




South Lee Prep School
Bury St Edmunds

Safeguarding & Child Protection Policy September 2024

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Key Author	DSL
Reviewed by	Head Safeguarding Governor (Holly Buckingham) Chair of Governors (Steve Honeywood)
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Signed: 	Steve Honeywood, Chair of Governors 1/09/24
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Safeguarding and Child Protection Policy 2024

South Lee Prep School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

Key Roles and Contacts

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If none of the above are available and you are worried about a child, telephone the Multi Agency Safeguarding Hub (MASH) 0300 500 80 90.

If you think that a child or young person is at imminent and significant risk of harm telephone

Customer First: 0808 800 4005

Emergency Duty Service: 0808 800 4005

Local Area Designated Officer (LADO)

Central Telephone Number: 0300 123 2044

Email: lado@suffolk.gov.uk

Simon Hope and Tracy Whittaker

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Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child.

(Keeping Children Safe in Education 2024)

The definition of safeguarding has been amended to reflect the changes made in Working Together to Safeguard Children.

"Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes."

South Lee Prep School fully recognises the responsibility it has under section 157 of the Education Act 2002 (as amended) and the Education (Independent School Standards) Regulations 2014 to have arrangements in place to safeguard and promote the welfare of children.

With regard to the provisions we make for safeguarding and safer recruitment, the school takes into account the nature, age range and other significant features of the school including EYFS pupils.

This policy has been drawn up having regard to the following:

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it’s proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there’s evidence that they’re being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- Keeping Children Safe in Education (KCSIE) (September 2023) [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)

- What to Do if You're Worried a Child is Being Abused (March 2015) [Stat guidance template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270222/what-to-do-if-youre-worried-a-child-is-being-abused-2015.pdf)
- Working Together to Safeguard Children [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270222/working-together-to-safeguard-children-2023-statutory-guidance.pdf)
- Information Sharing (2018) [Information sharing: advice for practitioners \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270222/information-sharing-advice-for-practitioners-2018.pdf)
- The Use of Social Media for Online Radicalisation (July 2015) [How social media is used to encourage travel to Syria and Iraq.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270222/how-social-media-is-used-to-encourage-travel-to-syria-and-iraq.pdf)

In line with Keeping Children Safe in Education (September 2024), safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

The definition of safeguarding has been amended to reflect the changes made in Working Together to Safeguard Children.

“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
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- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.”

Children includes everyone under the age of 18.”

- Equality Act 2010 Schools and colleges have obligations under the Equality Act 2010 (the Equality Act). According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics)
- Advice for schools - [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270222/equality-act-advice-final.pdf)

- The Public Sector Equality Duty (PSED) is found in the Equality Act. The PSED helps schools and colleges to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination.

This responsibility is more fully explained in the statutory guidance for schools and colleges “[Keeping Children Safe in Education](#)” (September 2024). All staff have read at least Part 1 and Annex B of this guidance. All staff must sign to say they are aware of and understand their duties and responsibilities under part 1 of this document. Staff will be required to read every new edition of Keeping Children Safe in Education annually. The Designated Safeguarding Lead will ensure all staff are made aware of any changes or updates to the guidance. All staff will then be expected to read and sign to say they have read and understood the changes.

Staff must read the above document together with [What to do if you’re worried a child is being abused: Advice for Practitioners, 2015](#) and Working Together to Safeguard Children which refers to the non- statutory advice Information Sharing: [Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018](#))

This policy also has due regard for Prevent Duty Guidance: for England and Wales (April 2019) supplemented by the non- statutory advice and a briefing note [The Prevent duty: Departmental Advice for Schools and Childcare providers \(June 2015\)](#) and [The Use of Social Media for On-line Radicalisation \(July 2015\)](#)

All Staff will:

- › Read and understand Part 1 and Annex B of the Department for Education’s statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- › Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- › Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they’ll be interacting with online)
- › Provide a safe space for pupils who are LGBTQ to speak out and share their concerns
- › All staff will attend appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training will be regularly updated.

- › In addition, all staff will receive safeguarding and child protection (including online safety) updates (for example, via email and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

All staff will be aware of:

- › Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, the acceptable use policy and the safeguarding response to children who go missing from education.
- › The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- › The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- › What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- › The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- › The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- › The fact that children can be at risk of harm inside and outside of their home, at school and online
- › The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ) can be targeted by other children
- › What to look for to identify children who need help or protection

Through their day-to-day contact with pupils and direct work with families, all staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Multi-Agency Safeguarding Hub (MASH). If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. **Any member of staff can make a referral. Parental consent is not needed to make a referral.** The school is aware that if a crime may have been committed, the matter should be reported to the police immediately.

All staff have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;

- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school and to ensure that the policy is fully implemented. Our policy applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors. Teaching assistants, catering staff, secretaries, administration staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is important to note that safeguarding is everyone's responsibility and that anyone can make a referral to children's social care if necessary. At all times staff should consider what is in the best interests of the child. If you make a referral, please inform the Designated Safeguarding Lead as soon as possible.

Equality statement

'Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.'

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language

Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

Are at risk of FGM, sexual exploitation, child marriage, or radicalisation

Are asylum seekers

Are at risk due to either their own or a family member's mental health needs

Are looked after or previously looked after

Are missing or absent from education for prolonged periods and/or repeat occasions

Whose parent/carer has expressed an intention to remove them from school to be home educated

Our policy is consistent with the Suffolk Safeguarding Children Partnership Board procedures.

There are four main elements to our policy:

- **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos
- **PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)
- **SUPPORTING CHILDREN** particularly those who may have been abused or witnessed violence towards others;
- **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** Processes are followed to ensure that those who are unsuitable to work with children are not employed.

Prevention

We recognise that identifying children who may benefit from early help is imperative and our whole pastoral system is set up accordingly. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school, led by the Designated Safeguarding Lead will therefore:

- Establish and maintain an environment where children feel safe, including in a digital context, and 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 or in difficulty and that their concerns will be taken seriously and acted upon as appropriate.
- Train staff to recognise the importance of children receiving the right help at the right time to address risks and to prevent issues from escalating and to constantly review and reflect on their practice.
- Train staff to act on and to refer on the early signs of abuse and neglect, including radicalisation.
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help.
- Tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs, or disabilities.
- Incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of stereotyping, prejudice and equality.
- Ensure that all school staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, biphobic and sexual

harassment. Any prejudice related incidents will be reported to Prejudice Reporting for Education.

- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills (see below).
- Teach a Staying Safe Curriculum.
- We follow the PSHE Association which reinforces essential skills for every child. Self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the Unit. These lessons include how to stay **safe online** and are aimed at helping children to adjust their behaviours in order to reduce risks and build resilience, including to radicalization, with particular attention to the safe use of electronic equipment and the internet, topics which are also covered in computing lessons. Online Safety lessons are also supported with the use of other recommended resources, including 'Evolve'.
- Ensure each child has a 'safety circle' of people written down which is revisited at the beginning of each term. The children will discuss how to deal with a worry including worries about bullying and cyberbullying.
- Organise NSPCC workshops and assemblies for the children specifically about staying safe.

The curriculum incorporates the requirements of the Relationship Education statutory (RSE and Health Education) [Department of Education \(RSE\)](#)

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

For the top two year groups (Year 7 and 8) , the curriculum also includes activities and opportunities that equip children at an older age with the skills they need to stay safer from abuse in all contexts, including:

- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
- The characteristics of positive and healthy friendships.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, control, harassment, rape, domestic abuse, child marriage, honour-based abuse and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2019

Prevention of Child on Child Abuse

We recognise that child on child abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

All forms of child on child abuse are unacceptable and will be taken seriously.

The school will therefore:

- Create a whole school protective ethos in which child on child abuse, including sexual violence and sexual harassment will not be tolerated.
- Provide training for staff about recognising and responding to child on child abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- Ensure that staff do not dismiss instances of child on child abuse, including sexual violence and sexual harassment as an inevitable part of growing up, or as 'banter'. Banter is unacceptable.
- Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online and that abuse can happen wholly online.
- Provide high quality Relationship and Sex Education (RSE), and/or enrichment programmes, including teaching about consent.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. South Lee Prep School will ensure that these children have a trusted adult in school to talk to.

Recognise the risk of intra familial harms and provide support to siblings following incidents when necessary.

- South Lee will provide a safe space for children to speak out and share their concerns.
- Ensure that staff members follow the procedures outlined in this policy when they become aware of child on child abuse. Staff should follow the 'What to do if a child is being abused'

guidelines and procedures for reporting safeguarding concerns where the child on child abuse as well as other kinds of abuse.

The Designated Safeguarding Lead will refer to the Safeguarding Partnership's Board's Child Sexual Abuse Assessment tool if there is a concern that a young person may be displaying sexually harmful behaviours, may have experienced sexual violence or sexual harassment or other forms of abuse.

Ensure that staff members follow procedures outlined in this policy when they become aware of child on child abuse referring any concerns of child on child abuse to the DSL (or Deputy DSL) in line with safeguarding procedures.

Dealing with Sexual Violence and Sexual Harassment Between Children

The school recognise that sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats. (See Sexual Violence and Sexual Harassment policy.)

The school will:

- Make it clear that there is zero tolerance approach to sexual violence and sexual harassment and sexual harassment will not be tolerated.
- Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.

The Designated Safeguarding Lead will:

- Liaise closely with external agencies, including police and social care, when required.
- Refer to 'Keeping Children Safe in Education - Part Five, 2024,' 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, September) for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, December 2020).

Procedures

The school will follow the procedures set out in the Suffolk Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website:

<https://suffolksp.org.uk/working-with-children-and-adults/children/education/>

Key Roles and Contacts

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Designated Safeguarding Lead (DSL):

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If none of the above are available and you are worried about a child, telephone the Multi Agency Safeguarding Hub (MASH) 0300 500 80 90.

If you think that a child or young person is at imminent and significant risk of harm telephone

Customer First: 0808 800 4005

Emergency Duty Service: 0808 800 4005

Local Area Designated Officer (LADO)

Central Telephone Number: 0300 123 2044

Email: lado@suffolk.gov.uk

Simon Hope and Tracy Whittaker

Locum is currently: Lesley Hudson

The Governing Body Will:

Governing bodies should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at heart.

The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

The governing board will:

- o Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- o Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- o Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- o Appoint a safeguarding and welfare governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- o Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- o Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness.

o This includes:

- o Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
- o Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

o Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure

- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

- All governors will read Keeping Children Safe in Education in its entirety.
- Ensure there is a Designated Safeguarding Lead who is a member of the senior management team and who has lead responsibility for safeguarding and child protection in the school and has undertaken, as a minimum, the Designated Safeguarding Lead training and the T4T Safeguarding training, allowing them to train staff. These are run by Suffolk School's Choice.
- The Designated Safeguarding Lead will have access to information from Suffolk Safeguarding Partnership <https://suffolksp.org.uk/working-with-children-and-adults/children/education/> which contains all relevant guidance and advice to support and carry out their role effectively. The training will include working with inter agencies, participating in child protection conferences, supporting children in need, record keeping and promoting a culture of listening to children.
- Ensure that this training is updated every two years in accordance with government guidance.
- Ensure that the Designated Safeguarding Lead receives Prevent awareness training in response to the Prevent Duty on schools and is confident in rolling out Prevent Awareness Training to all staff.
- Recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties including

reporting to the senior management team at the half termly meetings. (See Keeping Children Safe in Education 2024 Annex C).

- Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Personnel are and the procedures for passing on concerns from the **point of induction** and then receive regular updates, at least annually. Staff members are required to complete a logging a concern form and pass it to the DSL immediately.
- Ensure that every member of staff and every governor knows: how to identify signs of **abuse, neglect and exploitation**; how to pass on an record concerns about a pupil; that they have individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DDSL; that they have a responsibility to provide a safe environment in which children can learn; where to find the Suffolk Inter-Agency Procedures on the Safeguarding Children Partnership Board website; their role in the early help process; the process for making referrals to children's social care.
- Ensure that the DSL or a DDSL is always available during school hours, during term time. to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL or DDSL are not available. The nursery is open 51 weeks of the year. Ensure that a DSL is always on call during the school holidays.
- All staff should be made aware that the absence of the DSL should not delay appropriate action being taken. In the absence of the DSL, staff may speak to:
 - The Deputy Designated Safeguarding Lead
 - A member of the Senior Leadership Team
 - The Governor for Welfare
 - Refer directly to Children's Social Care or the police themselves
- Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school website.
- Conduct an annual review of safeguarding.
- Liaise with the three safeguarding partners (Local Authority, **Integrated Care Boards** and Police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.
- Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including children who have had or have a social worker) are experiencing/have experienced with teachers, school and leadership staff.

- Ensure that this safeguarding and child protection policy is annually reviewed and updated and shared with staff. It will be published on the school website.

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The Head will

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
- Are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- In EYFS, ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones and cameras in the setting

The Designated Safeguarding Lead will:

The DSL is a member of the senior leadership team. Our DSL is Kaylee Williams. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety,

and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

- Refer all cases of suspected abuse to the Suffolk Multi-Agency Safeguarding Hub (MASH), refer all cases which concern a member of staff to the Local Authority Designated Officer (LADO), refer all cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and refer cases where a crime may have been committed to the Police.
- Follow up any referrals made by any member of the school to ensure a satisfactory outcome for the child. If the child's situation does not seem to be improving the Designated Safeguarding Lead will press the necessary authorities until the concerns are addressed in the best interests of the child.
- Refer all cases where a person is dismissed or left due to risk/harm to a child (or would have been dismissed), and all cases of professional misconduct, to the Disclosure and Barring Service as well as the TRA.
- For children at risk, referral should be made within 24 hours and does not need parental permission where this might further endanger the child. Follow up any referrals made by any member of the school to ensure a satisfactory outcome for the child. If the child's situation does not seem to be improving the designated safeguarding lead will press the necessary authorities until the concerns are addressed in the best interests of the child.
- Liaise with the Head to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. In the case of a child who is likely to suffer significant harm, this will involve reporting directly to Social Care immediately. In cases where a child is in need of additional support this will include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of the child in need. This could involve the use of the Common Assessment Referral Form (CAF). In cases where there is a risk of a child becoming radicalised, the normal procedures for making a referral will take place. A logging a concern form will be completed and passed to the Designated Safeguarding Lead who will refer it to the Suffolk Multi Agency Safeguarding Hub (MASH) which could mean a referral to the Channel Panel.

- Have a working knowledge of how Suffolk Local Authority conducts 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 safeguarding and child protection policy and procedures, especially new and part time staff as well as volunteers.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- 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.
- Ensure the Safeguarding and Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing body regarding this.
- Ensure the 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 in this.
- Link with the Suffolk Safeguarding Children Partnership Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Request child protection files for any new pupils transferring from other schools or nurseries.
- Ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction. A document called **Responding to a Disclosure** is displayed around school.
- Ensure as part of their induction, that every member of staff, paid and unpaid, and the governing body reads and signs to say they understand The Safeguarding and Child Protection Policy, The Whistleblowing Policy, The Code of Conduct for Staff, Keeping Children

Safe in Education Part 1 and Annex B, Working Together to Safeguard Children, Use of Mobile Phones Policy, Acceptable Use Policy, Use of Physical Restraint Policy, Intimate Care Policy, Searching and Confiscation Policy, Behaviour Policy, Anti-Bullying Policy, Cyberbullying Policy. There may be additional policies specifically related to their role.

- Ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available.
- Ensure all staff have access to both the Multi-Agency Safeguarding Hub (MASH) for social care referrals and professional consultations and the Suffolk Early Help Teams for early help assessment and advice. The Emergency Duty service (out of hours) is also available (see Useful Contacts, Appendix B).
- Have a nominated governor for Safeguarding and Child Protection and Prevent who has undertaken appropriate training (**Ed Marland/Holly Buckingham**).
- Ensure every member of staff and every governor knows:
 - The name of the designated person/s and their role.
 - How to identify the signs of abuse and neglect including signs of bullying, radicalisation (Prevent), sexual exploitation and acts of female genital mutilation.
 - How to respond to and report concerns about children in need and children at risk, in line with Working Together to Safeguard Children 2018.
 - How to pass on and record concerns about a pupil.
 - That they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s.
 - That they have a responsibility to provide a safe environment in which children can learn.
 - Where to find the Inter–Agency Procedures on the Safeguarding Children Partnership Board website <https://www.suffolkscb.org.uk/working-with-children/policies-guidance-and-protocols/>
 - Their role in the early help process.
- Provide regular Child Protection Training for all staff including the Head, the Governors, temporary staff and volunteers in regulated activity consisting of induction training, refresher training in full every two years. This covers the full Basic Child Protection. Termly reminders of safeguarding procedures and any changes are a permanent part of training days and staff receive regular updates when necessary. This could be through email or during a staff meeting/training session. Such regular training ensures that staff are confident that they know:

- The school's legislative responsibility by having a thorough knowledge and understanding of the school's safeguarding policy and the relevant statutory documents.
 - The contents of **Keeping Children Safe in Education Part 1 (Sept 2024)**.
 - The actions where there are concerns about a child. Please see the flowchart - Actions where there are concerns about a child on page 10 of KCSIE (Sept).
 - Their personal responsibility by having a thorough knowledge and understanding of the school's Code of Conduct.
 - Their responsibility in relation to whistleblowing and have a thorough knowledge and understanding of the school's **Whistleblowing Policy**.
 - The need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation, female genital mutilation, criminal exploitation, online abuse including through social media, child on child abuse, radicalisation and **children with unexplainable and/or persistent absences from education (para 31)**
 - Who the Designated Safeguarding Lead and Prevent Lead is.
 - How to receive a disclosure from a child, including how to avoid asking leading questions and explaining that confidentiality cannot be promised.
 - How to support a child who has made a disclosure.
 - How to record the information accurately and factually.
 - That anyone can make a referral and that the designated safeguarding lead should be informed as soon as possible if a referral has been made.
 - How to receive and make a referral either in school or outside school if necessary. **'Responding to a Disclosure'** posters are all visible around school. Parental consent is **NOT** required for referrals to statutory authorities.
- Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
 - Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the school website.
 - Ensure that this policy is available publicly via the school website. A paper copy can be obtained from the office.
 - Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school.

- Be 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.
- Appoint a lead for Prevent, Online Safety and Domestic Abuse (or take the lead in these areas themselves).
- Read and take action on the daily internet filtering reports (the school uses Smoothwall reports) and regularly check the additional monitoring system that we have in place for any issues or concerns; these will be reported in the weekly SLT meeting.

The Role of the Deputy Designated Safeguarding Lead

The Deputy Designated Safeguarding Lead will:

- Support the Designated Safeguarding Lead and have the same authority as the designated safeguarding lead if the Designated Safeguarding Lead is unavailable.
- Act as and carry out the role of the designated safeguarding lead when the designated safeguarding lead is unavailable.
- Undertake the Designated Safeguarding Lead training, refreshing every two years.

Liaison with Other Agencies

The Designated Safeguarding Lead will:

- Work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- Co-operate as required, in line with **Working Together to Safeguard Children 2023**, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- Notify the relevant Social Care Unit immediately if:
 - It should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - There is an unexplained absence of a pupil who is subject to a Child Protection Plan

- There is any change in circumstances to a pupil who is subject to a Child Protection Plan.

Record Keeping

The Designated Safeguarding Lead will:

- Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.
- Ensure that CPOMS is being used across the whole school including nursery.
- If CPOMS cannot be accessed for some reason, a Logging Concern Form is completed immediately. See Appendix G
- Ensure all records are kept securely, separate from the main pupil file, and in a locked location.
- Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools within five days in accordance with Keeping children safe in education (September 2024). The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.
- Make parents aware that such records exist except where to do so would place the child at risk of harm.
- Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

Confidentiality and Information Sharing

Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

The school will:

- Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for

practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

- Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Head.
- Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputy will:

- Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.
- Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018).
- In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.
- Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

Communication with Parents/Carers

The Designated Safeguarding Lead will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school website.
- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk of harm to the child or exacerbate the situation, advice will be sought from Social Care (in particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury or where it may lead to the loss of evidence. This may also include concerns relating to radicalisation).
- Record what discussions have taken place with parents on CPOMS or if a decision has been made not to discuss it with parents, record the reasons why. Staff will use CPOMS. Records may subsequently be disclosed to relevant partner agencies if Child Protection proceedings commence.

Supporting Children

The school recognises that **any** child may be subject to abuse, neglect and exploitation..

We recognise that abuse or witnessing domestic violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.

The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The school will support all pupils through:

- Listening to the child. The Designated Safeguarding Lead will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Curricular opportunities to encourage self-esteem and self-motivation.
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- The school's behaviour policy will support **all** pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the

pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred.

- Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services or Locality Teams.
- Promote supportive engagement with parents and or/careers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- A commitment to develop productive and supportive relationships with parents/carers.
- Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers.
- Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Suffolk Local Safeguarding Children Board "Inter-Agency Procedures".
- When a pupil who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Review Manager and Lead Social Worker from Social Care will also be informed.
- When a child is missing from education, the school will follow the procedure as set out in Suffolk's Children Missing Education guidance and inform the Education Welfare Officer and Social Care if a child is subject to a Child Protection Plan or there have been ongoing concerns.
- Referral to the Channel programme, if radicalisation is identified as an issue.
- The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life that could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see page 9 of Keeping Children Safe in Education, 2023 for the complete list.

Confidentiality

- o Timely information sharing is essential to effective safeguarding
- o Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- o The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- o If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- o Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. All staff should consider the context within which such incidents/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 with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHEE (inc RSE) curriculum at South Lee staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help (telling and who to tell); the difference between safe and unsafe physical contact (good and bad touches); the difference between safe and unsafe secrets; and how to recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

The School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

Children at Risk of Criminal Exploitation (CCE)

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual. **County Lines is on the increase in Suffolk and nationally** and all staff have been made aware of this specifically during staff training days.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families.

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.

School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will use the toolkits contained on the Suffolk Safeguarding Children Partnership Board's website to assess the risks of exploitation (CSE / Criminal / Gangs) and will refer to Social Care (the Multi-Agency Safeguarding Hub (MASH)) if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

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](#)

Private Fostering

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is looked after for a period of 28 days or more by someone who is not a close relative, legal guardian or person with parental responsibility. Close relatives include parents, step-parents, aunts, uncles and grandparents. Other people, such as neighbours, friends or more distant relatives need to have an assessment. Following a successful assessment, the child must be visited by the local authority at least every 90 days to ensure they are and remain safe. If we identify that a pupil is being privately fostered then we will notify the Suffolk Safeguarding Partnership to allow them to check the arrangement is suitable and safe for the child. [Safeguarding children who may be privately fostered.](#)

Unexplainable and/or persistent absences from education

School recognises that children **being absent**, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or child marriage. **Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.**

The school monitors attendance of individual pupils closely and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavours to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is **absent** from education, the school follows the procedure as set out in Suffolk's Children Missing Education guidance. The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings, but the Designated Safeguarding Lead will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse.
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults.
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern.
- Where the child is perceived to be at risk of harm through any substance associated criminality.

Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.

- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- Disturbed moods as a result of withdrawal symptoms or dependency.
- Unsafe storage of drugs and/or alcohol or injecting equipment.
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

Children Living with Domestic Abuse and Serious Violence

The Domestic Abuse act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing 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 can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality.

South Lee Prep School recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At South Lee Prep School we are working in partnership with Suffolk Police and Suffolk County Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Suffolk's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL).

For further advice see government guidance on Domestic violence and abuse. For guidance on how and where to get help and support, see government guidance Domestic Abuse Act 2021 Statutory Guidance.

On receipt of any information, the DSL Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with consultation with the Suffolk Safeguarding team

Children at Risk of 'Honour- Based' Violence Including Female Genital Mutilation

So called 'honour-based' violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and child marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out. **It is a statutory duty upon teachers to report this to the police if they discover that FGM appears to have been carried out on a girl under 18.**

Children at Risk of 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. 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.

CSE 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.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will use the toolkits contained on the Suffolk Safeguarding Children Partnership Board's website to assess the risks of exploitation (CSE / Criminal / Gangs) and will refer to Social Care (the Multi-Agency Safeguarding Hub (MASH)) if there is a concern that a young person may be at risk of criminal exploitation.

<https://www.childrenssociety.org.uk/sites/default/files/exploitation-toolkit.pdf>

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

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 changes in emotional wellbeing.
- 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.

Further guidance for practitioners is available through the DfE document [CSE](#).

Who Have Returned Home to their Family from Care

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Suffolk Safeguarding Children Partnership Board 'Inter - Agency Procedures.'

Children Showing Signs of Abuse and/or Neglect/ Exploitation

South Lee Prep School recognise that experiencing abuse, neglect and exploitation may have an adverse impact on those children, which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse, neglect or exploitation may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college 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.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

Children at Risk of Radicalisation

School recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the school's safeguarding response. **Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. Annex B KCSIE 2024**

The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

The following member of staff is the Prevent Lead and has undertaken Prevent Training: **Kaylee Williams**

Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

Children who have Family Members in Prison

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

Physical Intervention

Please see our **Physical restraint and Use of Reasonable Force Policy**.

We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. We take guidance from [The Use of Reasonable Force in Schools \(DfE Guidance 2013\)](#).

Searching and Confiscation

We acknowledge that a child has a right to privacy. Please see our **Searching and Confiscation Policy**.

Anti-Bullying and Cyberbullying

Please see our **Anti-Bullying Policy** and **Cyber Bullying Policy**.

We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. We review this policy annually.

Intimate Care

There may be occasions when a member of staff needs to undertake personal care tasks with children but particularly to those who are in the Early Years and Foundation Stage. The normal range of development for this group of children indicates that they may not be fully toilet trained. In addition to this there are other vulnerable groups of children and young people that may require support with personal care on either a short, longer term or permanent basis due to SEN and disability, medical needs or a temporary impairment. Examples of these may be children who have limbs in plaster or are temporarily wheelchair bound. In such circumstances staff must follow the guidelines set out in the **Intimate Care Policy**.

Child on Child Abuse

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

- Bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Upskirting, which typically involves taking a picture under a person's clothes without them knowing. It is now a criminal offence.
- Sexting (also known as youth produced sexual imagery)

When dealing with child on child abuse the school will follow the key safeguarding documents, Keeping Children Safe in Education and Working together to Safeguard Children, even when an alleged perpetrator is a child. This will entail:

- Effective implementation of the school's usual safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue); sexting and banter are unacceptable.
- The normal procedures for dealing with pastoral incidents should be followed so that a systematic, rigorous and transparent investigation is carried out (please see Dealing with a Pastoral Incident). In the event of a disclosure all of the children involved, whether perpetrator or victim will be treated as at risk. The school is aware that there is more potential for child on child abuse among certain groups of vulnerable pupils and special attention is paid to highlight the vulnerability of these groups in staff training and pastoral group meetings.
- Seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the **Suffolk Threshold Matrix**.
- If a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police;
- Following the advice for practitioners in: *What to do if you're worried a child is being abused*;
- Effective information sharing with any agencies or other professionals involved;
- Where allegations of abuse or assault have been made against one or more of its own pupils, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out within 24 hours, with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc;

- Good record keeping of related conversations, meetings and communications.

The school will include within the curriculum, information and materials that support children in keeping themselves safe from abuse including abuse from their peers and online.

Additional guidance on sexting can be found in 'Sexting' in schools: advice and support around self-generated images – [Sharing nudes and semi nude: how to respond to an incident \(2024 \)](#)

Bullying Related to Racism, Gender or Disability

Our policy on bullying related to Racism, Gender or Disability, set out in the school's Pastoral Care policy, which is in accordance with the school's Equal Opportunities policy, is reviewed annually. We acknowledge that repeated incidents or a single serious incident of this kind may lead to consideration under child protection procedures.

Cyberbullying (See Cyberbullying Policy)

We acknowledge that to allow or condone bullying using any form of technology may lead to consideration under child protection procedures. Our policies on e-safety and acceptable use, set out in a separate document, are reviewed annually. They reflect the balance needed between the exciting opportunities offered by the internet and other technologies and the need for pupils and staff to keep themselves safe and deal sensibly with risk. Cyberbullying is part of the taught curriculum in PSHEE (inc RSE) and Staying Safe. Parents are sent information regarding cyberbullying and online safety via email.

Online Safety

In our efforts to teach children about safeguarding, we teach pupils how to stay safe and behave online. Pupils receive regular lessons on online safety. South Lee Prep School recognises that the use of technology has become a significant component of many safeguarding issues. Child exploitation; radicalisation and sexual predation: 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.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, South Lee Prep school aims to:

- o Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors

- o Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- o Set clear guidelines for the use of mobile phones for the whole school community
- o Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

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

To meet our aims and address the risks above, we will:

- o Educate pupils about online safety as part of our curriculum. For example:
 - o The safe use of social media, the internet and technology
 - o Keeping personal information private
 - o How to recognise unacceptable behaviour online
 - o How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- o Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- o Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- o Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - o Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present

- o Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- o Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- o Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- o Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- o Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- o Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- o Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

Digital Safeguarding

Digital safeguarding considers the use of both the fixed and mobile devices with an appropriate internet connection, iPads, PCs, laptops, webcams and mobile phones. It will be revised to incorporate new and emerging technologies as they appear.

All Online Safety incidents within school must be reported to the DSL.

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.

We have internet filters (Smoothwall) to limit children's exposure to unsuitable online material. These filters also play a role in the measures we take to meet the requirements of Prevent Duty.

iPads and own devices including Mobile phones

Our approach is to teach children to make sensible choices online and to learn to self-regulate their own online behaviour. The use of mobile phones by pupils is strictly prohibited during the school day. Any mobile phones brought in must be handed in immediately to the school office. Pre-Prep and EYFS children do not need mobile phones.

Children and Online Safety Away from 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 and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the South Lee Prep School Code of Conduct.

South Lee Prep School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms or bathrooms etc.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by South Lee Prep School to communicate with Pupils.

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 therefore key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a concern about a child's mental health they need to be

aware that it is also a safeguarding concern. Immediate action should be taken and a logging a concern form should be completed and discussed with DSL, OR DDSL who will then take appropriate action. Staff can access further advice in a DfE guidance document on [mental health and behaviour in schools](#).

The Department for Education has published advice and guidance on Preventing and Tackling Bullying and Mental Health and Behaviour in Schools. [Preventing and tackling bullying 2017](#).

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.

<https://www.mentallyhealthyschools.org.uk/resources/preventing-and-tackling-bullying/>

Health & Safety

Our Health & Safety policy, set out in a separate document, is reviewed annually. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits. As a matter of routine any trips involving outside bodies such as travel firms will involve assessment of all risks including the production of child protection measures specific to the activity and its location. All children going on trips outside of the school receive 'Staying Safe' training from the DSL or the teacher in charge of the trip.

Preventing Unsuitable People from Working with Children

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance Part 3 'Keeping Children Safe in Education' (2024) and this section should be read in conjunction with the school's Safer Recruitment Policy.

The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

Safer recruitment: a curriculum vitae (CV) will only be accepted alongside a full application form.

The Head/DSL will conduct online searches (including publicly available social media searches) as part of our due diligence during the recruitment process.

The following members of staff have undertaken Safer Recruitment training:

- Sarah Catchpole – Deputy Head
- Stephen Honeywood – Chair of Governors
- Kaylee Williams – Nursery Manager

Allegations that may meet the harms threshold

Any allegation of abuse made against a member of staff (including supply staff and volunteers) that meets the harms threshold as set out in **Keeping Children Safe in Education, 2024**, Part Four, Section One, will be reported straight away to the Head.

In cases where the Head is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four of **'Keeping Children Safe in Education' 2024**

The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff, volunteer or agency/supply staff and adhere to the relevant procedures set out in **'Keeping Children Safe in Education' 2024**.

The Head or Chair of Governors will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

Where the school or college identify a child has been harmed they should contact children's social care and as appropriate the police immediately.

School/college will consider:

- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Concerns that do not meet the harms threshold

Low-level concerns that do not meet the harms threshold should be reported to the Head. NB: the term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test. Please see Appendix G.

In cases where the Head is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education' 2024

The school/college will deal with any such concern, no matter how small, where 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.

All low-level concerns should be recorded in writing (Appendix G). The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). Records are kept in hardcopy, securely locked away.

The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school/college to identify

concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school/college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Schools should ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019). As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

All staff are asked to read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019).

The school will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

Arrangements for Dealing with Allegations of Abuse against teachers and other staff including volunteers, the DSL/Deputy DSL and the Head

As part of the induction process all staff are given training on the Whistleblowing Policy, refreshed every two years as part of the safeguarding training.

If an allegation is made against a member of staff (including supply staff and volunteers) the quick resolution of the allegation should be a clear priority to the benefit of all concerned. All necessary delays should be eradicated.

Staff and volunteers should report any allegation of abuse immediately to the Head. In cases where the Head is the subject of an allegation, staff and volunteers should report directly to the Chair of Governors without informing the Head. (See Allegations flowchart Appendix C.) The Designated Safeguarding Lead will follow the procedures set out in Part four of **Keeping Children Safe in Education 2024**.

The Designated Safeguarding Lead will consult with the Local Authority Named Senior Officer immediately in the event of an allegation being made against a member of staff (including supply staff and volunteers) and adhere to the relevant procedures set out in **Keeping Children Safe in Education (2024)**. In the case of an allegation of historical abuse, the same procedures will be followed.

The Named Senior Officer will liaise with the Local Authority Designated Officer ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head or Chair of Governors must not seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews and statutory investigations that may be necessary.

All discussions with the Named Senior Officer and the LADO will be recorded in writing and any communication with the individual and parents/carers of the child/ren will be agreed.

The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. The school recognises it has a duty of care to staff and will provide effective support to any member of staff who is the subject of an allegation. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Advice will be taken from the LADO and the staff member will be given a named contact if suspended. Arrangements will be made for alternative accommodation away from the children for resident members of staff who have been suspended pending an investigation of a child protection nature.

The school is aware of the restrictions (effective October 2012 applied up to the point where the accused is charged with an offence or the DFE/TRA publish information or a decision in a disciplinary case) on the reporting or publishing of allegations against teachers and so the school will make every effort to maintain confidentiality and guard against unwanted publicity.

If the school dispenses with a person's services because of unsuitability to work with children, or would have done so had the person not resigned, the school will report that person to the Disclosure and Barring Service, within one month of leaving the school.

Referrals to the DBS will not be prevented because of an individual's refusal to co-operate in an investigation.

The school will consider making a referral to the Teacher Referral Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence';

In relation to the Early Years Foundation Stage (EYFS) the school will notify **Ofsted (0300 1233155)** and report online [Report a serious childcare incident - GOV.UK \(www.gov.uk\)](https://www.gov.uk/report-a-serious-childcare-incident) as soon as is practicable and within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the school whether the allegations relate to harm or abuse which took place on the premises or elsewhere. The school will provide Ofsted the following information about themselves or an employee when relevant:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and a certified copy of the relevant order (in relation to an order or conviction).

Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

At no time must the child be put into a situation in which he/she may have to communicate with or see the accused. The identity of the child will remain confidential to the Head and the DSL. Support will be put in place for the accuser and the school will make every effort to ensure the accuser does not suffer in any way and is not disadvantaged as a result of their disclosure.

The Designated Safeguarding Lead will ensure that all staff and volunteers, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the school's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

The Designated Safeguarding Lead will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

The Designated Safeguarding Lead will ensure that communication between pupils and adults, by whatever method, is transparent and takes place within clear and explicit professional boundaries and is open to scrutiny.

Whistleblowing

South Lee Prep School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions/inactions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

South Lee Prep School would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the whistleblowing procedure adopted by the school. However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk

Use of Mobile Phones Policy

The **Use of Mobile Phones Policy** is a requirement for all schools with EYFS.

Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students' volunteers and parents/carers.

Early Help Intervention

Summary of Intervention

Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

Staff should be alert to the potential need for Early Help for pupils who have experienced multiple suspensions are at risk of being permanently excluded from schools, colleges and in AP or a referral unit. (Para 18 KCSIE)

Class Teacher

The class teacher is the first point of contact for any issues. Parents/carers are encouraged to liaise with their child's teacher so they are aware of any concerns that arise. Form teachers are responsible for the well-being of all the children in their class and liaising with other staff within the school as required, ensuring that the appropriate support is in place as soon as a need is identified. If the teacher feels further intervention is required they will then be referred to the SENCO.

Meeting with SENCO

If either parent or teacher feels that support from an outside agency is required, an assessment or a referral; parents are invited to discuss concerns with the SENCO. During the meeting we can establish what is working well and what the concerns are. Advice and signposting to other agencies is offered at these meetings along with support with any referrals.

Bespoke learning interventions

Every child is an individual, with different learning needs and styles. Every teacher will carefully monitor the learning progress of the children in their class. Gaps and misconceptions are identified they will look to provide the appropriate intervention to support the children's learning.

Lunchtime Clubs

Emotional well-being, social skills and developing effective relationships with peers are supported by lunch clubs. Children are sometimes encouraged to attend one of our many lunchtime activities such as chess club, book club and sporting activities.

Parent Coffee Mornings

This is an opportunity for parents to informally get together, chat and share experiences

Induction sessions for children starting Reception class

At South Lee we want our new reception class to start in September feeling happy and settled. To assist with this, we provide come and join in sessions in the summer term so that the children become familiar with the staff and the school environment.

School nurse

Our School nurse works across school, home and the community. Her aim is to improve the health and wellbeing of children and young people. She works with families, parents and young people from 0 to thirteen. The work of a school nurse covers lots of different areas, ranging from acne to sexual exploitation, self-harm to sleep problems - all those issues centred around the physical and emotional health of children. She supports children, parents, and carers to ensure they have access to a range of services.

who are working together with the child and their family to deal with more complex issues over a longer period of time.

Attendance

Attendance data is monitored by the headteacher and DSL.

Suffolk Wellbeing is an online wellbeing service, run in partnership with the NHS; pupils can be referred here by parents/carers to access support or through a medical professional.

<https://www.suffolk.gov.uk/children-families-andlearning/suffolk-children-and-young-peoples-emotionalwellbeing-hub/>

There are times when children and their families may need support from a wide range of local agencies. Where a child and family would benefit from support with more than one agency (e.g. education, health, housing, police) an Early Help Assessment will be offered to agree and coordinate that support.

The Early Help Assessment is an evidence based, family friendly tool designed to support solution focused conversations between professionals and the family. Its purpose is to identify strengths and difficulties, engage and empower individuals to achieve positive change and prevent needs escalating.

Safeguarding & Child Protection Procedures

The school has a clear and detailed Safeguarding (Child Protection) Policy. Currently, there are three members of staff who have Designated Safeguarding Lead training, as well as a Designated Safeguarding Governor. However, safeguarding is everybody's responsibility at South Lee School and we all work together to ensure that the rigorous and robust systems that are in place are followed to ensure the safety of our children. We always act in the interest of the child. Our staff receive regular training and updates about all forms of abuse.

External Agency Support

The school works closely with external agencies to access additional support where appropriate for our pupils. For example, Family Support Practitioners, Social Workers, Local Police and PCSOs and so on.

Furthermore, we signpost parents and carers to external agency support. Some of those organisations include:

- Lighthouse – supporting children & families of domestic violence,
- SENDIASS - Special Educational Needs and Disability Information, Advice and Support Service provides information, advice and support to young people and children with SEN or disabilities aged 0 -25, and their parents, about education, health and social care.
- Suffolk Parent/Carer Network -supporting families with children who have additional needs or disabilities.

• Child Bereavement UK

Other Related Policies and guidance:

- Physical Restraint and Use of Reasonable Force
- Searching and Confiscation Policy
- Anti-Bullying Policy
- Cyber Buying Policy
- Health and Safety Policy
- Acceptable Use Policy
- Digital Devices Guidelines for Parents and Children
- Digital Devices Guidelines for Staff
- Intimate Care Policy
- Code of Conduct for Staff
- Safer Recruitment Policy
- Use of Mobile Phones Policy
- Whistleblowing
- Complaints Policy & Procedure
- Behaviour Policy
- Protocol for Requesting Approval for Tuition Taking Place Outside of School
- Staying Safe Guidance for Staff and Children on Overnight or Extended Trips and Tours
- Equal Opportunity Policy
- Sexual Harassment and Violence policy
- Guidelines **Safeguarding Guidelines for Contractors and Visitors**

Governing Body Child Protection Responsibilities

Governing bodies should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- Nominate a governor for safeguarding and child protection and Prevent who will monitor the school's compliance with statutory requirements and practice and champion child protection issues.
- Ensure that the Designated Safeguarding Lead and Prevent Lead has a job description.

- Ensure that the Designated Safeguarding Lead and Prevent Lead has sufficient time, funding, supervision and support to carry out the role.
- Consider how children should be taught about staying safe, paying attention particularly to practices which help the pupils to reduce risks including the safe use of the internet and electronic equipment.
- Ensure an annual report is made to the full governing body. The governing body will carry out their own review by scrutinising the report and discussing and questioning both policy and practice in great detail with the Designated Safeguarding Lead in the Michaelmas Term Governor's meeting. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.
- Ensure that the policies and procedures are fully implemented in the day to day running of the school.

The Named Governors (**Ed Marland & Holly Buckingham**) for Welfare and Prevent will support the Designated Safeguarding Lead and Prevent Lead by:

- Working with the Designated Lead for Safeguarding and Prevent in monitoring the Safeguarding and Child Protection policies and practices.
- Reviewing with the Designated Lead for Safeguarding and Prevent termly any safeguarding matters and reporting to the governing body.
- Completing with the Designated Lead for Safeguarding and Prevent an annual review of the safeguarding and child protection policies including an update and review of the effectiveness of the procedures and implementation. A detailed report evidencing the depth and breadth of the full review will be produced and presented to the governing body.
- Ensuring that the policy is known in practice. The Governor for Welfare and Prevent will meet with a number of staff during each termly visit to ensure they know who to go to in the case of suspected abuse and how to receive a disclosure from a child.

After School Activities (on or off school site)

For all after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, supervising the school's pupils either on or off school site, the school will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

For Regular Activities Run by another body we require:

- Confirmation that they have completed the relevant safer recruitment checks on all of their staff.
- Completion of the Safer Recruitment Checks for Contractors form.
- Information on the content of the activities to ensure we comply with our duties under Prevent.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- o Will be asked to show their DBS certificate, which will be checked alongside their photo ID;
- or
- o The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not

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seeking to disseminate extremist views or radicalise pupils or staff. For Visiting Speakers please see the **Visiting Speakers Policy**

Non-collection of children – (For Uncollected Children please see our uncollected child policy)

If a child is not collected at the end of the session/day, we follow the following procedures:

- Contact parents/ carers via telephone.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the school – and whose telephone numbers are recorded on the pupil/ parent record sheet – are contacted.
- Inform Head, or in her absence, Deputy Heads/DSL
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the pupil/ parent record sheet or in their file.
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority children’s social services care team on:

Customer First: 0808 800 4005 (24 hours)

MASH: [03456 066 167](tel:03456066167)

- The child stays at school in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social Care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances should staff go to look for the parent, nor should they take the child home with them.
- A full written report of the incident is recorded in the child’s file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed: **0300 123 1231**

Missing Children – Please see our Missing Child Policy

This policy will be reviewed in September 2024 and signed off by the Governor for Welfare and Prevent.

This policy will be presented to the governing body in September 2024 and signed off by the Chair of Governors.

Four Categories of Abuse

Physical Abuse - 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.

Neglect - 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.

- It may occur during pregnancy as a result of maternal substance misuse.
- It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.
- It also includes parents or carers 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
 - Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are worthless, unloved, inadequate, valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment 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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)

- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - encouraging children to behave in sexually inappropriate ways
 - 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.

Signs of Abuse (from [What to do if you are worried a child is being abused : Advice for Practitioners 2015](#))

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs that may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions that are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

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.

Useful Contacts: Numbers/Emails/Websites

Suffolk Safeguarding Partnership

Website for child protection: suffolksp.org.uk/

Local Area Designated Officer (LADO)

Central Telephone Number: 0300 123 2044

Email: lado@suffolk.gov.uk

Simon Hope and Tracy Whittaker

Locum is currently :Lesley Hudson

The School's points of contact for children who are in need of help are as follows:

Suffolk Multi Agency Safeguarding Hub (MASH) Professional Consultation line Tel: 03456 061 499

Customer First (immediate safeguarding concerns) Tel: Call 0808 800 4005 (free from landlines and most mobiles) Opening hours are Monday to Thursday 8am to 5:20pm, Fridays 8am to 4:20pm (excluding bank holidays)

Outside these hours this number will divert to the Emergency Duty Service who can deal with any matters that cannot wait until the next working day.

Customer First (Professional Referral Line) for use in emergencies only: 0345 606 6167

Police Emergency 999

Police Non-Emergency 101

Suffolk Police main switchboard: 01473 613500

Suffolk Police Cybercrime Unit: 101

OFSTED Safeguarding Children

[Report a serious childcare incident - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

03001233155 (Monday to Friday from 8am to 6pm)

Whistleblowing@ofsted.gov.uk

Female Genital Mutilation

Contact: Rohma Ullah

Email: rohma.ullah@nationalfgmcentre.org.uk **07710 065330**

Extremism/ Channel

Department for Education dedicated helpline for staff and governors:

Tel: 020 7340 7264

Email: counter.extremism@education.gov.uk

The Customer First and OFSTED Safeguarding Children contact details are all displayed in the EYFS Classrooms as required, so that parents are aware of who to contact if they have any concerns about a child.

Relevant Documents

<https://www.childrensociety.org.uk/sites/default/files/exploitation-toolkit.pdf>

["Disqualification under the Childcare Act 2006: statutory guidance for local authorities, maintained schools, academies and free schools" \(August 2018\)](#)

["Guidance for Safer Working Practice for those working with children and young people in education settings" \(May 2019\)](#)

["Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" \(July 2018\)](#)

["Keeping children safe in education: Statutory guidance for schools and colleges" \(Sep 2020\)](#)

["The Prevent Duty, Departmental advice for schools and childcare providers" \(June 2015\)](#)

["Revised Prevent Duty Guidance: for England and Wales" \(July 2015\)](#)

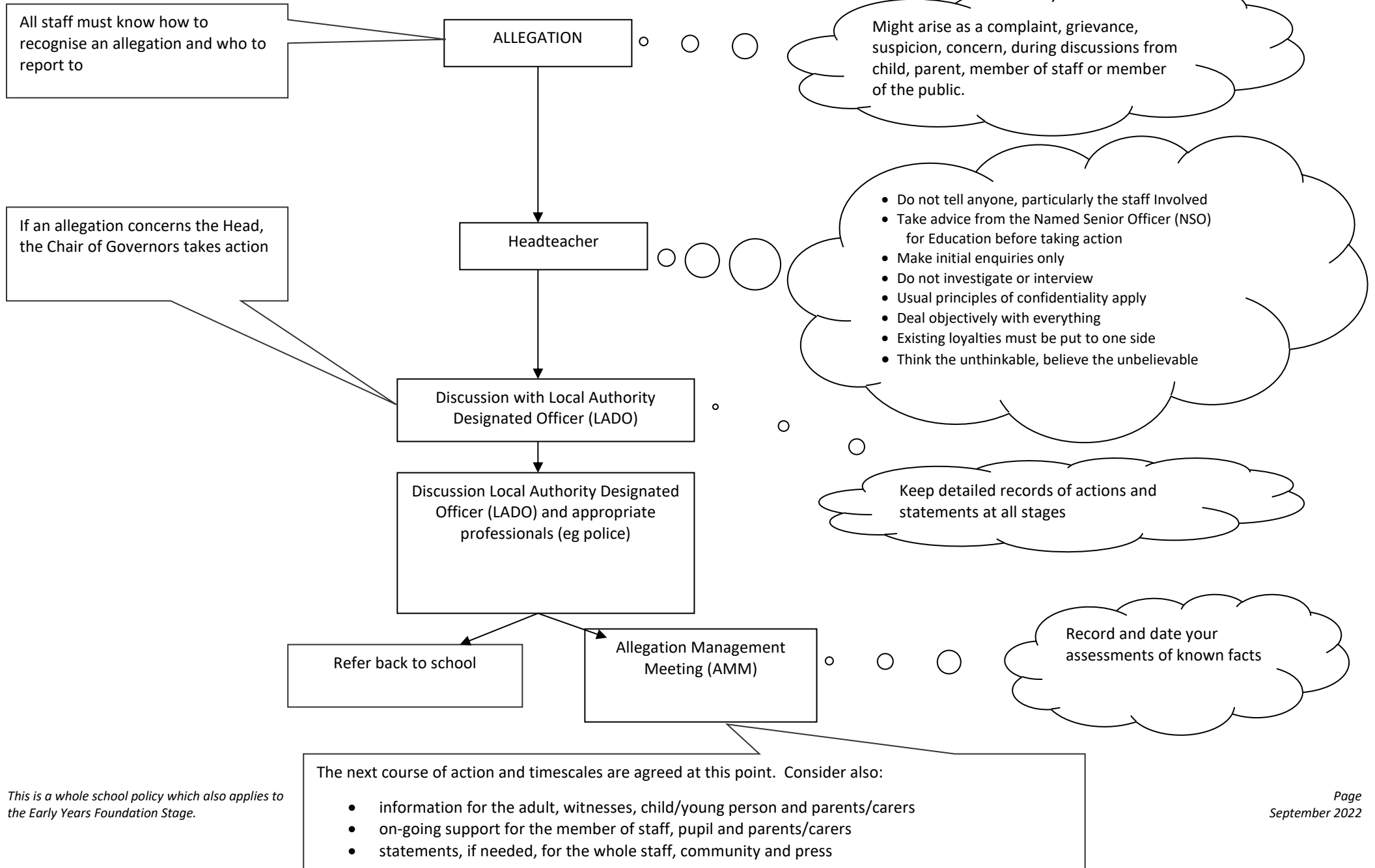
["Sexting in schools and colleges: Responding to incidents and safeguarding young people" published by the UK Council for Child Internet Safety \(UKCCIS\) – \(September 2016\)](#)

["Sexual violence and sexual harassment between children in schools and colleges" \(May 2018\)](#)

["What to do if you're worried a child is being abused: Advice for practitioners" \(March, 2015\)](#)

["Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" \(July 2018\)](#)

Managing an Allegation Against a Member of Staff or volunteer in your Establishment





Responding to a Disclosure

All staff need to know:

- All concerns relating to the welfare of a child must be passed on and dealt with immediately and always on the same day. Anyone can make a referral if necessary (see useful contacts below).
- The Designated Safeguarding Lead is Mrs Sarah Catchpole (01284 754654).
- If she is unavailable, you can go to Donna Macfarlane DDSL Safeguarding Leads (07871191245) or Kaylee Williams (07787 686006)
- The Core Inter-Agency Safeguarding Procedures are available on the school website or on the Internet
- The Safeguarding and Child Protection policy is on the school website or a copy is available from Sarah Catchpole.
- Logging a Concern forms are kept in the staffrooms and or a copy is available on the school website.
- The Whistle Blowing Policy is on the school website and a copy is available from Sarah Catchpole.
- The Designated Governors for Child Protection, Safeguarding and Prevent are Holly Buckingham and Ed Marland

The Safeguarding and Welfare Team

- Designated Safeguarding Lead – Kaylee Williams
- Head – Sarah Catchpole
- Deputy DSL – Donna Macfarlane
- Deputy DSL – Steve Catchpole
- Deputy DSL – Harriet Thistlethwaite
- Deputy DSL Nursery - Emily Bayford
- Deputy DSL Nursery – Beth Malcolm
- Safeguarding Governors – Holly Buckingham and Ed Marland
- Chair of Governors – Steve Honeywood

What to do if a pupil tells you of abuse:

LISTEN - be calm and reassuring. Be sensitive to the child. Do not ask leading questions

EXPLAIN what you intend to do and that you may not be able to keep it confidential,

PASS ON your concerns to the DSL without delay, and

RECORD the details of your conversation as soon as possible and always before the end of the day.

Fill in the 'Logging a Concern Form' using only factual information.

What to do if the Designated Safeguarding Lead (DSL) is not available to advise you about a child protection matter:

- If Sarah Catchpole is not available, refer your concerns to Donna MacFarlane.
- You may wish to speak to Holly Buckingham as the governor in charge of Welfare (see above).
- If none of the above are available and you are worried about a child, telephone the Multi Agency Safeguarding Hub (MASH) 0345 6061499
- If there is no answer, telephone Customer First on 0808 800 4005.
- If you think a child is in danger, ring 999

Useful Contacts

Customer First – If you are concerned about a child and unable to use the Portal, you can call Customer First on 0808 800 4005.

Police Tel: 999 or <mailto:CEOburystedmunds@suffolk.pnn.police.uk> (NOTE: email not monitored 24/7)

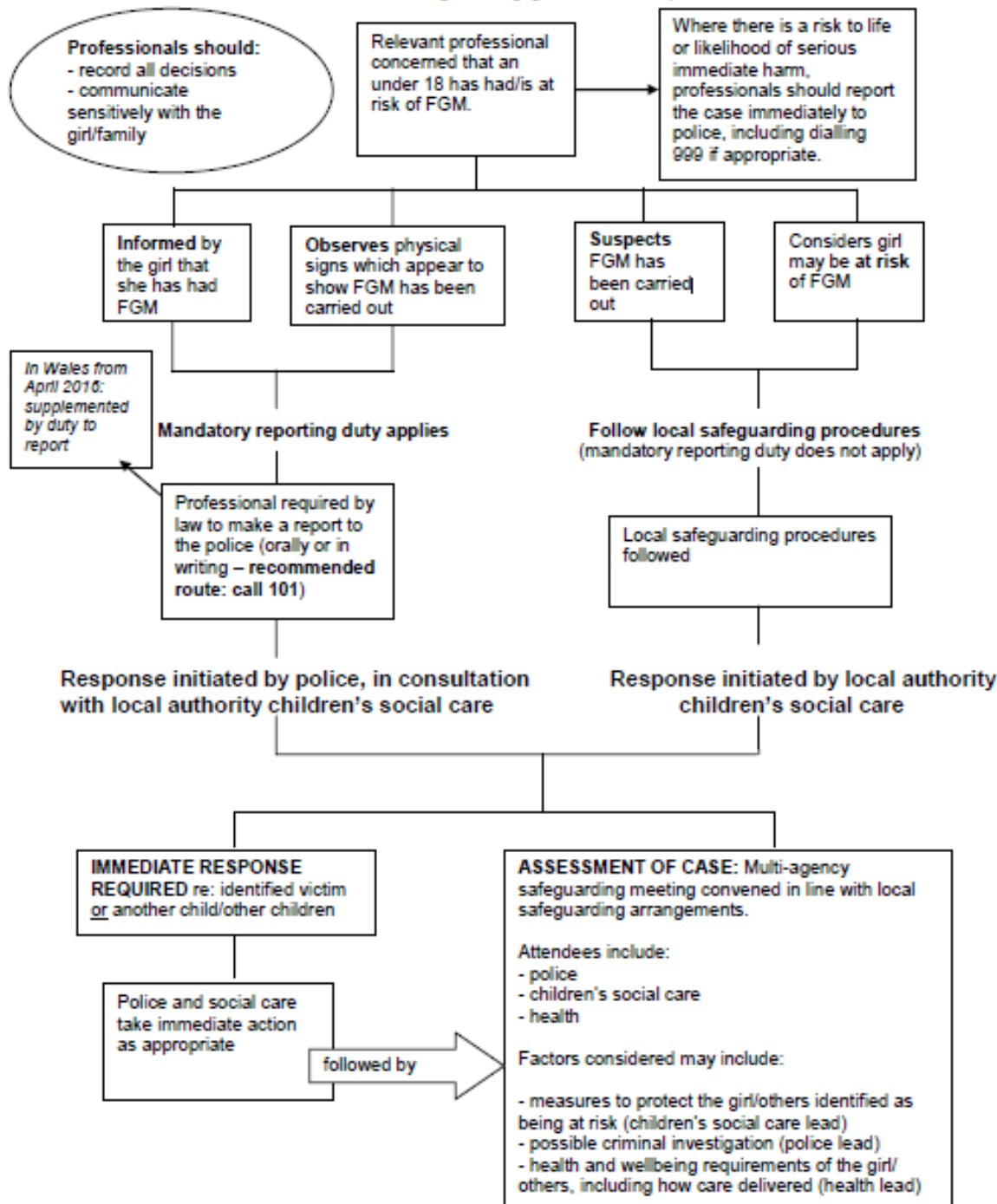
DfE Prevent Helpline: Tel: 020 7340 7264

(if you are worried about radicalisation)

Early Help Teams: 0808 800 4005. (early help assessment and advice for non – emergencies.)

FGM Mandatory Reporting Process Map

This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.



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From Mandatory Reporting of Female Genital Mutilation – procedural information



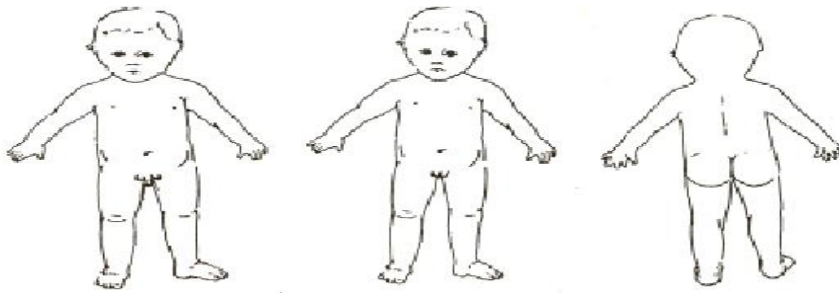
South Lee Prep School Logging a Concern Form
(Must be hand-written)

Name of student/ person making the disclosure or that you are concerned about	Childs date of birth	Tutor Group/ Form/Class	Your name (and position in school)

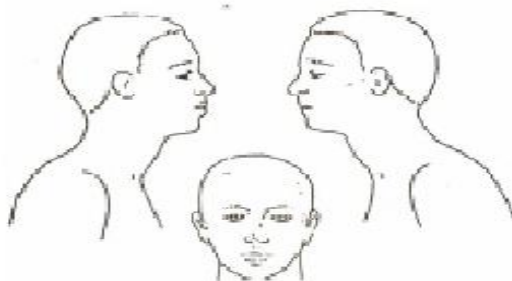
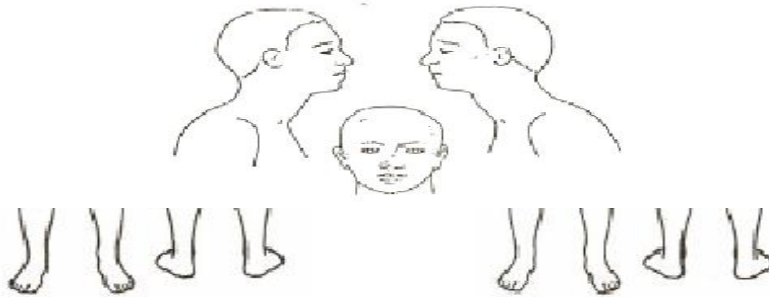
Nature of Concern/Disclosure									
(Remember to only record fact DO NOT add your own opinion)									
Was there an injury?	Yes		No		Did you see it?	Yes		No	
Describe the injury:									
Have you filled in a body plan to show where the injury is and its approximate size?						Yes		No	
Was anyone else with you?	Yes		No		Who?				
Where were you?									
Has this happened before?	Yes		No						
Did you report the previous incident?	Yes		No		To Whom?				Date:
Is the safeguarding concern enabled or dependant on the internet						Yes*		No	
*If yes, discuss this with your e-safety Lead, follow the e-safety reporting flow chart and ensure that this is recorded on the e-safety Lead's log.									
Who are you passing this information on to?					DSL	Senior Leader	LADO	Police	Customer First

Please give details including their name and contact number:		
Name:	Time:	Date:
Your Signature:		Date:
Print Name:		
<i>For use by DSL only:</i> Summary of Action Taken:		<i>Date and Time received:</i>
Referred to:	Recorded on log Yes <input type="checkbox"/> No <input type="checkbox"/> Log ref number:	Date and time completed :

Example body map: Age 5 and under



Example body map: Age 5 and over



Low Level Concern Form

Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with South Lee Prep School’s Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary). The record should be signed, timed and dated.

Name of staff member:

Details of concern

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Department & Role:

Signed: Time & Date:

This record will be held securely in accordance with South Lee Prep School's low-level concerns policy. Please note that low-level concerns will be treated in confidence as far as possible, but South Lee may in certain circumstances be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.

Received by At: (Time) On: (Date)

Action Taken: (Specify)

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Signed: Time & Date: