Orwell Park School (“the School”) fully recognises its responsibilities for safeguarding children. We take a whole school approach to safeguarding and child protection, and this underpins all aspects of process and policy development at the School. We recognise children as being everyone under the age of 18. The staff and governors of Orwell Park School are committed to protecting and improving the well-being of all pupils and to ensuring, as far as possible, that they are safeguarded from harm. This policy covers all pupils within the School including the EYFS and it applies to all staff employed at the School, including teaching staff, support staff, contractors and volunteers. This policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the school.

Effectiveness in safeguarding pupils requires **all** staff and volunteers to understand their roles and responsibilities and to do their part. All must show how they are going the extra mile to provide early help, raise attainment and safer outcomes for children and young people. Children know that their concerns will be treated seriously, and that they can safely express their views. All staff must undertake safeguarding training as and when required to do so by the DSL and /or Headmaster. Keeping safeguarding on the agenda at regular staff and governance meetings is a vital element of this and also a statutory requirement. As a school, we aim to ensure that our approach to safeguarding is child-centred. This means that we must consider, at all times, what is in the **best interests** of the child. As a school, we adopt the mindset ‘**it could happen here**’.

## COVID-19

[Keeping Children Safe in Education 2023](#) (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

The Department for Education has issued non-statutory interim guidance on [safeguarding in schools colleges and other providers](#) during the coronavirus outbreak. This guidance supports the Governing body, Senior Management Team and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where the School might consider safeguarding policy and process differently when compared to business as usual.

This policy is available upon request from the Headmaster or Deputy Head (Pastoral) and on the School’s website for all parents, staff, volunteers, governors and visitors. The policy should be read in conjunction with other key policies and documents relevant to the safety, mental health and physical welfare of children and young people, such as our Behaviour Policy, Anti-Bullying Policy (including online bullying), Complaints Policy, Equal Opportunities Policy, the Trips and Visits Policy, the Prevent duty, Health, Safety and Wellbeing Policy, Relationship and Sex Education Policy, and government advice on [Preventing and Tackling Bullying](#). As a boarding school we also consider additional requirements with regards to safeguarding as set out in [The National Minimum Standards for Boarding Schools](#).

## PURPOSE

There are eleven main elements to the purpose of this policy:

1. Identify the names of those persons responsible for safeguarding and explain their roles.
2. Outline the role of the governing body.
3. Describe what should be done if anyone in the school has a concern about a child who attends the school.
4. Ensuring that the School practises safer recruitment by checking through a robust process checking the suitability of staff and volunteers and contractors to work with children, through Disclosure and Barring Service checks and in conjunction with the Independent Schools Standards Regulations.
5. Raising awareness of issues and equipping children with the skills needed to help keep them safe.
6. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.

7. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
8. Establishing a safe environment in which children can learn and develop.
9. Ensuring that suitable support and early help is provided to children who require it.
10. Outline how allegations against/concerns raised in relation to staff will be handled.
11. Outline how the implementation of this policy will be monitored.

## AIMS

Safeguarding and promoting the welfare of children in our school is the responsibility of the whole school community.

The School recognises that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. There are three main elements: prevention, protection and support. The aims of this policy are therefore to:

- Establish and maintain an environment where children feel: safe, secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried along with several external alternatives.
- Include opportunities in the PSHE, RSHE and Life Skills curriculum for children to develop the skills they need to recognise and stay safe from abuse (including online abuse).
- Ensure staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours and the School's legal responsibilities in relation to its pupils.
- Create an 'open culture', ensuring staff and volunteers are happy and confident to bring forward concerns and that all adults have a mindset that 'it could happen here'.
- Create a culture where safeguarding is the responsibility of everyone within the community of the School and not just the staff.
- Ensure that all staff are aware of the potential for pupils to be radicalised and drawn into terrorism or other forms of extremism. All staff are trained regularly regarding the 'Prevent duty' strategy, the signs that a child may be becoming radicalised and what to do if they have concerns of this nature.

## OBJECTIVES

The School will follow the procedures set out by Suffolk's Safeguarding Partnership (SSP) and take account of guidance issued through: [Keeping Children Safe in Education 2023](#) (KCSIE) and [Working Together to Safeguard Children \(2018\)](#)

The School will:

- Ensure that an appropriate **senior member** of staff, from the **Senior Management Team**, is appointed to the role of Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role. The Designated Safeguarding Lead is: **Martin O'Brien (Deputy Head Pastoral)** The Deputy Designated Safeguarding Leads (Deputy DSLs) are: **Helen Carrington (Head of Middle School), Sarah Howell (Head of Learning Support) and Vikki Wiggins (Pre-Prep and within the EYFS setting)**.
- Ensure that there is a nominated governor responsible for safeguarding. The governor responsible is **William Davidson**.

- Ensure every member of staff (including temporary staff, supply staff, and volunteers and contractors) and the governing body know the name of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads responsible for safeguarding and their roles.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and the potential for children to become vulnerable to radicalisation and for referring any concerns to the Designated Safeguarding Lead (or one of the Deputies).
- Ensure that parents have an understanding of the responsibility placed on the School and staff for safeguarding by setting out its obligations on the School's website.
- Notify Children's Services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely and separate from the main pupil file, and in locked locations in accordance with Suffolk County Council procedure.
- Ensure safeguarding and child protection records are transferred securely when a pupil leaves us and that receipts are obtained from the receiving school and kept on file.
- Ensure safe recruitment practices are always followed in accordance with government legislation.
- Ensure that this Safeguarding Policy is available for parents on request and on the School's website and ensure that parents have an understanding of the responsibility placed on the School for safeguarding pupils.
- Provide additional support for a child who has been recognised as a Child in Need.
- Ensure that all staff have received, read and understood [Keeping Children Safe in Education 2023](#) which underpins the safeguarding arrangements within the School.
- Ensure that all staff know about the 'Prevent' strategy, the signs that a child may be vulnerable to radicalisation and what to do if they have concerns of this nature.
- Ensure all staff are aware of our safeguarding response to children who go missing from education.

## **ORGANISATION AND ARRANGEMENTS**

### **RESPONSIBILITIES**

Orwell Park School has a designated senior member of staff, known as the Designated Safeguarding Lead (DSL), who takes lead responsibility for co-ordinating safeguarding and child protection issues within the School and for liaising with external partners and agencies. The role and responsibilities of the DSL are made explicit in their Job Description and adhere to the guidance given in Keeping Children Safe in Education 2023. There are three Deputies who cover in the DSL's absence, although they work together to co-ordinate all aspects of safeguarding and child protection within the School. The School recognises that the DSL (and DDSLs) are most likely to have a complete safeguarding picture and are likely to be the most appropriate people to advise on the response to safeguarding concerns. The DSL (Deputy Head, Pastoral) and Deputy DSLs meet weekly to ensure an effective oversight of all aspects of safeguarding and to communicate with all staff when they need to be made aware of safeguarding or child protection issues. The nature of the role of the DSL and Deputies is expanded upon later in this document.

We recognise the expertise that staff build by undertaking safeguarding training and managing concerns on a daily basis. Staff are encouraged to contribute to and shape our safeguarding arrangements and child protection policy.

### **The Role of the Governing Body**

The Governing Body will ensure that they comply with their duties under legislation and the policies, procedures and training are effective and comply with the law at all times. The Governing Body appoints a

lead at senior board level to take leadership responsibility for the school's safeguarding arrangements in accordance with guidance issued in Chapter 2 of Working Together to Safeguard Children (2018). The named governor for safeguarding is the link between the School and the governing body. It is their responsibility to ensure the DSL and other staff contribute to multi -agency working in line with statutory guidance. In the case of any allegations made against the Headmaster, the Chair of Governors will liaise with the Local Area Designated Officer.

The nominated governor will meet on a regular basis with the DSL to monitor the School's safeguarding arrangements including the volume and progress of cases where a concern has been raised to ensure the school is meeting its duties in respect of safeguarding. All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. All governors must have an enhanced DBS, despite not being involved in a regulated activity. Information should only be shared with those who need to know.

At Orwell Park School, safeguarding responsibilities are allocated as follows:

<b>Responsibility</b>	<b>Responsible Person(s)</b>	<b>Current Postholder</b>
Overall responsibility for ensuring effective safeguarding measures are in place	Chairman of Governors	J Davison
Overall responsibility for safeguarding arrangements	Headmaster	G W Musson
DSL (Whole School including EYFS and Pre-Prep)	Deputy Head (Pastoral)	M M O'Brien
Deputy DSL (Whole School including EYFS and Pre-Prep)	Head of Middle School	Mrs HL Carrington
Deputy DSL (Whole School including EYFS and Pre-Prep)	Head of Learning Support	Mrs SH Howell
Deputy DSL (Whole School including EYFS and Pre-Prep)	EYFS Manager	Mrs VM Wiggins
Governing Body Safeguarding Representative	Named Governor	W R Davidson
General duty of care to promote and protect the well-being of pupils in school	All academic and support staff	See current staff list

## **THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL) AND THE DEPUTY DSLs.**

The governing body have appointed a senior member of staff and a member of the leadership team to carry out the role of Designated Safeguarding Lead (DSL). The DSL takes lead responsibility for safeguarding and child protection (including online safety). The DSL has appropriate authority and status to carry out the duties of the post and is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support staff to do so, and to contribute to the assessment of children.

Three Deputy DSLs have been appointed to support the work of the DSL. The deputies are trained to the same standard as the DSL and the School recognises that it is appropriate for the activities of the DSL to be delegated to the Deputy DSLs. We must remember, however, that the ultimate lead responsibility for child protection must remain with the Designated Safeguarding Lead.

The key responsibilities of the DSL:

- To manage referrals of cases of suspected abuse to the Suffolk Safeguarding Partnership and to support other members of staff who have made referrals. Making referrals to the LADO is the

responsibility of the Head or Chairman but the DSL may be required to liaise with the Head or Chairman as well as with the LADO in cases where it has been identified that an adult in a position of trust has harmed or poses a risk of harm to a child. Also to refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required and to refer cases where a crime may have been committed to the Police as required.

- To work with others such as the Headmaster and other colleagues as necessary and to keep them informed of ongoing safeguarding issues and to liaise with individuals from the Suffolk Safeguarding Partnership and/or other agencies as necessary. To act as a source of support, advice and expertise for all staff.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. Children and Young people/When to call the police guidance for schools and colleges.pdf should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. The Safeguarding Partners are:
  - a) The Local Authority (LA)
  - b) The local commissioning group for an area any part of which falls within the LA
  - c) The chief officer of police of an area any part of which falls within the LA
- To undergo training to provide sufficient knowledge and skills to carry out the role and to ensure that this knowledge and expertise is updated and refreshed at regular intervals and at least annually.
- To raise awareness of safeguarding matters that staff need to be aware of. To ensure our Safeguarding and Child Protection Policy is known, understood and used appropriately and that it is reviewed at least annually and to ensure that staff receive appropriate safeguarding training on a regular basis.
- To ensure that staff are aware that pupils suffering from a mental health illness, or those with a social worker, may need special consideration with regard to potential abuse.
- Child protection records are held, monitored and updated by the DSL. When a child leaves the school, the file is transferred securely and confirmation of receipt is obtained. Similarly, when a pupil joins our school, the DSL requests that any child protection records are forwarded securely.
- During term time the DSL (or a Deputy DSL) should always be available during school hours for staff to discuss any safeguarding concerns.

Further information about the role of the DSL and Deputy DSLs can be found in Annex C of Keeping Children Safe in Education 2023 and this is also displayed for staff on the Safeguarding Notice Board.

## **THE CHARITY COMMISSION**

The Charity Commission ('the Commission'), the independent regulator of charities in England and Wales, issued an alert (December 2017) to charities following a number of serious incidents reported to the Commission, and recent public interest about accusations of harassment in the work place, including media reporting about some safeguarding incidents which have affected charity beneficiaries, charity workers or other persons coming into contact with charities.

It is made clear that safeguarding should be a key governance priority for all charities, not just those working with groups traditionally considered at risk. Everybody has the right to be safe, no matter who they are or what their circumstances are, and the public expects charities, quite rightly, to be safe and trusted places. For further information, see [The Charity Commission's recently updated safeguarding strategy](#).

## **EARLY YEARS FOUNDATION STAGE (EYFS)**

This policy also applies fully to the EYFS.

The DSL has the responsibility for safeguarding children within the EYFS setting and liaises with the local statutory child safeguarding agencies as appropriate (Suffolk Safeguarding Partnership). The DSL maintains and monitors all pupil safeguarding records, including those in the Pre-Prep and EYFS. One of the Deputy DSLs works within the EYFS setting and works with the other DSLs to ensure the safeguarding provision for this section of the School is effective and consistent with the School as a whole.

## **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

The School acknowledges that additional barriers can exist when recognising abuse and neglect in pupils with special educational needs. Such barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the School considers extra pastoral support for children with SEN and disabilities and our Head of Learning Support works closely with the DSL.

## **THE USE OF 'REASONABLE FORCE'**

There may be circumstances where it is appropriate for staff to use reasonable force to safeguard pupils. The term 'reasonable force' covers a broad range of actions by staff that involve a degree of physical contact to control or restrain children. This could range from guiding a child by the arm to more extreme actions such as breaking up a fight or restraining a pupil to prevent injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils, or active contact such as leading a pupil by the arm out of a classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should recognise the additional vulnerability of these groups and they should consider their duties under the Equality Act 2010 in relation to making reasonable adjustments and non-discrimination. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we aim to reduce the occurrence of challenging behaviour and the need to use reasonable force. Further advice can be found in our Positive Handling Policy and through DfE guidance [Use of Reasonable Force in Schools](#).

## **TRAINING, EDUCATION AND INFORMATION**

The DSL, Deputy DSLs, Online safety Lead and the named governor will attend specialised training appropriate for their positions in safeguarding training and inter-agency working, which will be updated at least every two years (records of this training are kept by the DSL).

Staff receive regular safeguarding and child protection training and receive updates as required but at least annually. Safeguarding training is delivered in accordance with Suffolk County Council through the DSL,

who is endorsed by Suffolk County Council to deliver the school safeguarding training 'Training-4-Trainers' safeguarding course or, where appropriate, through outside agencies. A log of staff safeguarding training is kept by the DSL. It is the DSL's responsibility to ensure that all staff, teaching and support, paid and volunteers, know who the DSL, Deputy DSLs and the governor for safeguarding are, and that they receive information which enables them to identify child protection matters, regular safeguarding training and updates and that they have understood and are acting upon the information they have been given.

All new staff, teaching and support, paid and volunteers have a safeguarding induction with the DSL or one of the Deputy DSLs prior to starting work with children. As part of their induction, all new staff will receive a copy of our Safeguarding Policy, which includes our Staff Code of Conduct, our Behaviour Policy, and Keeping Children Safe in Education (2023) Part I and Annex B. New staff are made aware of the safeguarding response to children who go missing from education, the identity of the DSL and Deputy DSLs is made clear and their roles are explained. Staff complete a document 'My School's Safeguarding Procedures: What I have learnt'.

We ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part I and Annex B. We ensure that all staff have received a copy of this document as well as our Safeguarding Policy whenever they are reviewed and updated. In order to ensure staff fully understand their role and responsibility for safeguarding, we provide opportunities throughout the academic year for staff to refresh their knowledge and understanding through quizzes, emails, newsletters, and staff briefings.

The DSL provides staff with regular updates through email as well as during staff meetings, INSET and through displays on our Safeguarding board in the Staff Room. In addition, all staff have completed online Prevent training and copies of certificates are kept on staff personnel files. All staff receive training about how to identify children who may be vulnerable to radicalisation or influenced by extremism and know that their concerns should be taken to the DSL or Deputy DSLs.

All members of staff will be advised to ensure that their behaviour or actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This is also highlighted in the Staff Code of Conduct (Appendix 2).

**Safeguarding and promoting the welfare of children is everyone's responsibility. No single member of staff is able to have a full picture of a child's needs and circumstances and so everyone who comes into contact with children and their families has a role to play in identifying, sharing information and taking prompt action.**

The Governing body should ensure that children are taught about safeguarding, including online safety. The School should consider this as part of providing a broad and balanced curriculum. The statutory guidance can be found here: [relationships and sex education rse and health education](#) Whilst it is essential that the School ensure that appropriate filters and monitoring systems are in place, we should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

We cover relevant issues through Relationships and Sex Education during Personal, Social, Health and Economic (PSHE) lessons (known as Life Skills) and also through other forums such as Assemblies, pastoral workshops and talks. Further information is available in our Life Skills Policy and our Relationship and Sex Education (RSE) Policy.

Senior Pupils i.e. Boarding Captains, Prefects and Wellbeing Ambassadors are given training so that they understand what action to take should they receive any allegations of abuse. Year 5 and 6 pupils receive an informative assembly and workshop from the NSPCC every two years with a focus on those who work in a position of trust and how to recognise acceptable and unacceptable behaviour. We educate our pupils to



think about what unacceptable behaviour towards them is and professionals are brought in to work with our pupils on issues such as bullying and sexual harassment.

## **PROCEDURE IN THE EVENT OF CONCERNS**

The School will strive to create an atmosphere in which children feel able and safe to talk about their worries and fears. Staff (including ancillary staff) will listen carefully to anything children want to tell them. They will:

**Not** ask leading questions.

**Not** promise confidentiality.

**Not** attempt to investigate a situation themselves.

**Assure** the child that he/she is not to blame for any abuse which has occurred.

**Not** promise that things will get better.

Staff might also have concerns about a child's safety because of the way he or she is behaving. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognize their experiences as harmful. Children may feel embarrassed, humiliated or threatened, and there may be factors such as vulnerability, disability, sexual orientation or language barriers. This should not stop staff from having a 'professional curiosity' and speaking to the DSL.

Whether suspicions arise through disclosures children make or as a result of observations, the member of staff, or the volunteer helper concerned, **must**:

- Make a written note of what was said or seen (where possible, use MyConcern, although official school forms remain available). MyConcern will create an immediate chronology, and an email will be sent to all DSLs and the Headmaster.
- Consider measures that may be necessary to protect individual pupils.
- Refer the matter **immediately** to the DSL (or to the Headmaster).
- Disclosures must not be investigated by the school; instead they should be referred to the relevant authorities.

If staff have **any concerns** about a child's welfare, they should act on them immediately. Under normal circumstances, a member of staff should speak with the DSL (or Deputy). Concerns will be assessed against Suffolk Thresholds and, if required, a referral to made to Customer First. If a member of staff feels that a child is in immediate danger or at risk of harm and the DSL or Deputy is not available then they should contact the police or Customer First without delay. Any member of staff is entitled to report a safeguarding concern directly to Customer First by calling the phone number given in the next section of this document. See contact details below and on the Safeguarding notice board in the Staff Room. All staff are made aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. Staff can find detailed information on statutory assessments in Chapter 1 of Working Together to Safeguard Children (2018). If a staff member does make a referral directly then the DSL should be informed as soon as possible thereafter.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers provides additional guidance to staff who have to make decisions about sharing information.

Once a concern has been raised then the options will include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- an early help assessment;
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

In the event that a pupil is identified as being in need of additional support, the School will do everything possible to provide support at the earliest opportunity possible. The School has access to a range of additional services such as counsellors, physiotherapists, GPs and educational psychologists; however, the School will always seek advice from inter-agency services. When considering the sharing of information, we follow guidance outlined by the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 but we ensure **all staff are aware that these regulations must never be allowed to prevent, or limit the sharing of information for the purposes of keeping children safe.**

In line with statutory guidance, the School will not provide pupils' education data where it could lead to a threat of serious harm. Therefore, in a situation where a child is in a refuge, this could lead to a decision to withhold education data.

### **LIAISON WITH THE SUFFOLK SAFEGUARDING PARTNERSHIP (SSP)**

In line with statutory guidance Working Together to Safeguard Children 2018, there is a structure known as the Suffolk Safeguarding Partnership (SSP). This will consist of three safeguarding partners - Local Authority, Chief Officer of Police, and Clinical Commissioning Groups. These three groups will work together with 'relevant agencies' to safeguard and protect the welfare of children in Suffolk. All three partners have equal and joint responsibility for local safeguarding arrangements.

As a school, we are regarded as a 'relevant agency' and will play a vital role in working with the partnership to safeguard and promote the welfare of children and to identify and respond to their needs. As a school, we will be represented by a Senior Education Officer on the Board and at the three locality safeguarding network meetings. Our Early Years Setting will be represented by the Director of Children Services on the Board and at the three locality safeguarding network meetings.

The School will not attempt to conduct any form of investigation without the full knowledge of the SSP.

Where practicable, the School will inform parents of the referral before it is made, or at least as soon as possible afterwards if contact cannot be made with them quickly. The only circumstances in which a parent will not be informed of a referral are if it is considered that:

- the child might be at greater risk of harm as a result
- such action might impede a criminal investigation
- the child might be the victim of fabricated or induced illness.

Referrals of suspected abuse or neglect will be made using Suffolk County Council's MARF (Multi-Agency Referral Form) which will be completed by the DSL (or Deputies) in normal circumstances. If it is thought that a pupil may be at imminent risk, the DSL will call Customer First **immediately** on: 0800 800 4005 (if the DSL is not available then one of the Deputy DSLs or the Headmaster will do this). A MARF should be fully completed and, if the form is sent via email, it should be password protected and sent to: [customer.first@suffolk.gov.uk](mailto:customer.first@suffolk.gov.uk). Customer First should then be notified on the above phone number of the password to access the document. A MARF can be obtained by following the following link: MARF

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Safeguarding is the responsibility of everyone and anyone in the school community, not just staff, can make a referral to children's social care.

## **WHAT THE SUFFOLK SAFEGUARDING PARTNERSHIP WILL DO**

The SSP should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. It may be that one group within the partnership will be allocated the case so that we have one point of contact. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the Suffolk Safeguarding Partnership decide what further action to take.

The safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is especially important that the School understand its role in the three safeguarding partner arrangements. The Governing body, Senior Management Team, and especially the designated safeguarding leads, should make themselves aware of and follow their local arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they **must** set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

The three safeguarding partners should make arrangements to allow the School to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

## **CONFIDENTIALITY, DATA PROTECTION AND RECORD KEEPING**

Information about safeguarding concerns and child protection cases will be shared within the School only with those who need it in order to ensure the safety of the child or children concerned. Written records will include all concerns, discussions and decisions and the reasons for those decisions. This will also help

if/when responding to any complaints about a way a case has been handled by the School. Main pupil files are kept separately and safeguarding records will be kept in-line with local protocols. From September 2019 all new safeguarding concerns and records are stored electronically through the secure safeguarding management system MyConcern. The DSL, Deputy DSLs and Headmaster will have full access to safeguarding records. Other staff will be able to submit concerns but will not have access to any further information unless given access by the DSL.

The School must not provide pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt the School should seek independent legal advice.

[data protection toolkit for schools](#) - Guidance to support the School with data protection activity, including compliance with the GDPR.

## **EARLY HELP**

All members of staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. This is more effective in promoting the welfare of children than reacting later. Early help requires staff to understand their role in identifying emerging problems and to share information with other professionals to support early identification and assessment. In the first instance, staff should discuss early help requirements with the designated safeguarding lead but they may be required to support other agencies and professionals in an early help assessment. If early help is appropriate, the DSL (or Deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse. Further information about early help can be found in Chapter 1 of [Working Together to Safeguard Children \(2018\)](#).

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments, such as the Common Assessment Framework (CAF) or Team Around the Child (TAC), should identify what help the child and family require to prevent needs escalating. The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them. If parents and/or the child do not consent to an early help assessment, then the DSL will make a judgment as to whether, without help, the needs of the child will escalate. If so, a safeguarding referral may be necessary. If early help or other support is appropriate, the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

Where we have a concern about a child and feel that the individual would benefit from ongoing monitoring, we follow the Signs of Safety approach, which is designed to capture the voice of the child and is a tool that is used extensively and to great effect in Suffolk as well as elsewhere. For further information and useful resources, staff should click on the following link: [Signs of Safety](#).

The School recognises that any child may benefit from early help, but we must be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not 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 care or from home;
- 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 or exploited;
- is a privately fostered child.

## **TRANSFER OF RECORDS**

When a child leaves Orwell Park School, the DSL will, where appropriate, inform the relevant social worker and send safeguarding and child protection records to the receiving school as soon as possible, ensuring secure transit, and that confirmation of receipt is obtained. Safeguarding/child protection records will be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs are aware as required.

In addition to the child protection records, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

If the name of the receiving school is not known, the DSL will notify the child's social worker or lead professional if the child has one, as a matter of urgency as soon as the child leaves or appears to be missing. In these circumstances, the safeguarding records will remain at School until the child is known to have registered elsewhere.

When a child joins Orwell Park, the previous school is contacted as soon as possible in writing to ascertain whether there are any ongoing safeguarding issues. The previous school is expected to return the form provided indicating whether or not they hold any safeguarding records on the child concerned. If they do have safeguarding records then these need to be transferred securely to the DSL who will send the previous school confirmation of having received the records. The request for information will be repeated if necessary and if a response is not received then a member of the safeguarding team will phone the previous school and talk directly to the DSL to check whether there were any concerns or if any lead professionals were involved.

When a child joins Orwell Park School and records from the previous school indicate his/her name is on the Child Protection Register, the Headmaster or DSL will notify Children's social care **immediately**.

## TAKING PUPILS OFF-SITE

When staff take pupils off-site for educational visits and extra-curricular trips they should refer to the Trips and Visits Policy. It is important that when the staff of different external organisations are supervising pupils on a site other than the school, appropriate checks are carried out to ensure the suitability of the staff being used. This information should form part of the risk assessment for the trip or visit. For further guidance in this area please refer to our Trips and Visits Policy and / or speak with our Educational Visits Coordinator, Alex Brunt.

Staff must follow the School's safeguarding reporting protocols when off site.

## RECOGNISING CONCERNS, SIGNS AND INDICATORS OF ABUSE OR NEGLECT

Safeguarding is not just about protecting children from deliberate harm. It includes such things as: pupil safety, bullying, racist abuse and harassment, school visits, intimate care, children missing education or who have run away, female genital mutilation, child sexual exploitation, internet safety and children vulnerable to radicalisation or influenced by extremism.

**All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Types and indicators of abuse often overlap with one another. Staff must be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. Abuse can take place in a family, institution or community setting, by telephone or on the internet along with other verbal and physical actions from others. Harm can include ill treatment that is not physical, as well as the impact of witnessing the ill treatment of others. This can be particularly relevant in relation to the impact on children of all forms of domestic abuse. Children may be abused by those known to them, or more rarely, by others. Abuse can often be difficult to recognise; however, it is important that staff are aware of the indicators of abuse.

The following provides an overview of types of abuse and neglect:

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Staff must be familiar with the signs that may be indicators of child sexual exploitation (CSE). Guidance about these indicators is given in this policy.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The School records pupil attendance and is mindful of pupils who have repeated unauthorised absences.

## **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. 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 speaking to the designated safeguarding lead or a deputy.

The Department for Education has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

### **Some of the following signs might be indicators of abuse or neglect:**

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;

- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Departmental advice [What to do if you are worried a child is being abused - Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.

## **PREVENTING RADICALISATION**

The School recognises that children are vulnerable to extremist ideology and radicalisation. Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. We have a duty under the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism”. This is known as the Prevent duty. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is an important part of our wider safeguarding obligations.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. If the School has reason to suspect that one or more of its pupils may be vulnerable to radicalisation or influenced by extremism then staff members are instructed to 'Notice', 'Check', and 'Share' their concerns in line with advice from Suffolk's Safeguarding Children Board. This should be Suffolk Safeguarding Partnership (SSP). If it is deemed necessary then the School will submit a 'Vulnerable to Radicalisation' (VTR) referral form to Suffolk's Multi Agency Safeguarding Hub (MASH). If it is deemed appropriate then the case may be passed on to the Channel



programme, which provides support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Staff would usually report concerns about radicalisation to the DSL but, as with any other safeguarding concern, they are entitled to refer their concerns directly to Customer First. For further information staff are advised to consult the [Revised Prevent duty guidance: for England and Wales](#).

## **DOMESTIC ABUSE and SERIOUS VIOLENCE**

This can be defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Domestic abuse can impact on children through seeing, hearing or experiencing the effects of abuse and/or experiencing it through their own intimate relationships.

For further advice see government guidance [Domestic violence and abuse](#) For guidance on how and where to get help and support, see government guidance [Report Domestic Abuse](#).

All staff should be aware of indicators, which may signal that children are at risk from, or involved with, serious violent crime. These 'indicators' may be very similar to those signalling other forms of abuse but may include increased absence from school, a change in friendships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Staff at Orwell Park should be aware of Home Office guidance, [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines](#). In addition to the statutory safeguarding procedures, Operation Encompass provides additional strategies for the police to liaise with the DSL immediately (i.e. the next day) following the report of a domestic abuse incident.

## **HOMELESSNESS**

The School recognises that homelessness or the risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff have a concern of this nature then the matter should be discussed with the DSL (or a Deputy) who are aware of referral routes in to the Local Housing Authority. If it is considered that a child has been harmed or is at risk of harm then a referral will also be made into children's social care. The Homelessness Reduction Act 2017 places a new legal duty on English councils to provide meaningful help to everyone at risk of homelessness. The emphasis is on early intervention before a homelessness crisis is faced and schools play an important role in identifying children at risk as early as possible.

## **SO CALLED ‘HONOUR BASED’ ABUSE (including FGM and Forced Marriage)**

So-called ‘honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Whilst all staff should speak to the Designated Safeguarding Lead (or Deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers** under the Female Genital Mutilation Act 2003. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. Staff must not examine pupils but **must** act on information received. Unless the adult has a good reason not to, they should discuss any such case with the DSL. Teachers are obliged to report cases of FGM to the police personally. Further guidance on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information.](#)

Risk factors for FGM include:

- . Low level integration into UK society
- . Mother or a sister who has undergone FGM
- . Girls who are withdrawn from PHSE
- . Visiting female elder from the country of origin
- . Being taken on a long holiday to the country of origin
- . Talk about a ‘special procedure’ to become a woman

Staff must bear in mind that FGM happens within the UK as well as outside.

Symptoms of FGM

- . Difficulty walking, sitting or standing; looking uncomfortable
- . Spending long periods of time in the bathroom, or away from the classroom
- . Frequent urinary, stomach or menstrual problems
- . Reluctance to take part in physical activities
- . Prolonged or repeated absences; becoming withdrawn or depressed

## **VIOLENCE AGAINST WOMEN AND GIRLS**

In November 2021 the Government published a strategy document which summarised their position as follows:

Violence against women and girls is an unacceptable, preventable issue which blights the lives of millions. Crimes of violence against women and girls are many and varied. They include rape and other sexual offences, stalking, domestic abuse, ‘honour-based’ abuse (including female genital mutilation and forced marriage and ‘honour’ killings), ‘revenge porn’ and ‘upskirting’, as well as many others. While different types of violence against women and girls have their own distinct causes and impacts on victims and survivors, what these crimes share is that they disproportionately affect women and girls.

These crimes are deeply harmful, not only because of the profound effect they can have on victims, survivors and their loved ones, but also because of the impact they can have on wider society, impacting on

the freedom and equality we all should value and enjoy. These impacts can include day-to-day decision-making, but also extend to the social and economic costs to the economy, society, and taxpayer. We know that the devastating impact of these crimes can include the loss of life, the destruction of homes, futures, and lives. Everyone in modern Britain should have the freedom to succeed and everyone deserves the right to public safety and protection under the law. This is as true for women and girls as it is for anyone else.

## **FORCED MARRIAGE**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk) You could see a 'quick guide' to this issue produced by Suffolk's Safeguarding Children Board [Safeguarding Children Who May Be Forced Into Marriage](#)

## **MODERN SLAVERY**

This encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can also include forced criminality and the removal of organs. The School can refer a concern to the National Referral Mechanism, which provides a threshold assessment and guidance for next steps.

## **CHILDREN AND THE COURT SYSTEM**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#) and staff should refer to these guides if they need to provide support to a pupil in this situation.

Making child arrangements via the family courts following separation can be stressful for children and entrench conflict in families. The Ministry of Justice has produced an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This would be a useful resource for staff if they are supporting children in this situation.

## **CHILDREN MISSING IN EDUCATION**

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. We are responsible for identifying pupils who are missing education. We must communicate effectively with parents and, if need be, with the Suffolk Safeguarding Partnership to ensure that our pupils are safe and receiving suitable education. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of our unauthorised absence and children missing from education procedures.

We will always investigate and record unauthorised absences and will inform the Suffolk Safeguarding Partnership of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. Where possible, we hold more than one

emergency contact number of pupils in order to have additional options for making contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. Further information about children missing in education can be found in Annex B of [Keeping Children Safe in Education 2023](#) and this should be read by all staff working with children. Additional statutory guidance is available from the DfE [Children Missing Education](#)

## **CHILDREN WITH FAMILY MEMBERS IN PRISON**

The School recognises that children who have a parent sent to prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff supporting a child in this position should be aware that [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. Approximately 200,000 children in England and Wales have a parent sent to prison each year.

## **GANGS**

The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact. For further information and advice please refer to the Home Office guidance [Preventing Youth Violence and Gang Involvement – Practical Advice for Schools and Colleges](#).

## **CHILD CRIMINAL EXPLOITATION: COUNTY LINES**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. County lines exploitation can affect any child or young person (male or female) under the age of 18 years or any vulnerable adult over the age of 18. Even if the activity is consensual it can still be regarded as exploitation. It can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. It can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. If there is a concern that this may be the case then the School will consider making a referral to Suffolk Youth Justice Service or, if required, [National Referral Mechanism](#).

## **CHILD CRIMINAL EXPLOITATION (CCE)**

This can occur where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity in exchange a) for something the victim wants or needs or b) for the financial or other advantage of the perpetrator and/or c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following may be indicators of CCE:

- . children who appear with unexplained new gifts or possessions;
- . children who associate with other young people involved in exploitation;
- . children who suffer from changes in emotional wellbeing;
- . children who misuse drugs and alcohol;
- . children who go missing for periods of time or regularly come home late;

- . children who regularly miss school or education or do not take part in education.

## **CHILD SEXUAL EXPLOITATION (CSE)**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Some of the following signs could be indicators of sexual exploitation:

- . Children who appear with unexplained gifts or new possessions;
- . Children who associate with other young people involved in exploitation;
- . Children who have older boyfriends or girlfriends;
- . Children who suffer from sexually transmitted infections or become pregnant;
- . Children who suffer from changes in emotional well-being;
- . Children who misuse drugs and alcohol;
- . Children who go missing for periods of time or regularly come home late; and
- . Children who regularly miss school or education or do not take part in education.
- . Inappropriate sexualised behaviour for age;
- . Multiple callers; (unknown adults or peers);
- . Concerning use of internet or social media;
- . Increasing secretiveness around behaviours;

Further guidance on for practitioners is available through the DfE document [Child Sexual Exploitation](#)

A referral will be made to Customer First and the [Make A Change Team](#) in the event of CSE being identified.

## **PRIVATE FOSTERING AND HOME STAYS**

Schools and colleges quite often make arrangements for their children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. This might happen, for example, but not only, as part of a foreign exchange visit or sports tour. Such arrangements, if in place for a period of 28 days or more, could amount to 'private fostering' under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both. See Keeping Children Safe in Education Annex E for further details or see a 'quick guide' to this issue produced by Suffolk's Safeguarding Children Board [Safeguarding Children Who May Be Privately Fostered](#). If we identify that a pupil is being privately fostered then we notify the Suffolk Safeguarding Partnership to allow them to check the arrangement is suitable and safe for the child.

The School does not arrange home stays for our pupils or for pupils visiting us and any such arrangements are made privately by the parents or guardians of our pupils. If we were to arrange home stays then we would obtain a DBS and a Barred List check for the adult(s) in the household who are responsible for the visiting child and we recognise that we would be 'free to decide' whether we consider it necessary to obtain a DBS enhanced certificate for anyone aged 16 or over in the household where the child will be staying. Further guidance about host families and homestay during an exchange visit is contained within [Keeping Children Safe in Education 2023](#)

When undertaking a foreign visit then we liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. We use our professional judgement to satisfy ourselves that the arrangements are appropriate and sufficient to safeguard effectively every child taking part in the exchange and we ensure that parents are aware of the agreed arrangement. Additionally, if we were to consider homestay arrangements for our children outside of the UK then we would contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible.

## **LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN**

The School recognises that the most common reason for children becoming looked after is as a result of abuse and/or neglect and we ensure that staff have the skills, knowledge and understanding to keep looked after children safe. We ensure that appropriate staff have the information they need in relation to a child's looked after status and contact arrangements with birth parents as well as information about the child's care arrangements and the levels of authority delegated to the carer.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. If dealing with looked after children and previously looked after children, we would work with all other relevant agencies to ensure that prompt action is taken to safeguard these children, who are a particularly vulnerable group.

In a case where we had a looked after or previously looked after pupil, we would appoint a designated teacher to work with the 'virtual school head' (appointed by the Suffolk Safeguarding Partnership) to promote the educational achievement. The designated teacher would be given appropriate training and further information can be obtained from statutory guidance: [The roles and responsibilities of the designated teacher](#).

## **CHILD ON CHILD ABUSE**

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying), and including prejudice-based and discriminatory bullying;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- upskirting (voyeurism) which typically involves taking a picture under a person's clothes without them knowing;
- consensual and non-consensual sharing of nudes and semi-nudes (formerly known as sexting); and
- initiation/hazing type violence and rituals.
- bullying outside School, which may include online or mobile phone bullying; the Headmaster has a duty to investigate incidents; the School anticipates and expects support and cooperation from parents in this respect.
- abuse in intimate personal relationships between children;
- causing someone to engage in sexual activity without consent;

It is important to recognise that it is not only adults who can abuse children; if it is suspected that a child is suffering, or likely to suffer significant harm as a result of the actions of other children, then this must be reported immediately to the DSL (where possible, MyConcern). The School will not tolerate bullying amongst its pupils and is committed to dealing with all complaints of such a nature. It is important for staff to understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. Staff must understand that different gender issues can be prevalent when dealing with child on child abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation type violence or hazing. It is more likely that girls will be victims and boys perpetrators but all child on child abuse is unacceptable and will be taken seriously. Our strategies for dealing with bullying are outlined in our Anti-Bullying Policy.

In order to minimise the risk of child on child abuse we ensure that we operate a culture of openness where children are able to take their concerns to one of a wide range of staff members and where pupils know that they will be listened to and taken seriously and where they know that concerns will be followed up and where appropriate action will be taken quickly, sensitively and with the best interests of the child / children at heart. We also ensure that all staff are aware of issues surrounding child on child abuse, signs and indicators and what procedures to follow in the case of allegations of child on child abuse. It is important for children to know that the law is there to protect them rather than criminalise them.

Where a child discloses abuse by a fellow pupil, the matter will be looked into to establish a clearer picture and, if there are reasonable grounds to believe that a child is or might be at risk of significant harm, the matter will be referred to Children's Social Care or directly to the Police and a child protection file will be set up by the DSL to record all information relating to the concern and monitored regularly. Both sets of parents will be informed by the School, unless advised otherwise by social care teams. Once a referral has been made then the School will follow advice given by Children's Social Care and where the school is advised to offer support to victims internally, this support is provided through consultation between key members of staff involved in ensuring the child's wellbeing, with the parents if appropriate and through the measures outlined in the section above on Early Help. Support as necessary will be given to siblings following any incident

Pupil on pupil relationships are an area tackled through Life-Skills and regular assemblies / meetings of boarders. Pupils are not allowed to have any form of intimate physical contact. It is made clear to the older pupils that any form of sexual relationship is illegal and would be reported immediately to the Police and Social Services as a Child Protection incident. Boarders are separated by gender and the School has appropriate supervision and segregation within the boarding accommodation.

### **Consensual and Non-consensual sharing of Nude or Semi-nude Images and/or videos (formerly known as Sexting)**

This involves a child under the age of 18 years creating, sending or posting of sexually suggestive images and photographs, via mobiles or over the Internet. Many children would regard it as the writing and sharing of

explicit messages with people they know. Similarly, many parents think of sexting as flirty or sexual text messages rather than images. If an incident involving youth produced sexual imagery (sexting) comes to the School's attention then the following procedures must be followed:

- The incident must be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Adults should not normally view, print, send or forward youth produced sexual imagery but should act on what they have been told. If devices need to be seized and passed on to the police then the devices should be confiscated, turned off and placed under lock and key until handed to the police.
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

Further non-statutory guidance and advice is available from the UK Council for Internet Safety (UKCIS).

## **CHILDREN WHO ARE LESBIAN, GAY, BI OR TRANS (LGBT)**

The fact that a child or young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children, and in some cases a child who is perceived by others to be LGBT can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff must endeavour to reduce additional barriers and provide a safe space for them to speak.

## **UPSKIRTING (Voyeurism)**

'Upskirting' typically involves taking a picture under a person's clothing (any type) without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence, and victims can be both girls and boys.

## **EDUCATION AND EQUALITY**

A key provision of the Equality Act (2010) is the Public Sector Equality Duty (PSED) 2011, and covers age, disability, gender reassignment, pregnancy and maternity, race religion or belief, sex and sexual orientation, the 'protected characteristics'. In addition to the duties in relation to pupils with disabilities under the Equality Act, schools have duties under the Children and Families Act 2014 to ensure that pupils with special educational needs and disability engage in the activities of the school along with children who do not have special educational needs.

The most effective preventative education programme will be through a whole-school approach that prepares pupils for life in modern Britain. The school will have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based



content delivered through the whole curriculum. Such a programme should be developed to be age and stage of development appropriate (especially when considering LS children and their cognitive understanding), and may tackle such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

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, transphobia, biphobic and sexual violence/harassment.

## **SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that girls, children with SEND and LGBT children have been identified as being at greater risk. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.

Staff are made aware of government guidance [Sexual Violence and Harassment in Schools 2021](#) and have received training covering what is meant by sexual violence and sexual harassment between children, our responsibilities as a school, measures to reduce risk and how to manage a disclosure of this nature. Staff have been provided with written guidance on this issue and further information about it can be found on the Safeguarding Notice Board in the Staff Room.

### **WHAT IS SEXUAL VIOLENCE?**

It is important that all staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this policy the School refers to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

### **WHAT IS CONSENT?**

Consent means giving permission for something to happen or agreeing to do something and being comfortable with that decision. Consent has to be given freely and no one can be made to consent to something. It's not consent if someone does something because they feel like they have to. It can never be assumed that someone is giving consent – all parties must be sure. Consent is an essential part of healthy relationships and it is important for our pupils to know what it is. A child under the age of 13 can never consent to any sexual activity.

## **WHAT IS SEXUAL HARASSMENT?**

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline, and both inside and outside of the School. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats

## **RESPONDING TO REPORTS OF SEXUAL VIOLENCE AND SEXUAL HARASSMENT**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Any decisions are for the School to make on a case-by-case basis, with the DSL (or Deputy DSL) taking a lead role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

It is essential that **all** victims 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.

The School should consider whether the victim and perpetrator are in all or any of the same classes, and whether action should be taken to separate them. This also applies to Games, Activities and Boarding.

The victim may ask the School not to tell anyone about the sexual violence or sexual harassment. There is no definitive answer when a victim makes this request. However, if the child is at risk of harm, or a crime is alleged, then the local authority or police should be notified. Ordinarily parents or carers will also be notified unless this increases the risk of harm. In any instance, the process must be described extremely carefully to the victim, and the consequences of rumours and social media exposure considered.

All staff should be aware of how to manage a report of sexual violence or sexual harassment. Effective practice includes:

- not promising confidentiality as it is likely that information will need to be shared further. The victim should be told who the information will need to be shared with (the DSL, for example)
- a child is likely to disclose to someone they trust but this could be anyone on the school staff. The person who the child has chosen is in a position of trust and must be respectful of this.
- listen carefully and without judgement. Do not ask leading questions and only prompt when necessary with open questions – where, when, what etc.
- you must record what you have been told. It is usually best to write down what you have been told immediately afterwards rather than making notes at the time. It may be that a second person can be present and making notes whilst the other adult concentrates on the child. Facts should be recorded as reported by the child and they should not reflect the personal opinion of the note taker.
- where the report includes an online element, staff should be aware of searching screening and confiscation advice (for schools). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable
- inform the designated safeguarding lead (or Deputy), as soon as practically possible, if the designated safeguarding lead (or Deputy) is not involved in the initial report.

When there has been a report of sexual violence, the DSL (or Deputy) will produce a risk assessment considering the victim, the alleged perpetrator and all other children (and if appropriate, adults) and any actions necessary for their protection and support.

## **ACTIONS FOLLOWING A REPORT OF SEXUAL VIOLENCE AND /OR SEXUAL HARASSMENT**

Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

When deciding on the most appropriate initial response, the following considerations should be taken into account:

- victims will be given as much control as possible regarding how investigations will be conducted and how they will be supported and a member of the safeguarding team will discuss this with the victim to ensure that this is the case.
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or staff; and
- other related issues and wider context.

As always, we will act in the best interests of the child. **Immediate** consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted). One of our first considerations will be to keep the victim and alleged perpetrator apart as close proximity is likely to be distressing. These actions are in the best interests of both children and we believe that they will not be perceived to be a judgement on the guilt of the alleged perpetrator.

There are four likely scenarios to consider when managing reports of sexual violence and/or sexual harassment.

1. **Manage internally** – it may be decided that it is appropriate to support those involved through implementation of our Behaviour or Anti-Bullying policies and through the provision of pastoral support and ongoing monitoring.
2. **Early help** – it may be decided that early help (as defined in this policy) can be provided to prevent any escalation of problems. Early help may involve external agencies, it could be provided purely through measures put in place by the school or it may include a combination of both.
3. **Referrals to children’s social care** – Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to Customer First and follow their guidance. We will work closely with children’s social care but we will not wait for an outcome of any investigation before taking action to protect children involved.
4. **Reporting to the police** – any report to the police will generally be alongside a referral to children’s social care. Where a report of rape, assault by penetration or sexual assault is made, the starting point is this must be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

For further information about sexual violence and sexual harassment, as well as guidance on how best to safeguard and support both the victim and alleged perpetrator, please refer to Part 5 of Keeping Children Safe in Education (2023).

#### **The following support is also available for the School:**

- Child Exploitation and Online Protection command: CEOP
- The NSPCC helpline for professionals: 0808 800 5000
- The UK Safer Internet Centre: 0344 381 4772
- The Internet Watch Foundation

#### **WHO CAN PUPILS TURN TO FOR HELP?**

Posters are displayed around the School entitled “WHO CAN I TALK TO IF I HAVE A PROBLEM”. The aim of these posters is to make it clear who pupils can turn to for help if need be. There are lots of options made available to pupils and the individuals’ contact information is clearly displayed in order to make it as easy as possible for pupils to get the help they need. Tutors and Form Teachers are always ready to help and so are other members of staff.

There may be times when pupils feel that they can’t talk to anybody at School and it is made clear that this is perfectly alright and quite natural. Pupils are informed that they can talk, telephone or write to any of the following:

- Their parents or other relatives or friends
- The Children’s Rights Commissioner for England (Dame Rachel de Souza)
- Childline
- Independent Listeners (Judith Wyndham and Paula Warner)

It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

For further guidance about peer-on-peer abuse and bullying, please see our Anti-Bullying Policy, which explains our procedures for enabling children to report their concerns. Please also see government guidelines [Preventing and tackling bullying](#).

## **CONTEXTUAL SAFEGUARDING**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the DSL (or Deputy) should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

## **FURTHER INFORMATION ABOUT SPECIFIC TYPES OF ABUSE**

For further information about specific types of abuse such as domestic violence, fabricated illness, group / gang violence and faith-based abuse, please refer to Keeping Children Safe in Education 2023. Many types of abuse are defined in Part 1, which all staff must read and further definitions and details can be found in Annex B.

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and defines domestic abuse as any of the following behaviours, either as a pattern or a single incident, between two people over the age of 16 who are 'personally connected' to each other:

- a) Physical or sexual abuse
- b) Violent or threatening behaviour
- c) Controlling or coercive behaviour
- d) Economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or to obtain goods or services);
- e) Psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners, or have agreed to marry or become civil partners. Or if the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to or share a household with the abusive person. The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day: 0808 2000 247.

## **SAFEGUARDING CONCERNS AND ALLEGATIONS AGAINST MEMBERS OF STAFF OR VOLUNTEERS (WHISTLE BLOWING)**

If anyone feels that an adult in a position of trust (member of staff/supply staff/volunteer) might pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity, they should bring their concern to the immediate attention of the Headmaster, or the DSL in his absence. The matter will not be discussed with the Headmaster if he is the subject of an allegation. If the allegation is against the Headmaster then the Chair of Governors must be advised; alternatively, the member of staff should go directly to the Local Authority Designated Officer (LADO). The person at the school managing the allegation will be known as the 'Case Manager'. The Case Manager must discuss with the LADO the nature of the allegations in order for appropriate action to be taken; this should be done immediately (no longer than 24 hours after the allegation has been made). The LADOs for our area can be reached as follows:

[LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk) Tel: 0300 123 2044 or 01473 263 111

Any member of staff who raises any such concerns or makes an allegation in good faith against an adult in a position of trust will be provided with immunity from retribution or disciplinary action relating to such concerns or allegations. The LADO will provide advice and guidance to the School; their role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out by the appropriate body.

The Case Manager will need to:

- Refer to the LADO immediately and follow up in writing within 24hrs (in borderline cases, these discussions can be held informally with the LADO and without naming the individual).
- Liaise with the DSL and consider safeguarding arrangements of the child to ensure they are away from the alleged abuser.
- Contact the parents / carers if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation – do not investigate without prior consultation with the LADO / Police. Usually the accused person would be made aware of allegations at an early stage unless the advice has been not to do this.
- In cases of serious harm, the police should be contacted and informed from the outset.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in a strategy meeting or evaluation meeting.
- Advise the DBS where a member of staff has been disciplined or dismissed as a result of the allegations being substantiated.
- In the event of an accusation being made against residential boarding staff, if deemed necessary by the LADO, the School will seek to find suitable alternative accommodation for the member of staff during the period of investigation with the external agencies, although the School will make every effort to maintain confidentiality and guard against unwanted publicity up to the point where an accused member of staff is charged with an offence, or the DfE / TRA publish information about an investigation or decision in a disciplinary case.

The Case Manager should inform the accused person about the allegation as soon as possible after consulting the DSL. It is extremely important that the Case Manager provides them with as much information as possible at that time unless police or children's social care services need to be involved, in which case those agencies should be consulted first. Employers must consider whether circumstances warrant a person being suspended from contact with children at the school until the concern is resolved but options to avoid suspension should be considered before taking this action.

The 'harm' test for allegations against staff determines that anyone working in the School may have:

- . Behaved in a way that has harmed a child, or may have harmed a child;
- . Possibly committed a criminal offence against or related to a child
- . Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- . Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If an allegation is made, the School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. In accordance with The Education Act 2002 we acknowledge reporting restrictions preventing the publication of any material that may lead to the identification of an adult who has been accused by, or on behalf of, a pupil from the same school. The reporting restrictions apply until the point that the accused person is charged with an offence. The reporting restrictions are disapplied if the individual to whom the restrictions apply effectively waive their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

The following definitions will be used when determining the outcome of allegation investigations:

**Substantiated:** there is sufficient evidence to prove the allegation;

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

**False:** there is sufficient evidence to disprove the allegation;

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;

**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be malicious, false, unsubstantiated or unfounded will also not be included in any reference.

If a member of staff has a concern about another employee or if they feel that safeguarding matters are not being handled appropriately then they should follow the guidelines set out in our Whistleblowing Policy. Staff should voice their concern without any fear of recrimination. Additional guidelines on whistleblowing issued by the government can be found at: [www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing). The National Society for Prevention of Cruelty to Children (NSPCC) whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding safeguarding failures internally. Staff can visit the NSPCC [Whistleblowing Advice Line](http://www.nspcc.org.uk/whistleblowing), telephone 0800 028 0285 (8.00am – 8.00pm Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **LOW LEVEL CONCERNS ABOUT STAFF BEHAVIOUR**

A low level concern may be shared with the DSL, or with the Headmaster. The Headmaster, who is the ultimate decision-maker, may decide that the behaviour reported does not meet the threshold for referral to the LADO. Examples of behaviours may include:

- . Being over friendly with children;
- . Having favourites
- . Taking photos of children on their mobile phone, contrary to School policy
- . Engaging with a child on a one-to-one basis in a secluded area or behind a closed door

- . Using inappropriate sexualised, intimidating or offensive language
- . Humiliating pupils

The Headmaster should investigate by speaking to the person who made the report, and to the individual concerned. Staff should also be encouraged to self-refer, should they find themselves in a situation which could be misinterpreted or is potentially compromising, or they feel they have fallen below expected professional standards. should be recorded in writing, records kept, and reviewed to include consideration of any cultural issues within the School.

## **STAFF RECRUITMENT**

This section should be read in conjunction with the School's Safer Recruitment Policy.

Before confirmation of appointment, all staff (teaching and support) and volunteers who apply to work at the School will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work with children. All checks will be carried out in line with guidance issued under the DfE and Independent School Standards Regulations 2021 (ISSRs). The School ensures that at least one of the persons who conducts an interview has completed safer recruitment training. The training should cover, as a minimum, the content of guidance given in [Keeping Children Safe in Education 2023](#).

No member of staff or volunteer will start work before a barred list check has been undertaken and is clear. For teachers the same applies to Prohibition Order checks (required on teachers, instructors and coaches appointed since April 2012) and Prohibition from Governance/Leadership (Section 128 Check) for anyone appointed to senior roles or as Governors since September 2015. This will be done using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency's (TRA) [Teacher Services' web page](#).

All staff whose role at the School is classified as 'Regulated Activity', or anyone meeting the criteria outlined in Keeping Children Safe in Education 2023, will have an Enhanced DBS check. A person will be considered to be engaging in regulated activity if, as a result of their work, they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this happens only once.

For a fuller definition of 'Regulated Activity' please refer to Keeping Children Safe in Education 2023 Annex E. Volunteers working under supervision are not required to have a DBS check. For a person to be considered supervised, the supervision must be:

- by a person who is in regulated activity;
- regular and day to day; and
- 'reasonable in all the circumstances to ensure the protection of children.'

If a member of staff begins working at the School before their DBS check has been completed then a risk assessment can be undertaken, if all other checks have taken place, and the adult will be supervised whilst they are with children. In this instance, a barred list check will be required before they start supervised work. The Risk Assessment must be approved by the Headmaster.

The School should not accept a curriculum vitae on its own, but only alongside an application form. The School should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This will enable the School to identify any incidents or issues to be explored at interview.

If it becomes evident that a member of staff has been involved in a criminal activity that does not involve children, the Headteacher must consider whether a transferable risk has been created, and whether that person is suitable to work with children.



## CONTRACTORS

Any contractor, or any employee of the contractor, who is to work at the School, is subject to the appropriate level of DBS (Disclosure and Barring Service) check. Wherever possible the work of contractors will be arranged for times when pupils are not present or a system of supervision will be used. Contractors engaged in regulated activity require an enhanced DBS certificate (including a Barred List check). For all other contractors who are not engaged in regulated activity, but whose work provides them with an opportunity for regular contact with children, a DBS check (not including a Barred List check) will be required. Contractors who regularly work at school will be entered on to our Single Central Register and undergo the same level of vetting and ongoing safeguarding training as other employees.

## LETTINGS

The welfare of children and young people is with those the responsible for their care. Where external organisations are using the school's premises, hire arrangements make this clear.

The school premises are let to external parties who use the buildings, grounds and facilities for purposes such as holiday clubs and conferences. This arrangement is only ever in place during school holidays when our pupils and staff are not at school, or if there is use of the premises during term time, the activities of the lettings groups are distanced from the pupils and the pupils are closely supervised by School staff. Third parties letting the school enter into an agreement where they take full responsibility for the conduct and safeguarding of their staff and all children on the school site during this time.

## REPORTING STAFF TO THE DBS AND/OR TRA

The DSL or Headmaster will report to the DBS, within one month of leaving the School, any person (whether employed, contracted, a volunteer or student) whose services are no longer used due to he or she being considered unsuitable to work with children and the DBS referral criteria are met.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. **Failure to make a report constitutes an offence.**

'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

DBS Address:

PO Box 181  
Darlington,  
DL1 9FA

TEL: 01325 953795

The DSL or Headmaster will make a referral to the Teaching Regulation Agency (TRA) for a teacher who has been dismissed (or would have had they not resigned), and a prohibition order may be appropriate for unacceptable professional conduct or conduct that may bring the profession into disrepute, or a "conviction, at any time, for a relevant offence". Further guidance is published on the (TRA) website. Where a referral has been made to the DBS, a referral should also be made to the TRA.

Additionally, the School would report serious concerns of a safeguarding nature to the Charity Commission if we felt that we met the criteria as outlined in government guidance [How to report a serious incident in your charity](#).

## REPORTING AND REVIEW

The Governing body will undertake an annual review of the School's safeguarding policies and the efficiency with which the related duties have been discharged. In order to monitor the effective safeguarding of the School's pupils, the Governing Body will require the Headmaster or Governing Body representative to submit a termly report on safeguarding issues within the school. This report will **not** reveal details of any individual children or families. The safeguarding policy is reviewed annually by the Governing Body, in order to keep it up to date with local and national guidance / legislation. The day-to-day organisation and carrying out of the policy will be reviewed by the Safeguarding Committee each term. The governor for safeguarding is the Chairman of the Safeguarding Committee, which meets termly. Any remediation of deficiencies in the policy should be discussed with the DSL and Headmaster in the first instance before any changes are made, and this should be done without delay. The DSL and Governor for Safeguarding meet each term prior to the Governing Body coming together.

## ONLINE SAFETY

The DSL has overall responsibility for online safety. The DSL is supported in this role by the Online Safety Lead: David Horton (Head of Digital Strategy) and the Deputy Online Safety Lead. All staff will be trained in the importance of online safety, and in teaching children how to stay safe online.

In our efforts to teach children about safeguarding, we teach pupils how to stay safe and behave online and we follow DfE guidance [Teaching online safeguarding in schools](#) as well as UKCIS guidance [Education for a connected world framework](#). Pupils receive regular assemblies, ICT lessons, Life Skills lessons and outside speakers to develop a proactive approach to Online safety.

The Online Safety Lead is suitably trained and experienced to deliver online safety training to all staff, volunteers and parents.

The School recognises that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. We believe that an effective approach to online safety will empower us to protect and educate our whole school community in their use of technology and establish mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

**content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

**contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

**conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

**commerce:** the child as consumer; identity theft, fraud, phishing, gambling, sexualized images

Staff concerns over children's use of ICT equipment must be reported, if, for example, a child is spending too much time online, on an iPad or PC or is overly defensive or secretive about their usage of electronic devices.

The use of mobile phones is strictly controlled. Only full boarders may have a phone in school and that must be handed in to the Boarding staff, who will restrict its usage.

Staff should not use their own mobile phone or other device to take pictures or videos of the pupils in their care.

## **DIGITAL SAFEGUARDING – including mobile phones / iPads and cameras**

Digital safeguarding considers the use of both the fixed and mobile devices with an appropriate Internet connection, iPads, PCs, laptops, webcams, digital video equipment, mobile phones, camera phones, personal digital assistants, gaming devices and portable media players. It will be revised to incorporate new and emerging technologies as they appear.

All Online safety incidents within the School must be reported to the Online Safety Lead or the DSL on the School's Safeguarding Incident Reporting Form. The Online Safety Lead will share concerns brought to their attention with the DSL immediately.

Signing agreements: parents will be required to give consent for children to have their photographs taken and then published. Procedures will be observed, as they are for giving consent for other aspects of school life. A termly list will be circulated of any parent who does not grant permission.

General use of the Internet: children using the Internet will normally be working in the classroom, during lesson time and will be supervised by an adult. All pupils will be encouraged to tell a member of staff immediately should they encounter any material that makes them feel uncomfortable. Pupils should not be unattended in the computer rooms.

Filters: We have Internet filters – Lightspeed Relay - and monitoring systems in place to limit children's exposure to unsuitable online material. These filters and monitoring systems also play a role in the measures we take to meet the requirements of our Prevent Duty. The governing body is responsible for reviewing the effectiveness of any filters and monitors in place. Whilst filtering and monitoring are an important part of our online safety measures, this is only one part. We also strive to ensure that we do not "over block" access to online material, which could lead to unreasonable restrictions to what children can be taught.

Keeping Children Safe in Education 2023 has reinforced some principles regarding filtering and monitoring systems. Governors are responsible for reviewing the effectiveness of filtering and monitoring systems, for reviewing the DfE's standards, and for supporting the DSL in ensuring staff training is up to date, including online safety.

They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK.

## **Reviewing online safety**

Technology, and risks and harms related to it, evolve, and change rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.

Staff training: Online safeguarding training for staff is integrated with the regular safeguarding training that all staff are required to undertake and it is considered to be a part of our overarching safeguarding approach.

Any personal or contact information for pupils will not be made available without permission. Social networking is blocked through the use of web filtering.

## **iPads**

Every pupil from Years 3 to 8 has their own iPad and it is recognised that the use of iPads requires careful monitoring. The School follows guidance issued in Annex B of Keeping Children Safe in Education 2023 and ensures that appropriate filters and monitoring systems are in place. Our approach is to teach children to make sensible choices online and to learn to 'self regulate' their online behaviour. Every child is required to sign a contract agreeing to rules for using iPads. Pupils must only use iPads when supervised by a member of staff and must recognise that iPads are intended as an educational tool and not for recreational use. If individuals misuse their iPads then the device is placed on 'Restricted Mode' where the Internet cannot be accessed for a set period of time and the school reserves the right to disable the email capability of a device if it is deemed necessary to protect the interests of the child or children concerned. A record is kept of all pupils who have misused their iPad so that patterns of repeated misuse can be tracked and managed in line with our Behaviour Management Policy.

The Department for Education has issued some interim guidance regarding the use of generative artificial intelligence (AI), including large language models (LLMs) like ChatGPT or Google Bard, in the education sector. To summarise:

- The education sector must continue to protect its data, resources, staff and pupils, in particular:
  - o Personal and sensitive data must be protected and therefore must not be entered into generative AI tools.
  - o Education institutions should review and strengthen their cyber security, particularly as generative AI could increase the sophistication and credibility of attacks.
  - o Education institutions must continue to protect their students from harmful content online, including that which might be produced by generative AI.

## **MOBILE PHONES AND CAMERA POLICY**

### **Pupils:**

- The use of mobile phones in school by pupils on a day to day basis is strictly prohibited. Any phones brought in must be handed in immediately to the school office.
- Full boarders are allowed a mobile phone, but this must be handed in to the boarding staff to look after and handed out at agreed times.
- Pre-Prep and EYFS pupils do not need mobile phones.
- Confiscated phones will be returned to parents only.

### **Staff:**

Under no circumstances should staff take pictures of pupils on their own personal mobile phones / cameras or other electronic devices – not adhering to this policy could lead to disciplinary action.

Staff may take photographs of the pupils under the following conditions only:

- with written parental consent (as above)
- using a school camera, or a school memory card in a personal camera or with specific permission from the Headmaster
- for the purpose of learning journeys in Early Years
- for marketing purposes only
- staff must not store pictures on personal computers

## **MOBILE PHONE AND CAMERA POLICY IN EYFS SETTING (“THE SETTING”)**

**Orwell Park School recognises that staff and volunteers may wish to have their personal mobile phones at work for use in the case of an emergency.**

**However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones have the potential to be used inappropriately and therefore the setting management has implemented the following policy:**

- Personal mobile phones and cameras should only be used outside of working hours and not whilst children are present.
- Personal mobile phones and cameras should be stored safely in staff possessions.
- In very unusual circumstances, such as a family emergency, staff and volunteers should seek permission from the Pre-Prep Head to use their mobile phone during the school day.
- If a staff member or volunteer must use their mobile phone (see above) this should be away from the children and ensuring that staff supervision levels are not compromised.
- Staff or volunteers who ignore this policy and use a mobile on the setting premises without permission may face disciplinary action.
- The School classroom telephones within the setting can be used for emergencies by staff or volunteers or by people who need to contact them.
- In circumstances such as outings and off site visits, staff will agree with the Headmaster or EVC, the appropriate use of personal mobile phones in the event of an emergency.

- Where there is a suspicion that the material on a mobile phone may be unsuitable and may constitute evidence relating to a criminal offence, the School Safeguarding Policy will be followed in conjunction with the staff disciplinary procedures.
- Staff, pupils or volunteers remain responsible for their own property and will bear the responsibility of any losses.
- Only the camera and recording equipment belonging to the setting may be used to take appropriate and relevant images of children, i.e. observations, photographs of setting events.
- Images must be used in accordance with the Data Protection Act 1998.
- Cameras/recording equipment should only be used where two or more staff members are present.
- It is not appropriate to take photographs of bruising or injuries on a child for child protection concerns. In these cases, the Safeguarding Recording Form should be used – see DSL or one of the Deputy DSLs.
- UNDER NO CIRCUMSTANCES SHOULD STAFF WITHIN THE SETTING USE THEIR OWN PERSONAL MOBILE PHONE OR CAMERAS OR OTHER ELECTRONIC DEVICES TO TAKE PICTURES OF PUPILS.
- 

**USEFUL CONTACT NUMBERS:**

DSL (Pastoral Deputy Head):	<a href="mailto:martinobrien@orwellpark.org">martinobrien@orwellpark.org</a> 01473 653295 / 07964 543718
Deputy DSL (EYFS)	<a href="mailto:vikkiwiggins@orwellpark.org">vikkiwiggins@orwellpark.org</a> 01473 653300 / 07977 154 861
Deputy DSL (Head of Middle School)	<a href="mailto:helencarrington@orwellpark.org">helencarrington@orwellpark.org</a> 01473 659225 / 07545 818 431
Deputy DSL (Head of Learning Support)	<a href="mailto:sarahhowell@orwellpark.org">sarahhowell@orwellpark.org</a> 01473 653286 / 07726 790072
Governor with responsibility for Safeguarding:	<a href="mailto:williamrdavidson@hotmail.co.uk">williamrdavidson@hotmail.co.uk</a> 01223 508994 / 07940 310314

**IF YOU HAVE AN IMMEDIATE CONCERN CALL CUSTOMER FIRST: 0808 800 4005**

The line is open from Monday to Friday 8.00am – 6.45pm. Out of hours, your call will be diverted to the Emergency Duty Service, who will handle calls that can't wait until the next working day.

Email: [customer.first@suffolk.gov.uk](mailto:customer.first@suffolk.gov.uk)

**IN AN EMERGENCY TELEPHONE 999 AND CONTACT THE POLICE.**

Customer First

PO Box 771

Needham Market

Suffolk

IP6 8WB

Tel: 08456 066 067

SUFFOLK POLICE: 01473 613 500 OR 101

Child Exploitation and Online Protection Agency: [www.ceop.police.uk](http://www.ceop.police.uk)

## APPENDIX I

### **The Role of the Designated Safeguarding Lead (DSL)**

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

### **Deputy Designated Safeguarding Leads (DDSL)**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

### **Manage referrals**

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the Suffolk Safeguarding Partnership as required;
- support staff who make referrals to the Suffolk Safeguarding Partnership;

- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### **Work with others**

The designated safeguarding lead is expected to:

- act as a point of contact with the Suffolk Safeguarding Partnership;
- liaise with the Headmaster to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

### **Training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and Suffolk Safeguarding Partnership referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, including mental health needs, those with special educational needs, young carers, and those known to Social Services;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.



- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

The designated safeguarding lead should:

- ensure the school's or college's Safeguarding (child protection) Policy is known, understood and used appropriately;
- ensure the school's or college's Safeguarding (child protection) Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the Safeguarding (child protection) Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

### **Child protection records**

We use an electronic safeguarding management system, MyConcern. All concerns raised by staff will now be made through this electronic system. Paper files already existing will be retained until such time that they need to be passed on when a pupil leaves us and goes to their next school.

Where children leave the school or college the designated safeguarding lead should ensure their child protection records are transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection records, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child joining them.

For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

## **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

## APPENDIX 2

### **Staff Code of Conduct**

This Code of Conduct should be adhered to by all members of staff and volunteers who work with, or have access to, children at Orwell Park School. Please note that this also applies to visiting staff such as music peripatetics, sports coaches, activity staff and other education and health specialists.

#### **I. OVERVIEW**

Relationships amongst staff and with pupils at Orwell Park School are friendly and mutually respectful. The School seeks to provide a safe and supportive environment that ensures the wellbeing and best outcomes for all pupils and supports our aims and values.

The Staff Code of Conduct has been formulated in order to maintain this balance by:

- clarifying the professional responsibility of all staff, teaching and non-teaching;
- giving clear advice about what constitutes illegal behaviour and what might be considered as misconduct; and
- establishing expectations of standards that all staff must maintain when carrying out school business or representing the School in any circumstance.

The School recognises that it has a duty of care towards its employees to provide a safe working environment for staff. It is intended that this guidance will help ensure that staff maintain the safest possible working practice and thereby safeguard all pupils in their care as well as safeguard themselves against accusations of improper or unprofessional conduct.

Specifically, staff should be aware that:

- allegations of unprofessional conduct or improper contact can arise at any time;
- professionalism and vigilance are required in order to ensure the safety of children in our care and to reduce the risk of an allegation of impropriety against a member of staff;
- forming inappropriate relationships with children or young people who are pupils at another school may also be regarded as gross misconduct.

#### **2. STANDARDS OF PERSONAL BEHAVIOUR**

## **2.1 EQUALITY OF OPPORTUNITY**

The School seeks to promote inclusivity and values diversity and equity. It also seeks to ensure that the work environment for its employees is supportive, and one where individual respect is shown to all. All members of staff and pupils, regardless of their age, gender, race, ethnic background, culture, (dis)ability, sexual orientation, age, religion, socio-economic status or any other factor will be supported and encouraged to perform to their potential.

## **2.2 HARASSMENT AND BULLYING**

To secure an environment in which pupils and members of staff are able to flourish and to achieve their full potential, the school is committed to ensuring that everyone is able to work and to participate in the life of the school without fear of harassment, bullying or intimidation. Everyone in the school has a part to play by ensuring that their own behaviour, whether intentional or unintentional, does not constitute harassment. The school will take action against inappropriate behaviour that shows lack of respect for others or which leads people to feel threatened.

## **2.3 HEALTH AND SAFETY**

The School places a high priority on providing a safe working and learning environment and will act positively to minimise the incidence of all workplace risks as required by the Health and Safety at Work Act 1974 and other associated legislation. All activities should be carried out with the highest regard for the health and safety of employees, students, visitors and the public. Our aim is excellence in health and safety, by means of continuous improvement of standards, and the comprehensive use of risk assessments so as to systematically remove the causes of accidents/incidents and ill-health. This, together with more specific aims and objectives, reflects the School's commitment to promote employee wellbeing. See the Health and Safety policy for further information.

## **2.4 RELATIONSHIPS WITH OTHER MEMBERS OF STAFF AND OTHER CLIENTS AND CUSTOMERS OF THE SCHOOL**

The School does not concern itself with the private lives of its staff unless they affect its effective operation or its reputation.

Members of staff who are relatives or who have a close personal relationship should not normally have a supervisory, assessing or authorising relationship with each other.

Employees must inform their line manager if they have a close personal relationship with another employee or a client or customer of the School that could be considered by colleagues, pupils or others, as impacting on the way they conduct themselves at work.

All staff, irrespective of job role, should be polite, helpful and professional towards each other. They should seek to be considerate and courteous at all times, even on occasions when there may be differences of opinion or challenge.

## **2.5 PERFORMANCE**

The School expects individuals to follow all reasonable rules and instructions given by those supervising or managing their activities and/or work areas.

## **2.6 ATTENDANCE AND TIMEKEEPING**

Should a staff member need to be absent or expect to be late for any reason, he/she should contact the Deputy Head Academic in advance when possible. If this is not possible, he/she is asked to contact the Deputy Head Academic at the earliest opportunity.

## **2.7 USE OF LANGUAGE**

Staff must ensure that they use appropriate language at all times. Staff must:

- avoid shouting at pupils and should seek to deal with disciplinary matters in a calm, reasonable, consistent and measured fashion.
- avoid words or expressions that have any unnecessary sexual content or innuendo;
- not use language that could be considered racist, sexist or homophobic;
- not use language that promotes extreme political ideas or that promotes any form of radicalisation;
- avoid any words or actions that are over-familiar;
- not swear, blaspheme or use any sort of offensive language in front of pupils; and understand that the use of sarcasm or derogatory words should be avoided when disciplining pupils and unprofessional comments about anyone must also be avoided;
- Staff must not make suggestive or inappropriate remarks to or about a pupil, even in fun ('banter'), aimed at things such as: race, gender, size, hair colour, accents, individual name.

## **2.8 SMOKING**

The School is a non-smoking site and staff must observe the School's policy on smoking.

## **2.9 MISUSE OF DRUGS AND ALCOHOL**

Staff must not drink alcohol during the normal school-working day, though it may be consumed in moderation at social events, where pupils and parents may be present.

The consumption of alcohol on trips is permitted in moderation but at least two members of staff must not drink any alcohol in case of emergency. Drivers must not consume alcohol under any circumstances.

It is a disciplinary offence to be on School premises and/or carrying out official duties when under the influence of non-medically prescribed drugs.

## **2.10 GAMBLING**

Gambling activities must not be conducted on School premises; discretion may be used in relation to small raffles for charitable purposes, national lottery syndicates, occasional sweepstakes etc.

## **2.11 CONDUCT OUTSIDE WORK**

The School does not seek to dictate how employees conduct themselves in their personal lives outside work. However, unlawful, anti-social or other conduct by employees that may jeopardise the School's reputation or position will be dealt with through the School's disciplinary procedures. In particular, a member of staff accused of a criminal offence is expected to inform the School at the earliest opportunity and failure to do so may be a disciplinary offence. Staff are also required to inform the School of any circumstances that may affect their the vetting status or childcare barring status as soon as this occurs.

Staff are required to exercise due care in their use of social media and to act in an appropriate and professional manner; inappropriate comments, images or conduct could result in disciplinary action being considered.

## **2.12 DRESS CODE**

Staff are expected to dress in a professional and appropriate manner. Please see our Staff Dress Code found in the Staff Handbook and on the extranet.

## **2.13 USE OF MOBILE PHONES AND CAMERAS**

Staff must not use any personal electronic devices (mobile phones, personal cameras, iPads or similar) to take pictures of pupils.

# **3. GUIDELINES ON THE PREVENTION OF ALLEGATIONS OF ABUSE**

## **3.1 PHYSICAL CONTACT WITH PUPILS**

Staff are not allowed to administer corporal punishment of any kind and should avoid physical contact. This includes kissing and touching a child in a way which may be considered indecent or inappropriate. Under certain circumstances, the use of restraint may be necessary, but then minimum force should be used and hands/arms must not be placed around the neck (please refer to Positive Handling Policy for further information and to DfE guidance Use of reasonable force – Advice for headteachers, staff and governing bodies. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL/Headmaster who will decide what to do next. Where this relates to the School's Nursery/EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

## **3.2 PHYSICAL EDUCATION AND OTHER ACTIVITIES REQUIRING PHYSICAL CONTACT**

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games or performing arts, or who

offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

### **3.3 ONE TO ONE SITUATIONS**

Staff working in one to one situations with children and young people are more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

Staff should:

- avoid meetings with pupils in remote or secluded areas of the School;
- ensure there is visual access or an open door;
- inform other staff of the meeting beforehand, assessing the need to have them present or close by; and
- always report any concerns to a senior colleague.

Any member of staff who feels that they may be at risk of being accused of behaving inappropriately, for instance in the changing rooms, should request the presence of another member of staff and report any concerns to the DSL immediately.

Staff must maintain appropriate professional relationships with pupils in all contexts and are reminded that it is a criminal offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual.

If a pupil makes any accusation regarding a member of staff, this must be reported to the Headmaster immediately.

### **3.4 INTIMATE CARE**

Staff must not accompany a child to the toilet unless another adult is present unless it is an emergency, in which case another adult should be informed of the situation. EYFS staff, where possible, should not accompany a child to the toilet unless another adult is present; however, this is not always possible, particularly at meal times – where this is the case, staff should inform another adult.

### **3.5 TRANSPORTING PUPILS**

Staff should avoid taking a child alone in a car, no matter how short the journey. A taxi should be ordered if no other adult is available. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the Headmaster should be consulted e.g. matrons taking pupils to hospital / doctor's appointments.

### **3.6 STAFF/PUPIL ACCOMMODATION**

Pupils should not visit staff accommodation unaccompanied unless specifically agreed in writing by the DSL or the Headmaster.

Staff must not allow pupils to stay in their homes overnight unless there is a friendship between a pupil and the child of a member of staff. In these cases, all such arrangements must be made with full parental consent. Where accommodation is provided by the School, the agreement of the Head of Boarding is also required.

Staff entering boarding accommodation (dorms) must always knock or at least make it very clear that they are entering a dorm during times when boarders may be getting changed 7-8am and 7-9pm –staff should respect the privacy of the boarders.

### **3.7 COMMUNICATION WITH PUPILS INCLUDING THE USE OF SOCIAL MEDIA**

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the School's telephones and email using the School system. Staff should be aware that it is not appropriate to use social media to communicate directly with pupils.

## **4. FINANCIAL PROBITY**

### **4.1 SELF-EMPLOYMENT, OTHER EMPLOYMENT OR CONSULTANCY WORK**

The School understands that these types of opportunities can bring benefits to the School as well as to individual members of staff. All staff proposing to undertake self-employment, other employment or consultancy work must secure approval from the Headmaster and ensure that the proposed work is not detrimental to the School's aims and objectives. The use of school property, including school educational resources, for personal gain is not permitted.

### **4.2 INTELLECTUAL PROPERTY**

You are required to inform the School immediately of any invention, improvement, discovery, process, design or copyright which you create or obtain whilst in the School's employ or as a consequence of it. This will become the absolute property of the School except as otherwise stated by statute. You irrevocably waive all moral rights under the Copyright, Designs and Patents Act 1988 in any existing or future works created by you.

### 4.3 FINANCIAL REGULATIONS

The School's financial regulations create a framework of financial controls within which the staff of the School must operate. These regulations are designed to protect the School and individual members of staff. Failure to comply with these regulations may lead to the loss of assets, significant delays in payments to employees and suppliers, and additional work for colleagues.

On an annual basis the School works with reputable sector specialists to arrange appropriate insurance cover for its staff, pupils and activities; the insurance cover does not extend to liability for personal possessions or staff vehicles which are brought onto site.

Employees must not accept gifts or hospitality that could give rise to a suspicion that they have a conflict of interest or have been influenced in a decision. Breaches of the regulations will normally be a serious disciplinary offence. Please see the Anti-Bribery Policy, available on the extranet.

### 4.4 CONFLICTS OF INTEREST

The highest standards of behaviour are also expected in all areas of school life, especially where individuals are in positions to make decisions that may have significant impact on others. In all such cases it is important that decisions are taken in a fair and balanced way that can withstand external scrutiny. Conflicts of interest should be identified so that individuals are not involved in decisions where their actions could be seen as biased. Staff responsible for significant budgets may be required to complete a "declaration of pecuniary interest" by the Bursary.

### 4.5 ACCESS TO CONFIDENTIAL INFORMATION

Although the School strives to conduct its business in an open fashion there will be times when individuals, through their positions as members of committees, selectors/recruiters, line managers etc., become aware of confidential information, either about other individuals or in connection with the School's commercial/academic activities. Individuals should be aware of the need to keep such matters confidential and to respect the proper channels of communication for such information.

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

Staff are also asked to be very careful when communicating either internally or externally in order to avoid inadvertent disclosure of personal information about a pupil, or a member of staff to a recipient or 3<sup>rd</sup> party. If such an incident occurs it should be reported to the Bursar or member of SMT as soon as possible with outline details of the incident; the School data protection Policy contains further guidance on this.

For specific guidance on the disclosure of any child protection related issues, please see the School's Safeguarding Policy.



## 4.6 PRIVATE TELEPHONE CALLS

Employees may use School telephone facilities to make occasional private calls for essential or emergency matters. Private international calls are not permitted without prior authorisation by the Bursar.

## 4.7 USE OF IT EQUIPMENT, INTERNET AND SOCIAL MEDIA

Employees must keep the use of School internet facilities for personal matters to a minimum and only during lunch breaks or after contracted hours.

## 5. PROCEDURES

### 5.1 REPORTING SAFEGUARDING CONCERNS ABOUT ANOTHER STAFF MEMBER

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then:

- this should be referred to the Headmaster
- where there are concerns/allegations about the Headmaster, this must be referred to the Chair of Governors

### 5.2 REPORTING LOW LEVEL CONCERNS

As part of our whole school approach to safeguarding, we wish to promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college are dealt with promptly and appropriately.

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 allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone or other device;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared with the Headteacher. Ensuring they are dealt with effectively should also protect colleagues from potential false allegations or misunderstandings.

Colleagues are also encouraged to self-report in such circumstances. This is meant to be part of a supportive and transparent culture rather than focusing on disciplinary procedures.

### **5.3 RAISING MATTERS OF CONCERN-WHISTLEBLOWING**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime and know that such concerns will be taken seriously. This is known as 'Whistleblowing'. They can voice their concerns without any fear of recrimination.

The NSCCC have a Whistleblowing advice line, which can be contacted on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **5.4 ACTION IF A PUPIL IS MISSING**

Please refer to the Supervision of Pupils and Missing Child Policy (available on the website and the extranet). A record is kept by the School of any instances in which a pupil is missing from School without satisfactory permission and documentation, including the action taken and the pupil's explanation.

### **5.5 COMPLAINTS**

Copies of the School's Complaints Procedure (for parents and pupils) is available on the website and can be sent to any parent on request. Any complaint arising from the implementation of this code will be considered under the School's Complaints Procedure.

### **5.6 BREACHES OF THIS CODE**

This code of conduct has been drawn up to provide a source of guidance to the School's employees. It is not a contractual document and can be amended at any time by the School. All staff must comply with both the provisions of this code and the School's policies and procedures, breaches of which will be taken seriously and may result in disciplinary action up to and including dismissal.

Staff are also reminded that this code of conduct is not exhaustive. The School's primary duty is towards the welfare of pupils and its staff. Individuals are encouraged to take a common sense approach towards their conduct. Any staff member who has a concern or is unsure about an event that has arisen should discuss the matter with a senior colleague as soon as possible.

## **APPENDIX 3**

### **Orwell Park School - Universal Staff Internet Usage Code of Conduct**

**All staff (teaching, support and Gap Students) must observe the following codes of conduct:**

1. Keep passwords secure and do not share them with another user.
2. Staff must not use another user's password.
3. Staff must not access inappropriate sites such as sites containing pornography, gambling, anti-Semitic, homophobic articles / images / information. Should this inadvertently happen, they must report the incident immediately to the Headmaster or DSL.
4. Staff must not exchange any personal information or files with pupils, and should not do so with former pupils until they are 18.
5. Staff must not enter into any relationship with pupils or former pupils until they are 18 on any social networking site, such as Facebook or MySpace.
6. Only use school email addresses when contacting pupils and parents.
7. If logged in an inappropriate way on social media sites, the Headmaster or DSL must be informed as soon as possible.
8. Use the Internet for school and personal interests where these do not conflict with the ethos and interests of the school.
9. Not use the school's Internet facility for financial gain for sites such as gambling.
10. Recognise a duty to protect the safety of pupils in the use of the Internet and encourage the children to adopt safe working methods.
11. Not browse, download or send material that could be considered offensive to colleagues.
12. Report any accidental access to inappropriate materials to the DSL.
13. Respect copyright and intellectual property rights.
14. Ensure that personal information about pupils and staff members is kept confidential and not revealed through any digital communication.
15. Only open email attachments from known authors.
16. Not publish images of children taken at school events on the internet except for when permission from parents / carers has been received.
17. Photographs of pupils will not be taken on personal mobile phones.
18. Understand that all Internet usage will be logged and this information could be made available to Senior Management in the event of disciplinary action.
19. Agree and accept that any computer or laptop loaned to them by the School is provided solely to support their professional responsibilities and they will notify the school of any "significant personal use" as defined by HM Revenue & Customs. School laptops will not be used by family members.

**FAILURE TO COMPLY WITH THE INTERNET USAGE CODE OF CONDUCT MAY LEAD TO DISCIPLINARY ACTION.**

## APPENDIX 4

### Safeguarding Induction for all new staff

New staff will be:

- 1) Required to undertake a session with the DSL (or a Deputy DSL) on the process of Safeguarding and Child Protection at Orwell Park.
- 2) Given a copy of the Safeguarding and Child Protection Policy. They are instructed to read this, to ask any questions and, when satisfied, to sign that they have read and understood the policy.
- 3) Given a copy of the Staff Code of Conduct and Internet Usage Agreement.
- 4) Given a copy of *Keeping Children Safe in Education 2023, Part 1 and Annex B*.
- 5) Given a copy of our Behaviour Policy
- 6) Made aware of safeguarding responses to children who go missing from education
- 7) Made aware of the identity of the DSL and Deputy DSLs and their roles.
- 8) Given a copy of *My School's Procedures: What I have learnt*, asked to complete this form and submit it to be kept on record.

**My School's Safeguarding Procedures: What I have learnt during my induction.**

MEMBER OF STAFF'S NAME: .....

*You must receive Safeguarding training regularly as directed by the DSL, although there will be regular updates and reminders during INSET and staff meetings.*

As part of your safeguarding induction, you should be able to answer the following questions:

1) The four categories of abuse are:

A).....B).....

C).....D).....

2) What legislation from 2023 does this summary of safeguarding apply to?

K.....

3) Name the Designated Safeguarding Lead and the Deputy DSLs at Orwell Park

.....  
.....  
.....  
.....

4) Where would you find a Safeguarding Incident Report Form in the event of a disclosure?

.....

5) What is meant by the Prevent Duty?

.....

6) How would you recognise a child suffering from Neglect?

.....  
.....  
.....

7) Have you read and understood the universal Staff Code of Conduct and Internet Usage Agreement?

YES / NO

8) Can you name the governor responsible for Safeguarding?

.....

9) Where can you locate the Safeguarding Policy?

.....

Please remember that Orwell Park takes Safeguarding extremely seriously. You must always have in your mind **'IT COULD HAPPEN HERE'**.

**REPORT ANY CONCERNS REGARDLESS OF THE PERCEIVED MAGNITUDE – SOMETHING THAT STARTS VERY SMALL COULD ESCALATE INTO A SERIOUS SAFEGUARDING ISSUE IF NOT REPORTED. IF IN DOUBT, REPORT IT!**

Signed by ..... Print ..... Date

.....

Mentor or DSL Signature.....

Date .....

*(this should be added to the member of staff's induction file)*

# FLOWCHART FOR ORWELL SAFEGUARDING REFERRAL

## Concerns

*Suspicion/allegation of abuse by: child disclosure, observation,  
report by another person, anonymous communication*

**RECORD Sign and Date**

## Consult

*You can look at the Safeguarding Policy on the extranet for advice. If you are at all concerned - speak to the DSL (Martin O'Brien) or a Deputy DSL (Vikki Wiggins / Sarah Howell/Helen Carrington/Tristan King). All can speak informally with Suffolk Children Safeguarding Board.*

**IMPORTANT: Any consultation should not delay a referral**

**RECORD Sign and Date**

## Action

**DO NOT INVESTIGATE**

*Refer to Suffolk Children Safeguarding Board and/or Police. The DSL would usually make the referral but all staff can refer. Parents and carers should be advised that you are doing this unless this might put the child at risk or cause any delay in referring.*

**RECORD Sign and Date**

## Confirm

**DO NOT INVESTIGATE**

*Verbal referrals must be followed by a written referral within 24 hours*

**REMEMBER**

**DO NOT DELAY - CHILDREN'S SOCIAL CARE AND POLICE ARE ALWAYS AVAILABLE**

## Telephone Numbers:

### Suffolk Safeguarding Partnership:

Customer First: 0808 800 4005

Open from 8.00am - 6.45pm

Outside working hours you will be directed to the Emergency Duty service.

**Suffolk Police: 01473 613 500**

**IN AN EMERGENCY DIAL 999**

SUFFOLK'S GUIDANCE AND PROCEDURES FOR  
SAFEGUARDING CHILDREN ARE AVAILABLE

@ [WWW.SUFFOLKSCB.ORG.UK](http://WWW.SUFFOLKSCB.ORG.UK)





**SAFEGUARDING INCIDENT OR CONCERN REPORTING FORM**

NB: From September 2019 staff are encouraged to submit safeguarding concerns electronically through MyConcern. However, we acknowledge that there may be times where a member of staff still needs to complete this form by hand and this is acceptable.

**Your full name :**.....

**Your position:**.....

**Today's date:**.....

**Current time:**.....

**Name of pupil :**..... **Child's sex : MALE / FEMALE**

**Age of pupil :** .....

**Time and Date of disclosure**

.....

**Nature of incident / disclosure**

**Are you reporting your own concerns?                      YES        /        NO**

**If you answered NO – please record the name of the person who reported the concerns**

.....

**Report the facts as you observe them (including any visible injuries / behaviours – do not give your opinion)**

.....  
.....  
.....  
.....  
.....

**Report the account of the person making the disclosure using their exact words where possible. Make a clear distinction between fact and opinion (use a separate sheet if necessary and attach to this form)**

.....  
.....  
.....  
.....  
.....  
.....

**Detail any witnesses to the accounts above:**

.....

**Detail what actions have taken place so far:**

.....  
.....  
.....

**Have the parents been contacted?    YES /    NO**

**if YES, please record what has been said:**

.....

Follow up by DSL
------------------

All forms must be given to the DSL, Martin O'Brien or, in their absence, one of the Deputy DSLs, Vikki Wiggins, Sarah Howell, or Helen Carrington.

Suffolk's Safeguarding Partnership (SSP)

Customer First

PO Box 771 Needham Market Suffolk IP6 8WB

Tel: Customer First    0808 800 4005

Email: [customer.first@suffolk.gov.uk](mailto:customer.first@suffolk.gov.uk)

Suffolk Police: 01473 613 500 or 101

## APPENDIX 5

### **Safeguarding arrangements during the Coronavirus outbreak**

During any time of school closure and remote teaching, we continue to regard the safeguarding of pupils as our top priority and do everything possible to ensure their wellbeing and safety. The principles and procedures set out in our Safeguarding and Child Protection Policy continued to apply as far as possible and we continue to follow guidance set out in [Keeping Children Safe in Education 2023](#). This appendix to the policy aims to provide further information about specific issues relating to any temporary closure of the School.

In producing these guidelines, we have followed Government advice as found in the following document [Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)

As well as following advice from central government, we have also received guidance from the Suffolk Safeguarding Partnership (SSP) who urge us to be mindful of the following:

- We should speak to families regarding any difficulties they may be experiencing due to spending more time together than usual, and signpost them to where they can receive additional support. We should help them to regulate their stress responses and recognise the emotional impact this is having on society.
- We should remain vigilant for the signs and indicators of abuse, including neglect and domestic violence and raise any safeguarding concerns in line with our normal procedures.
- If staff suspect that a child or young person is being, or is at risk of being significantly harmed as a result of abuse or neglect, they must report this immediately to a member of the DSL team.
- People rarely live in complete isolation and therefore we need to understand the needs of the wider family when we are working with a child, parent or adult, talking more, continuing to effectively work together and making sure that all the people working with children, young people and adults in a family, plan and coordinate their work. During this time of social distancing, this will need to be adapted using families' social media links.
- Whilst using online methods to keep in contact with children, young people and families, we must operate according to school guidelines (as given later in this document) and in a safe and appropriate manner.

#### **Early Help**

Although pupils are not attending school as normal, we continue to offer pastoral support as effectively as we possibly can. Every pupil has a Form Teacher or a Tutor and this member of staff will continue to be the primary point of contact for matters relating to welfare as well as academic issues. Your child will register with their Form Teacher / Tutor every morning as well as having opportunities during the week to discuss things in more depth. Pupils, parents and staff are encouraged to make contact with the Form

Teacher / Tutor at the earliest opportunity if they have any concerns at all so that support can be put in place without delay.

There has been much discussion during recent years about the importance of maintaining good mental as well as physical health. Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils whilst they are working in isolation at home.

Government guidance on mental health and behaviour in schools sets out how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways and can be an indication of an underlying problem. Support for pupils and students in the current circumstances can include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services if necessary.

## Reporting Concerns

If any member of the Orwell Park community has a safeguarding concern regarding a pupil, they should share and report their concern in the same way as they normally would and as detailed in our Safeguarding and Child Protection Policy. Ideally, staff would use our electronic reporting system MyConcern and this will alert the DSL team immediately.

The DSL team can also be contacted at any time if you wish to share a concern about a child.

DSL (Martin O'Brien)

[martinobrien@orwellpark.org](mailto:martinobrien@orwellpark.org)

07964 543 718

Deputy DSL (Vikki Wiggins)

[vikkiwiggins@orwellpark.org](mailto:vikkiwiggins@orwellpark.org)

07977 154 861

Deputy DSL (Helen Carrington)

[helencarrington@orwellpark.org](mailto:helencarrington@orwellpark.org)

07545 818 431

Deputy DSL (Sarah Howell)

[sarahhowell@orwellpark.org](mailto:sarahhowell@orwellpark.org)

07726 790072

**IF YOU HAVE AN IMMEDIATE CONCERN CALL CUSTOMER FIRST: 0808 800 4005**

The line is open from Monday to Friday 8.00am – 6.45pm. Out of hours, your call will be diverted to the Emergency Duty Service; who will handle calls that can't wait until the next working day.

Email: [customer.first@suffolk.gov.uk](mailto:customer.first@suffolk.gov.uk)

**IN AN EMERGENCY TELEPHONE 999 AND CONTACT THE POLICE.**

SUFFOLK POLICE: 01473 613 500 OR 101

Child Exploitation and Online Protection Agency: [www.ceop.police.uk](http://www.ceop.police.uk)

### **Concern about adults**

If a member of staff has a safeguarding concern relating to a member of the school staff then this should be discussed with the Headmaster, Adrian Brown, who can be contacted on [headmaster@orwellpark.org](mailto:headmaster@orwellpark.org). There should be another reference 'low level concerns' here.

### **Children Missing Education**

During times of forced school closure, we continue to be responsible for identifying pupils who are missing education and so every pupil is expected to register with their nominated member of staff each morning. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

We will always investigate if we have concerns that a pupil is missing education. Where possible, we hold more than one emergency contact number of pupils in order to have additional options for contacting a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. We aim to communicate effectively with parents if we have any concerns about a child's access of remote teaching and, if need be, we will liaise with the Suffolk Safeguarding Partnership to ensure that our pupils are safe and receiving suitable education.

### **Transfer of records**

During times of remote teaching and learning, it remains vital that safeguarding records are shared between schools when pupils leave Orwell Park or if they join us from another school. The DSL will contact the future schools of all children who leave us and he will contact all previous schools of our new

pupils with a request that they share any safeguarding information that they may hold. We will also continue to update the Child Missing Education team at the Local Authority whenever a pupil leaves us and to inform them of the destination school.

### **Children of Critical Workers (applicable during whole lockdown)**

The government requested that parents keep their children at home wherever possible during lockdown, and for schools to remain open only for children who are vulnerable or for those children of workers critical to the COVID-19 response who absolutely need to attend.

Critical workers are defined as parents whose work is critical to the COVID-19 response, including those who work in health and social care and in other critical sectors. However, many parents working in these critical sectors will be able to ensure their child is kept at home. Every child who can be safely cared for at home should be, to limit the chance of the virus spreading.

When arranging care at school for the children of Critical Workers, we will follow government guidelines on [implementing social distancing in education](#)

### **Online safety whilst children are away from school – national guidelines**

We must do everything we can to keep all of our pupils safe whilst the majority of them are not physically attending school. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection policy. Where appropriate, referrals should still be made to children's social care and, if required, to the police.

We must consider the safety of our pupils when they are asked to work online. The starting point for online teaching will be that the same principles as set out in our Safeguarding and Child Protection Policy apply, including our Staff Code of Conduct, guidance on the acceptable use of technologies and staff / pupil relationships.

Schools and colleges should ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

When staff are planning online teaching, they must ensure that children being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school pupils are also made aware that they can access age appropriate practical support from the likes of:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

As a school, we will be in regular contact with parents and carers and we will use this communication to reinforce the importance of children being safe online. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they are asked to access and it will be made clear who from the school their child will be interacting with online.

Support for parents and carers to keep their children safe online (and recommended by the Department for Education) includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

### **Online Safety issues specific to Orwell Park**

Because Zoom is an open platform, pupils are able to communicate with each other which could raise some online safety issues if adequate supervision and guidelines are not in place.

For many of our children, this will be the first time they have been allowed extended access to a device at home, especially one which is enabled for communication with other members of the school. There are also potential challenges around video conferencing from the home. We would ask therefore that you adhere to the following protocols:

- iPads should **not** be in bedrooms at all and definitely not available to the children overnight. Please be very strict on this, even if you are not usually – the social ‘fear of missing out’ element could mean that even one or two having access will put pressure on others to try and follow suit.
- For video conferencing sessions with the teachers, please make sure that the children are in a ‘public’ area of the home and pay attention to the general environment (noise levels and anything visible in the background). Please be aware that these sessions may be recorded for sharing with other pupils in the class who may struggle to connect.
- Pupils will be removed from a video session if they are in an inappropriate setting.
- If you are aware of any social issues arising from the use of the technology then please report them to the School immediately. It is important that the children feel accountable, despite the distance.

### **Behaviour and code of conduct for pupils and staff:**

All school policies, including the Safeguarding and (Child Protection) Policy, the Behaviour Policy and the Anti-Bullying Policy (available on the main school website) apply when children are working online.

Pupils represent Orwell Park at all times. Online, pupils are expected to communicate in a respectful way, as they would if they were in school.

Pupils are not expected to dress in school uniform when working at home. However, the online learning environment is an extension of the classroom, for which they are expected to dress appropriately.

Whilst engaging in online teaching and learning, pupils must agree to the following rules:

- I will be present and logged on to Zoom for my timetabled lesson(s).
- I will ensure that I am appropriately dressed and in a suitable environment for receiving lessons.
- I will ensure that my parent/guardian is aware of my video lesson.
- All remote lessons will be broadcast via Zoom and may be recorded. This includes all video and screen activity of the teacher, all audio and video communication by pupils, and any associated shared resources. This material is indexed and searchable.
- I am responsible for my behaviour and actions when using this technology.
- I will engage with a positive attitude to learning and use the technology sensibly.
- Pupils or parents must not record or republish any Zoom meetings. All teacher-pupil interaction must stay within the Zoom app and may not be published to any third-party platform or social media environment.
- I understand that these rules are here to keep me safe. If they are not followed, normal school sanctions will be applied and I will jeopardise my ability to access one-to-one lessons at home.