



Orwell Park School

Part of the Benenden Family of Schools

Safeguarding & Child Protection Policy

Mr Callum Licence Chair of the OPS Committee	
Mrs Katie Lawson Governing Body Representative	
Mr Simon O'Malley Head	
Mrs Jo Coventry-King Designated Safeguarding Lead	

Date Reviewed: April 2026

Status: Approved

Review Date: August 2026 or whenever needed

TABLE OF CONTENTS

SECTION ONE: KEY CHILD PROTECTION & SAFEGUARDING INFORMATION.....	5
KEY CONTACTS	5
KEY POINTS OF SAFEGUARDING TRAINING	5
SECTION TWO: PURPOSE & PHILOSOPHY	7
THE PURPOSE OF THIS SAFEGUARDING POLICY IS TO:	8
AIMS OF THIS SAFEGUARDING POLICY	8
OBJECTIVES	9
PROACTIVE PASTORAL CARE & SAFEGUARDING	10
SECTION TWO ONE PAGE SUMMARY	11
SECTION THREE: WHAT YOU NEED TO KNOW ABOUT ABUSE, NEGLECT, AND EXPLOITATION	14
RECOGNISING CONCERNS, SIGNS AND INDICATORS OF ABUSE OR NEGLECT	14
DEFINITIONS & TYPES OF ABUSE	15
MENTAL HEALTH	15
PREVENTING RADICALISATION	16
DOMESTIC ABUSE & SERIOUS VIOLENCE	17
SERIOUS VIOLENCE AND CRIMINAL EXPLOITATION	18
FURTHER IMPORTANT HIGH RISK SITUATIONS & ISSUES.....	18
SUPPORTING LGBT+ & GENDER QUESTIONING PUPILS	20
EQUALITY, INCLUSION & PREVENTATIVE EDUCATION	20
CONTEXTUAL SAFEGUARDING	21
SECTION THREE ONE PAGE SUMMARY	22
SECTION FOUR: EYFS, SEND, EAL, BOARDING & VULNERABLE PUPILS INCLUDING LOOKED AFTER CHILDREN.....	25
EARLY YEARS FOUNDATION STAGE (EYFS)	25
CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)	26
EAL PUPILS.....	27
VULNERABLE PUPILS	27
BOARDING.....	28
LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN.....	28
SECTION FOUR ONE PAGE SUMMARY	29
SECTION FIVE: PROCEDURE IN THE EVENT OF CONCERNS ABOUT A PUPIL.....	31
CONCERNS ABOUT A PUPIL	32
LIAISON WITH THE SUFFOLK SAFEGUARDING PARTNERSHIP (SSP)	33
CONFIDENTIALITY, DATA PROTECTION AND RECORD KEEPING	35
EARLY HELP	36
SECTION FIVE ONE PAGE SUMMARY	37
SECTION SIX: PROCEDURE IN THE EVENT OF CONCERNS ABOUT AN ADULT	39
CONCERN ABOUT AN ADULT	40
CONTACTING THE LADO	40
CASE MANAGER RESPONSIBILITIES	40
INFORMING THE ACCUSED STAFF MEMBER	40
THE HARM TEST FOR ALLEGATIONS	41
CONFIDENTIALITY & REPORTING RESTRICTIONS	41
DEFINITIONS FOR ALLEGATION OUTCOMES.....	41
WHISTLEBLOWING	41
LOW LEVEL CONCERNS ABOUT STAFF BEHAVIOUR	41
REPORTING STAFF TO THE DBS AND/OR TRA (KCSIE 2025)	42
THE CHARITY COMMISSION	43
SECTION SIX ONE PAGE SUMMARY	44
SECTION SEVEN: ONLINE SAFETY	47
ONLINE SAFETY LEADS.....	47
SAFEGUARDING & TECHNOLOGY	47
AREAS OF ONLINE SAFETY	47
FILTERING & MONITORING	47

REPORTING CONCERNS	47
MOBILE PHONE USE FOR PUPILS	48
MOBILE PHONE USE FOR STAFF.....	48
SECTION SEVEN ONE PAGE SUMMARY.....	48
SECTION EIGHT: MANAGEMENT OF SAFEGUARDING	51
ROLES & RESPONSIBILITIES.....	51
SAFEGUARDING TRAINING, EDUCATION AND INFORMATION	53
SAFER RECRUITMENT	54
CONTRACTORS	55
LETTINGS	56
REPORTING AND REVIEW	56
TRANSFER OF RECORDS.....	57
TAKING PUPILS OFF-SITE.....	57
CHILDREN MISSING IN EDUCATION	57
PRIVATE FOSTERING AND HOME STAYS	58
THE USE OF 'REASONABLE FORCE'	58
SECTION EIGHT ONE PAGE SUMMARY	59
APPENDICES	60
APPENDIX ONE: DSL JOB DESCRIPTION	62
APPENDIX TWO: SUFFOLK SAFEGUARDING PARTNERSHIP KEY INFORMATION	62
APPENDIX THREE: MYCONCERN.....	63
APPENDIX FOUR: LINKS TO ORWELL PARK POLICIES.....	66
APPENDIX FIVE: LINKS TO KEY GOVERNMENT & LOCAL AUTHORITY DOCUMENTS.....	66
APPENDIX SIX: ADDITIONAL GUIDANCE & RESOURCES	67
APPENDIX SEVEN: EARLY HELP TEAM (SAFEGUARDING)	67
APPENDIX EIGHT: SAFEGUARDING INDUCTION LINKS.....	68
APPENDIX NINE: SAFEGUARDING PROCEDURES DURING SCHOOL CLOSURES / REMOTE LEARNING	68
APPENDIX TEN: MOBILE PHONE & CAMERA POLICY IN THE EYFS	69
APPENDIX ELEVEN: THE ORWELLBEING FRAMEWORK	70

SECTION ONE

KEY CHILD PROTECTION & SAFEGUARDING INFORMATION

- **Key Contacts**
- **OPS Safeguarding Training: Key Points**



SECTION ONE: KEY CHILD PROTECTION & SAFEGUARDING INFORMATION

Orwell Park School ("the School") is fully committed to safeguarding and promoting the welfare of all children. Safeguarding is everyone's responsibility.

1.1 KEY CONTACTS

The Designated Safeguarding Lead (DSL):

*Mrs Joanna Coventry-King – Head of Learning Enrichment, SENDCo & DSL**

Phone: 01473 659225 E-mail: jocoventryking@orwellpark.org

The Deputy Designated Safeguarding Leads (DDSL):

*Mr Martin O'Brien – Deputy Head, Pastoral, Prevent Duty Lead & DDSL**

Phone: 01473 659225 E-mail: martinobrien@orwellpark.org

Mrs Caroline Brunt – Head of Life Skills, Mental Health Lead & DDSL

Phone: 01473 659225 E-mail: carolinebrunt@orwellpark.org

Mr Tristan King – Head of Year 7&8, Head of TPR & DDSL

Phone: 01473 659225 E-mail: tristanking@orwellpark.org

Mr Nick Gibbs – Head of Year 5&6, Head of French & DDSL

Phone: 01473 659225 E-mail: nickgibbs@orwellpark.org

*Mrs Hayley Lloyd – Head of Lower Prep**

Phone: 01473 659225 E-mail: hayleylloyd@orwellpark.org

Mrs Vikki Wiggins – EYFS Manager

Phone: 01473 659225 E-mail: vikkiwiggins@orwellpark.org

Mr Henry Snow – Head of Boys' Boarding

Phone: 01473 659225 E-mail: henrysnow@orwellpark.org

Head

*Mr Simon O'Malley**

Phone: 01473 659225 Email: head@orwellpark.org

Nominated Governor for Safeguarding

Mrs Katie Lawson

Email: katielawson@orwellpark.org

Chair of OPS Committee

Mr Callum Licence

Email: callumlicence@orwellpark.org

Suffolk Multi Agency Safeguarding Hub (MASH) Professional Consultation line

Tel: 03456061499 Email: CYPMASH@suffolk.gov.uk

Customer First (immediate safeguarding concerns)

Tel: 0808 800 4005 (24 hours) [Concerned? » Suffolk Safeguarding Partnership \(suffolksp.org.uk\)](https://www.suffolksp.org.uk)

Police Emergency

999

(* NB On Senior Leadership Team)

1.2 KEY POINTS OF SAFEGUARDING TRAINING



Orwell Park Safeguarding Training: Key points

Categories of Significant Harm

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

Possible Indicators of Abuse

- Changes in behaviour, mood, or attitude
- Sudden withdrawal from school life
- Restlessness, anxiety, or aimlessness
- Sleep disturbances
- Unexplained changes in academic effort
- Unusual bruises or injuries
- Periodic unexplained absences
- Expressions of fear or reluctance to go home
- Bullying

Remember Your Training!

Concerns About a Child?

Report the same day to a member of the Safeguarding Team.

Write concern on MyConcern as soon as possible.

If the child is in immediate danger, contact the police (999) or Customer First (0808 800 4005)

Concerns About a Staff Member?

(Whistleblowing)

Report directly to the Head or DSL (or DDSL in their absence)

If the concern is about the Head, contact the Chair of Governors

You may also discuss concerns with a DSL and report through them

Maintain confidentiality at all times

Direct Referrals

Staff may also refer directly to the Suffolk Safeguarding Partnership. Up-to-date contact details for Early Help, the Multi-Agency Safeguarding Hub (MASH), and the Local Authority Designated Officer (LADO) are available at: <https://www.suffolksp.org.uk/concerned>

Useful links:

<https://www.suffolk.gov.uk/children-families-and-learning/keeping-children-safe/>

<https://suffolkscsp.org.uk>

LADO Email: LADO@suffolk.gov.uk

Customer First (MASH): 0808 800 4005

- Remember to inform the DSL as soon as possible so that appropriate action can be agreed and recorded.

Current Issues

All staff are expected to show **professional curiosity** and be alert to types of issues that may raise safeguarding concerns. These include:

- Child-on-child abuse including (cyber)bullying, physical or sexual abuse/harassment, initiation-type violence or rituals
- Mental health concerns
- Youth-produced sexual imagery/nudes or semi-nudes (images and/or videos)
- Child sexual exploitation
- Radicalisation and extremism
- Domestic abuse, teenage relationship abuse, serious violence
- FGM, forced marriage, 'so-called' honour-based violence
- Children missing education or in private fostering arrangements

Further details can be found in the School's Safeguarding Policy and in Keeping Children Safe in Education (KCSIE) 2025, Part 1 and Annex B.

Early Help

Early intervention is the best way to deal with issues and pre-empt them from turning into bigger problems.

If staff have any concerns about a child's welfare, they should act on them immediately. Early information sharing is vital for effective identification, assessment, and allocation of appropriate support. If staff are unsure, they should always speak to the Designated Safeguarding Lead (DSL) and/or Deputy DSL and follow the School's safeguarding policies and procedures.

All staff should be aware of the Suffolk Safeguarding Partnership Threshold Guidance, which is available from the Safeguarding Team if they feel a child may benefit from early help.

Link: <https://suffolkscsp.org.uk>

Low-Level Concerns

All staff must report any low-level concern they have about the behaviour of an adult towards a pupil, even if it does not meet the threshold for harm. A low-level concern is any action that may be inconsistent with the staff code of conduct, including behaviour that is:

- Overly familiar
- Inappropriate in tone, language, or personal boundaries
- Disrespectful or dismissive of a pupil's voice or rights
- Potentially a misunderstanding but still causes discomfort or unease

Reporting low-level concerns helps maintain a strong safeguarding culture and allows early intervention if needed.

Staff must report low-level concerns to the Head or DSL. These concerns will be recorded and reviewed appropriately, in line with Orwell Park's Low-Level Concerns Policy and the expectations set out in KCSIE 2025.

Confidentiality

Adults must not publicly speculate about any allegations or concerns. Staff must not respond to enquiries from media, pupils, or parents. Any such requests must be referred directly to the Head.

Safeguarding is EVERYONE'S responsibility; it could happen here.

SECTION TWO

PURPOSE & PHILOSOPHY

- **Purpose**
- **Aims**
- **Objectives**
- **Proactive Pastoral Care & Safeguarding**
- **(including the Or Wellbeing Framework)**



2.1 THE PURPOSE OF THIS SAFEGUARDING POLICY IS TO:

- **Protect all children** from harm, including abuse, neglect, exploitation, and maltreatment—both offline and online.
- **Promote a culture of vigilance** where safeguarding is everyone's responsibility, and concerns are identified, reported, and acted upon swiftly.
- **Ensure robust procedures** are in place for identifying, recording, and responding to safeguarding concerns or allegations.
- **Support pupils at risk or in need**, including those with a child protection plan or requiring early help, in partnership with families and external agencies.
- **Provide a safe, supportive learning environment** where children feel secure, valued, and respected, and are equipped with the knowledge and skills to keep themselves safe.
- **Maintain high standards in safer recruitment**, ensuring that all staff, volunteers, and contractors are suitable to work with children through thorough checks and training.
- **Define clear roles and responsibilities**, including those of the Designated Safeguarding Lead (DSL), governing body, and all staff.
- **Uphold statutory requirements**, ensuring compliance with *Keeping Children Safe in Education (KCSIE 2025)*, the Children Acts, the Boarding National Minimum Standards and Independent School Standards.
- **Encourage professional conduct**, ensuring that all safeguarding matters are approached with kindness, discretion, and a child-centred focus.
- **Monitor and evaluate safeguarding practice**, reviewing the policy and its implementation regularly to improve outcomes for all children.

2.2 AIMS OF THIS SAFEGUARDING POLICY

At Orwell Park School & Nursery, safeguarding and promoting the welfare of children is the responsibility of the whole school community. In line with *Keeping Children Safe in Education (KCSIE) 2025*, this policy aims to:

1. **Create a Safe and Supportive Environment**
 - Ensure children feel safe, secure, valued, and respected.
 - Foster an environment where pupils are encouraged to talk openly and are listened to.
 - Provide trusted adults and support networks children can turn to.
 - Promote a culture of vigilance where safeguarding is everyone's responsibility.
2. **Promote Prevention and Early Intervention**
 - Deliver a curriculum (PSHE, RSHE, Life Skills) that equips pupils with the knowledge and skills to stay safe, including online safety and recognising abuse.
 - Support children's development in ways that foster security, confidence, independence, and resilience.
 - Provide early help and targeted support for Children in Need and other vulnerable groups.
3. **Identify and Respond to Concerns Swiftly**
 - Establish clear procedures for identifying, reporting, and managing safeguarding concerns and allegations.
 - Ensure all staff understand their responsibilities and know how to raise concerns.
 - Monitor pupils at risk and contribute to multi-agency assessments and support plans.
4. **Maintain Robust Safeguarding Culture and Practice**
 - Uphold high standards of safer recruitment for all staff, volunteers, and contractors.
 - Ensure all staff receive regular safeguarding training, including Prevent Duty and online safety.
 - Promote open communication, transparency, and shared accountability across all levels of staff and governance.
5. **Work Effectively with Parents and External Agencies**

- Establish strong, professional relationships with parents, carers, and external safeguarding partners (e.g., police, social care).
 - Collaborate in the best interests of each child, ensuring joined-up and timely responses.
 - Support children and families through clear action plans, child protection plans, and multi-agency working.
6. **Act in the Best Interests of the Child at All Times**
- Ensure all decisions prioritise the safety and wellbeing of children.
 - Prevent impairment of children's mental and physical health or development.
 - Help children grow up in safe, supportive circumstances and achieve the best outcomes.

2.3 OBJECTIVES

Our school is committed to safeguarding and promoting the welfare of all pupils. We follow the procedures set out by **Suffolk Safeguarding Partnership (SSP)** and adhere to national guidance including:

- ***Keeping Children Safe in Education (KCSIE) 2025***
- ***Working Together to Safeguard Children (2023)***
- ***Relationships and Sex Education (RSE) and Health Education (2025)***

To achieve this, the school will:

- Appoint a suitably trained senior leader as the **Designated Safeguarding Lead (DSL)**, supported by appropriately trained **Deputy DSLs**.
- Appoint a **nominated governor** responsible for overseeing safeguarding at the school.
- Ensure that all staff, volunteers, contractors, supply and temporary staff, and governors:
 - Know who the DSL and Deputy DSLs are.
 - Understand their own responsibilities in identifying and reporting safeguarding concerns.
 - Are alert to signs of abuse, neglect, and potential **radicalisation**.
- Ensure the Head has regular child protection training in line with their role.
- Provide safeguarding information to parents via the school website and other communication channels.
- Notify Children's Services if a child on a child protection plan is absent for more than two days without explanation.
- Develop and maintain strong partnerships with external agencies and cooperate with safeguarding investigations, including attending case conferences when required.
- Keep clear, accurate written records of concerns about pupils—even when a referral is not immediately necessary.
- Store safeguarding records securely, separate from pupils' main files, and transfer them securely when a pupil moves school—keeping a record of this.
- Follow **safe recruitment practices** at all times, including DBS checks and safeguarding training for all staff, volunteers, and contractors.
- Make this safeguarding policy accessible to parents and publish it on the school website.
- Provide additional support for pupils identified as **Children in Need**.
- Ensure all staff have read and understood ***Keeping Children Safe in Education (KCSIE) 2025*** and how it underpins our school's safeguarding procedures.
- Provide regular training for staff on the **Prevent strategy**, helping them identify signs of **radicalisation** and take appropriate action.
- Make all staff aware of our safeguarding response and procedures for **children missing from education** and ensure they follow them consistently.

2.4 PROACTIVE PASTORAL CARE & SAFEGUARDING

At Orwell Park, we have developed the **OrWellbeing Framework**, a structured approach that sets out how we actively teach pupils about safeguarding, wellbeing, and essential life skills. Its purpose is to equip pupils with the knowledge and strategies they need to:

- Safeguard themselves, their peers, and their families.
- Build healthy coping mechanisms.
- Lead balanced, fulfilling lives.
- Navigate challenges and setbacks using practical strategies, support networks, and explicitly taught skills.

The OrWellbeing Framework is presented below in a pupil-friendly format:



What is OrWellbeing?

Your Guide to Feeling Good at School

OrWellbeing is all about helping you feel happy, safe, and supported while you're at Orwell Park. It's not just something we do in one lesson – it's part of everything at school. We care about your feelings, friendships, confidence, and how you bounce back when things feel tricky. OrWellbeing is here to help you learn those skills, talk about what matters, and enjoy your time at school.

So, what does it actually mean for you?

You'll learn how to look after your wellbeing in Life Skills lessons, tutor time, and special Focus Days, you'll explore how to stay calm, be kind, manage emotions, deal with challenges, and look after your mental health.

You'll have special OrWellbeing Focus Days

Once a term, we have a morning filled with activities like yoga, nature walks, team games, creative sessions, and more – all designed to help you **Connect, Be Active, Take Notice, Keep Learning, and Give**.

You'll always have someone to talk to

Your tutor, teacher or any trusted adult is there to listen. You can also visit the OrWellbeing Hub – a calm and quiet space in school when you need time out, support, or just a breather.

You'll see wellbeing everywhere

Every classroom has an OrWellbeing Board with ideas, reminders, and support tips. These help you notice how you're feeling and what you can do if something's bothering you.

You'll be part of a kind and respectful school

At Orwell Park, we look after each other. That means being respectful, encouraging others, and learning how to be the best version of yourself.

Remember:

OrWellbeing is here for you.

To help you learn, grow, speak up, and feel good about who you are – not just at school, but in life.

We want you to feel confident, supported, and ready for anything!



A [monthly OrWellbeing newsletter](#) is also shared with pupils, staff, parents, and the wider community, offering guidance to support wellbeing and reinforcing the importance of safeguarding for all.

SECTION TWO ONE PAGE SUMMARY PURPOSE & PHILOSOPHY

- 1. Safeguarding is about keeping every child safe from harm, both online and offline.**
- 2. Everyone in our school community shares responsibility for safeguarding.**
- 3. Pupils should always feel safe, respected, and able to talk to trusted adults.**
- 4. Staff are trained to spot concerns early and act quickly to protect children.**
- 5. We work with families and outside agencies to support children who need extra help.**
- 6. A safe learning environment helps pupils build confidence, resilience, and life skills.**
- 7. All adults working with children are carefully checked and trained.**
- 8. Clear roles and responsibilities ensure accountability, from staff to governors.**
- 9. We follow national safeguarding laws and guidance to keep standards high.**
- 10. Our OrWellbeing Framework and monthly newsletter help teach children, and remind the whole community how to stay safe and well.**



SECTION THREE

WHAT YOU NEED TO KNOW ABOUT ABUSE, NEGLECT, AND EXPLOITATION

- **Recognising Concerns**
- **Definitions & Types of Abuse**
- **Mental Health**
- **Preventing Radicalisation**
- **Domestic Abuse**
- **Serious Violence & Criminal Exploitation (including County Lines)**
- **Homelessness & Risk of Homelessness**
- **So called Honour Based Violence (including FGM & Forced Marriage)**
- **Violence Against Women**
- **Modern Slavery**
- **Further Important High Risk Situations / Concerns**
- **Supporting LGBT+ & Gender Questioning Pupils**
- **Equality, Inclusion & Preventative Education**
- **Contextual Safeguarding**



SECTION THREE: WHAT YOU NEED TO KNOW ABOUT ABUSE, NEGLECT, AND EXPLOITATION

3.1 RECOGNISING CONCERNS, SIGNS AND INDICATORS OF ABUSE OR NEGLECT

Safeguarding is about much more than protecting children from deliberate harm. It is a broad and proactive duty to ensure that every child feels safe, supported and respected at school, at home and in the wider community.



Safeguarding includes:

- Pupil health, wellbeing and safety
- Bullying, including cyberbullying and prejudice-based bullying
- Racist abuse and discriminatory behaviour
- Harmful online behaviour and internet safety
- Child-on-child abuse
- Children missing education or running away
- Female Genital Mutilation (FGM)
- Child sexual and criminal exploitation
- Exposure to domestic abuse
- Children vulnerable to radicalisation and extremism
- Safe practice during school trips and intimate care

Staff must be alert to the fact that risks to children can come from outside school and beyond the home. Abuse and exploitation can happen in a range of settings, including in the community, online, or within peer groups.

This includes extra-familial harm, such as:

- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE), including involvement in gangs or county lines

- Serious youth violence
- Online grooming and abuse

Children may also be harmed indirectly—for example, by witnessing the ill-treatment of others or living in a home where domestic abuse occurs. These forms of harm can be just as damaging as direct abuse.

It's important for staff to maintain **professional curiosity**—noticing when something doesn't seem right, and never assuming someone else will take action. Safeguarding concerns are often complex and rarely fall into neat categories. Staff must consider that abuse or neglect can:

- Happen over time or in a single incident
- Be caused by adults or by other children
- Occur face-to-face, online, by phone, or in written messages
- Take place in any setting, including family homes, schools or communities

3.2 DEFINITIONS & TYPES OF ABUSE

CATEGORY	DEFINITION	EXAMPLES	KEY NOTES
Physical Abuse	Deliberate physical harm to a child.	- Hitting, shaking, slapping, biting, burning - Drowning, poisoning, suffocation - Fabricated or induced illness	May result in visible injuries but can also remain hidden.
Emotional Abuse	Persistent maltreatment causing long-term emotional harm.	- Verbal abuse, humiliation, rejection, intimidation - Preventing self-expression - Overprotection or inappropriate expectations - Witnessing domestic abuse - Bullying (including online), coercion, manipulation	Present in all forms of abuse . Can be harder to spot than physical signs.
Sexual Abuse	Forcing or encouraging a child to take part in sexual activities (contact or non-contact).	- Sexual touching or assault - Exposing children to sexual images/conversations - Grooming, exploitation, inappropriate online communication	Can be perpetrated by adults or other children . Staff must be alert to CSE and missing education.
Neglect	Consistent failure to meet a child's basic physical or emotional needs.	- Lack of food, clothing, or shelter - Unsafe caregiving or lack of supervision - Not seeking medical care - Ignoring emotional needs	Can begin before birth (e.g. parental substance misuse). Harmful and long-lasting.

3.3 MENTAL HEALTH

All staff must be aware that **mental health problems can, in some cases, be an indicator that a child has experienced, or is at risk of experiencing, abuse, neglect or exploitation.**

While only **appropriately trained professionals** should diagnose mental health conditions, all staff are well placed to observe children's day-to-day behaviours and to recognise patterns that may indicate emerging concerns. Changes in mood, conduct, appearance or engagement may suggest that a child is struggling with their mental health or has been affected by trauma.

Staff should always refer to the school's [Pupil Mental Health and Wellbeing Policy](#) for guidance, and ensure any concerns are reported promptly in line with the school's safeguarding procedures.

Where children have been victims of **abuse, neglect or other potentially traumatic adverse childhood experiences (ACEs)**, the impact on their development can be significant and long-lasting. These experiences can affect children's behaviour, relationships, emotional wellbeing, and academic achievement well into adulthood.

It is essential that staff:

- Understand how trauma and adversity can manifest in children's behaviour;
- Respond with curiosity, sensitivity and consistency;
- Work closely with the Designated Safeguarding Lead (DSL) and other professionals where concerns arise.

If a staff member has a concern about a child's mental health that is also a safeguarding concern, they must take immediate action by speaking with the DSL or a deputy. Do not delay.

Additional [Guidance and Resources on Mental Health](#) for all staff can be found in the links in Appendix Six.

Possible Indicators of Abuse or Neglect

3.4 PREVENTING RADICALISATION

The School recognises that children can be vulnerable to extremist ideologies and radicalisation. **Extremism** is defined as vocal or active opposition to fundamental British values, including:

- Democracy,
- The rule of law,
- Individual liberty,
- Mutual respect and
- tolerance of different faiths and beliefs.

This definition includes calls for the death of members of the armed forces. **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Under the [Counter-Terrorism and Security Act 2015](#), the School has a statutory duty to have "**due regard to the need to prevent people from being drawn into terrorism**". This is known as the **Prevent duty**, and protecting children from this risk forms part of our broader safeguarding responsibilities.

There is **no single indicator** of a child who is vulnerable to extremist ideology. A combination of social, personal, and environmental factors (such as family influences, online activity, or peer pressure) can contribute to a child's susceptibility. Radicalisation may occur through various means, including **social media, online platforms, or face-to-face contact** in different settings.

As with all safeguarding concerns, **staff should be vigilant to changes in a child's behaviour or presentation** that may suggest they are in need of help or protection. This could include:

- Expressions of extremist views,
- Increasing isolation from peers or family,
- Fixation on a cause or ideology,
- Use of extremist symbols or language.

Staff must follow the '**Notice, Check, Share**' model, in line with **Suffolk Safeguarding Partnership (SSP)** guidance:

- **Notice:** Be alert to any signs that could indicate radicalisation;
- **Check:** Speak with the DSL to assess and clarify concerns;
- **Share:** Report the concern to the DSL, or if necessary, make a direct referral.

Referral Process

If the DSL (or the member of staff) believes that a pupil may be **vulnerable to radicalisation**, a '[Vulnerable to Radicalisation' \(VTR\) referral form](#) will be submitted to Suffolk's **Multi-Agency Safeguarding Hub (MASH)**.

If appropriate, the case may be referred to the [Channel programme](#), a voluntary, confidential early intervention process that provides tailored support to individuals who are at risk of being drawn into terrorism.

While concerns about radicalisation should normally be reported to the DSL in the first instance, **any staff member may make a referral directly to [Customer First](#)** if they believe a child is at immediate or significant risk.

Further Guidance

For further information, staff should refer to:

- The [Revised Prevent Duty Guidance: for England and Wales](#) (Home Office),
- This **Safeguarding and Child Protection Policy**,
- The [Suffolk Safeguarding Partnership Prevent](#) procedures and resources.

3.5 DOMESTIC ABUSE & SERIOUS VIOLENCE

Domestic abuse is defined as **any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse** between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality.

It can include, but is not limited to:

- Psychological abuse
- Physical abuse
- Sexual abuse
- Financial abuse
- Emotional abuse

Children can be victims of domestic abuse. They may experience it directly or witness it, including seeing, hearing, or experiencing the effects of abuse at home. Exposure to domestic abuse, whether in the home or in their own intimate relationships, can have a **serious, long-term emotional, behavioural, and psychological impact** on children.

Children may:

- Blame themselves for the abuse,
- Become withdrawn or aggressive,
- Exhibit anxiety, depression, or self-harm,
- Be forced to leave the family home,
- Struggle with school attendance or concentration.

Young people can also experience domestic abuse in their own relationships (this is sometimes referred to as teenage relationship abuse), which must be recognised and addressed.

Staff should refer to:

- Government guidance on domestic abuse,
- Report domestic abuse: how to get help.

The School is also part of [Operation Encompass](#), a police and education safeguarding partnership. This ensures the DSL is notified before the start of the next school day when a child has been present at, or exposed to, an incident of domestic abuse.

3.6 SERIOUS VIOLENCE AND CRIMINAL EXPLOITATION

All staff should also be aware of indicators that may signal a child is at risk from, or involved in, **serious violent crime**. These indicators can overlap with those of other forms of abuse, but may include:

- Increased absence from school;
- A noticeable decline in academic performance;
- A change in friendship groups (e.g. associating with older individuals or gangs);
- Signs of self-harm or a significant change in mental wellbeing;
- Unexplained injuries or signs of assault;
- Possession of unexplained gifts, cash, or new items (which may suggest grooming or exploitation).

Children involved in serious violence may be victims as well as perpetrators. They are at particular risk of **criminal exploitation**, especially through involvement in **County Lines**. This is a form of organised crime where children are exploited to move drugs or money across the country, often using coercion, intimidation, and violence.

Staff at Orwell Park should familiarise themselves with:

- Home Office guidance: [Preventing youth violence and gang involvement](#),
- [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

If a member of staff has a concern relating to domestic abuse, serious violence, or exploitation, they must follow the School's safeguarding procedures and **report it immediately to the DSL or a deputy**. As with any safeguarding issue, **staff may make a referral directly to MASH or Customer First if necessary**.

3.7 FURTHER IMPORTANT HIGH RISK SITUATIONS & ISSUES

1. **Homelessness & Risk of Homelessness** – Children at risk of homelessness (e.g., due to debt, rent arrears, domestic abuse, family breakdown) require prompt referral to the DSL, who will liaise with the Local Housing Authority and, if needed, children's social care. Early intervention is critical under the Homelessness Reduction Act 2017.
2. **So-Called Honour-Based Abuse (HBA)** – Includes Female Genital Mutilation (FGM), forced marriage, and other practices linked to family "honour." All suspected cases must be treated as abuse and reported to the DSL immediately.
3. **Female Genital Mutilation (FGM)** – Illegal in the UK. Teachers have a statutory duty to report known cases to the police. Staff should watch for risk indicators (e.g., extended trips abroad, withdrawal from PSHE, family history of FGM) and signs of harm (e.g., pain, urinary issues, withdrawal).
4. **Forced Marriage** – Coerced marriages, including under-18 marriages, are illegal. Staff should identify early signs (threats, coercion, parental pressure) and contact the DSL or Forced Marriage Unit for guidance.

5. **Violence Against Women and Girls (VAWG)** – Includes domestic abuse, sexual offences, stalking, revenge porn, and HBA. Staff must be alert to injuries, behavioural changes, and other signs, reporting concerns to the DSL and relevant agencies.
6. **Modern Slavery** – Encompasses trafficking, slavery, forced labour, organ harvesting, and forced criminality. Signs include frequent absences, unexplained possessions, or decline in wellbeing. Staff should escalate concerns to the DSL and, if needed, refer to the National Referral Mechanism (NRM).
7. **Child Exploitation** – Covers County Lines, Child Criminal Exploitation (CCE), and Child Sexual Exploitation (CSE). Key indicators include missing episodes, new possessions, inappropriate relationships, or disengagement from school. DSL-led referrals to social care or police are essential.
8. **Child-on-Child Abuse** – Encompasses bullying, physical abuse, sexual harassment/violence, upskirting, and sharing of sexual images. Staff must take all allegations seriously, follow DSL-led safeguarding procedures, and provide support for victims and appropriate interventions for perpetrators.
9. **Children with Family Members in Prison** – These children may face stigma, isolation, and poor outcomes. Staff should use NICCO guidance to mitigate negative impacts.
10. **Children and the Court System** - Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds and staff should refer to these guides if they need to provide support to a pupil in this situation. Making child arrangements via the family courts following separation can be stressful for children and entrench conflict in families. The Ministry of Justice has produced an online child arrangements information tool with clear and concise information on the dispute resolution service. This would be a useful resource for staff if they are supporting children in this situation.
11. **Sexual Violence, Harassment & Sexting** – Staff must understand sexual offences, consent, and sexual harassment definitions. Any reports of sexual violence or sexual harassment between children, or youth-produced sexual imagery, must be escalated to the DSL, with referrals to social care or police where appropriate. Support must be provided for victims, and education/prevention strategies implemented.

Risk / Issue	Key Indicators / Signs	Immediate Staff Actions	Reference / Guidance
Homelessness / At Risk	Rent arrears, debt, domestic abuse, being asked to leave	Alert DSL → liaise with Local Housing Authority / Children's Social Care	Homelessness Reduction Act 2017
Honour-Based Abuse (HBA)	Pressure from family/community, talks of "honour," FGM, forced marriage	Report to DSL immediately	HBA Guidance Links from Suffolk
Female Genital Mutilation (FGM)	Trips abroad, withdrawal from PSHE, family history, physical signs	Report to DSL; teachers must report to police	Reporting FGM
Forced Marriage	Threats, coercion, under-18 marriage, restricted freedom	Report to DSL; contact Forced Marriage Unit if needed	Forced Marriage Guide
Violence Against Women & Girls (VAWG)	Unexplained injuries, absences, behavioural changes, sexual harassment	Alert DSL → refer to Children's Social Care / Police	VAWG Strategy Document
Modern Slavery	Frequent absences, decline in wellbeing, unexplained gifts	Alert DSL → consider National Referral Mechanism	Suffolk Modern Slavery Guidance

Child Exploitation (CCE / County Lines / CSE)	Missing episodes, new possessions, inappropriate relationships, disengagement	Alert DSL → refer to Children's Social Care / Police	Home Office County Lines & DfE CSE Guidance
Child-on-Child Abuse / Bullying	Physical harm, sexual harassment, upskirting, sexting	Report to DSL → follow safeguarding procedures, support victims	Preventing & Tackling Bullying Guidance
Children with Family in Prison	Stigma, isolation, emotional distress	Provide support → follow NICCO guidance	NICCO Resources
Sexual Violence / Harassment / Sexting	Sexual comments, unwanted touching, youth-produced sexual imagery	Report to DSL → involve social care / police as needed	DfE Sexual Violence & Harassment Guidance; UKCIS

3.8 SUPPORTING LGBT+ & GENDER QUESTIONING PUPILS

A child identifying as lesbian, gay, bisexual, or gender questioning is **not a safeguarding risk in itself**. However, these children may be **more vulnerable to bullying, discrimination, or isolation**, especially if they are seen as "different". They may face greater risks if they do not have a **trusted adult** to share worries with.

What staff should do:

- Create a **safe, supportive, and respectful environment** where all pupils feel valued.
- Be alert to the **additional challenges** LGBT+ and gender questioning pupils may face, including rejection, isolation, or prejudice.
- Provide a **safe space for open conversations**, making sure pupils feel heard.
- **Work with parents and clinical services** where appropriate, to ensure children receive the right emotional and mental health support.
- Follow **local safeguarding advice** ([Suffolk Safeguarding Partnership](#)) and stay up to date with national guidance, including updates following the [Cass Review](#).
-

In summary: All children, regardless of their sexual orientation or gender identity, should feel safe, respected, and supported at school.

3.9 EQUALITY, INCLUSION & PREVENTATIVE EDUCATION

- Under the **Equality Act (2010)**, pupils are protected from discrimination based on **protected characteristics**: **age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation**.
- In addition, under the **Children and Families Act (2014)**, schools must ensure that pupils with **special educational needs and disabilities (SEND)** can take part in all school activities alongside their peers.

What this means in practice:

- A **whole-school approach** is the most effective way to prepare pupils for life in modern Britain.
- Orwell Park has **school values and standards**, demonstrates this consistently through its behaviour policy, pastoral care, and the curriculum.
- Preventative, protective and proactive education is be **planned, age-appropriate, and evidence-based**, helping pupils to understand and respect diversity.
- Teaching covers:
 - Healthy and respectful relationships

- Respectful behaviour and consent
- Stereotyping and equality
- Body confidence and self-esteem
- Prejudice and discriminatory behaviour linked to protected characteristics
- Why sexual violence and harassment are always wrong
- Challenging cultures of sexism, harassment, or discrimination

The OrWellbeing Framework (See Appendix Eleven) lays out details how much of this is covered.

In summary: Preventative education should build a culture of **respect, inclusion, and zero tolerance** for any form of prejudice or harassment. By upholding the principles of the **Equality Act's protected characteristics**, schools ensure that every pupil feels safe, valued, and supported.

3.10 CONTEXTUAL SAFEGUARDING

What is Contextual Safeguarding?

Contextual safeguarding recognises that safeguarding incidents or harmful behaviours can happen **outside school** and may involve factors in a child's wider environment. This means that when staff or the DSL are assessing concerns, they should consider not only what happens inside school but also influences from **peer groups, neighbourhoods, online environments, or community settings**.

For example, risks may arise from:

- Peer pressure or harmful friendships.
- Local community issues (e.g. gang activity, anti-social behaviour).
- Online influences, including social media and gaming platforms.
- Unsafe situations in the wider family or home environment.

Why is this important?

- Children's behaviour in school can often reflect what is happening outside of school (including online).
- Understanding the wider context helps ensure that referrals and assessments are **accurate, thorough, and effective**.
- Children's social care assessments rely on schools providing as much relevant information as possible about both in-school and out-of-school factors.

How Staff Can Understand the Context in Their School

Staff play a crucial role in recognising and sharing contextual information by:

1. **Observing patterns** – noticing changes in behaviour, attendance, friendships, or performance that may suggest outside influences.
2. **Listening to pupils** – encouraging children to talk about their lives, friendships, and worries, both inside and outside school.
3. **Building trusted relationships** – so pupils feel safe to share concerns about things happening beyond school.
4. **Communicating concerns** – reporting even small details to the DSL, as they may help build a bigger picture.
5. **Being aware of local risks** – staying informed about issues in the community (e.g., online trends, local safety concerns) that could affect pupils.
6. **Collaborating with external agencies** – sharing contextual information during referrals to ensure children's social care can make a well-rounded assessment.

In summary: Contextual safeguarding means recognising that risks to children's welfare often come from beyond the school gates. By paying attention to pupils' lives both inside and outside school, and sharing this information with the DSL, staff help ensure that safeguarding is **comprehensive, informed, and effective**. Professional Curiosity is encouraged.

3.11 SECTION THREE ONE PAGE SUMMARY

SECTION THREE ONE PAGE SUMMARY

WHAT YOU NEED TO KNOW ABOUT ABUSE, NEGLECT & EXPLOITATION

1. **Broad Scope of Safeguarding:** Safeguarding is not only about preventing deliberate harm but also promoting children's overall safety, wellbeing, and respect at school, home, and in the wider community.
2. **Types of Abuse:** Staff should recognise physical, emotional, sexual abuse, and neglect, noting that abuse can be direct or indirect, single incidents or ongoing, and caused by adults or peers.
3. **Extra-Familial Harm:** Risks may arise outside the home, including child sexual exploitation (CSE), child criminal exploitation (CCE), serious youth violence, gangs, and online grooming.
4. **Mental Health Awareness:** Changes in mood, behaviour, or engagement can indicate trauma, neglect, or abuse. Staff should act promptly and liaise with the DSL for any mental health concerns linked to safeguarding.
5. **Radicalisation & Extremism:** Children can be vulnerable to extremist ideologies. Staff should use the "Notice, Check, Share" approach, reporting concerns to the DSL or directly to authorities if risk is immediate.
6. **Domestic Abuse & Serious Violence:** Exposure to domestic abuse, serious violence, or criminal exploitation can have long-term effects. Staff must recognise indicators such as behavioural changes, absences, or unexplained injuries and report promptly.
7. **High-Risk Situations:** Staff must be vigilant about FGM, forced marriage, honour-based abuse, modern slavery, sexual violence, child-on-child abuse, and children with family in prison, escalating concerns immediately to the DSL.
8. **Supporting Vulnerable Groups:** LGBT+ and gender-questioning pupils may face additional risks of discrimination or isolation. Staff must provide a safe, supportive environment and access to trusted adults.
9. **Preventative Education & Equality:** Teaching on healthy relationships, consent, respect, anti-bullying, and equality helps pupils understand risks, respect diversity, and promotes a safe school culture.
10. **Contextual Safeguarding & Professional Curiosity:** Risks often arise outside school. Staff should observe patterns, listen to pupils, share contextual information with the DSL, and collaborate with external agencies to ensure comprehensive safeguarding.



SECTION FOUR

EYFS, SEND, EAL, BOARDING & VULNERABLE PUPILS INCLUDING LOOKED AFTER CHILDREN

- **Recognising Concerns**
- **Definitions & Types of Abuse**
- **Mental Health**
- **Preventing Radicalisation**
- **Domestic Abuse**
- **Serious Violence & Criminal Exploitation
(including County Lines)**
- **Homelessness & Risk of Homelessness**
- **So called Honour Based Violence (including
FGM & Forced Marriage)**
- **Violence Against Women**
- **Modern Slavery**
- **Further Important High Risk Situations /
Concerns**
- **Supporting LGBT+ & Gender Questioning
Pupils**



SECTION FOUR: EYFS, SEND, EAL, BOARDING & VULNERABLE PUPILS INCLUDING LOOKED AFTER CHILDREN

At Orwell Park, we recognise that specific attention should be given to EYFS pupils, SEND pupils, EAL pupils, boarding pupils, and other vulnerable groups. These children may be at greater risk of harm or face additional barriers in communicating concerns. Young children, those with special educational needs, or pupils for whom English is an additional language may struggle to understand, recognise, or report abuse. Boarding pupils spend extended periods away from home, increasing reliance on school staff for safety and wellbeing. Vulnerable pupils, including those with complex social or emotional needs, may require extra support and supervision to ensure their protection. Tailoring safeguarding measures to these groups helps ensure that all children are equally safe, supported, and able to thrive.

4.1 EARLY YEARS FOUNDATION STAGE (EYFS)

The DSL has the responsibility for safeguarding children within the EYFS setting and liaises with the local statutory child safeguarding agencies as appropriate (Suffolk Safeguarding Partnership). The DSL maintains and monitors all pupil safeguarding records, including those in the EYFS. There is an EYFS-specific DSL who works alongside other DSLs to ensure the safeguarding provision for this section of the School is effective and consistent with the School as a whole whilst considering the additional safeguarding needs for our very youngest pupils.

The [2025 Early Years Foundation Stage \(EYFS\) statutory framework outlines](#) several safeguarding and welfare requirements to ensure the safety and well-being of children in early years settings.

Key provisions include:

1. **Safer Recruitment Practices:** Providers must implement robust recruitment procedures, including obtaining and verifying references, to ensure that only suitable individuals are employed.
2. **Safeguarding Policies:** Settings are required to have comprehensive safeguarding policies detailing how safeguarding training is delivered and how practitioners are supported to implement it effectively. See the [EYFS policy](#) which lays out staff supervision details which enables regular communication and opportunity for best practice in safeguarding.
3. **Absence Monitoring:** Providers must follow up on prolonged child absences and maintain up-to-date emergency contact details for all children. All Early Years children at Orwell Park are placed into our digital school system and registered accordingly. All contact information (at least two contacts) are kept up to date.
4. **Health and Nutrition Standards:** When meals, snacks, or drinks are provided, they must be healthy, balanced, and nutritious, aligning with the EYFS nutrition guidance.
5. **Paediatric First Aid Training:** All early years staff, including students and trainees, must hold valid paediatric first aid certification to be included in staff-to-child ratios.
6. **Whistleblowing Procedures:** Settings must establish clear whistleblowing policies to enable staff to report concerns about colleagues' conduct or safeguarding practices. The EYFS staff follow our whole school whistleblowing procedures including reporting Low Level Concerns.
7. **Safeguarding Training Requirements:** Staff must receive safeguarding training that meets the standards outlined in Annex C of the EYFS 2025 framework and undergo updates at least every two years. At Orwell Park, staff are given termly updates and the EYFS DSL ensures that all staff remain up-to-date with any specific EYFS updates.
8. **Supervision During Mealtimes:** Providers must ensure that children are adequately supervised during mealtimes to prevent choking hazards and promote safe eating practices. Staff are present at all times and all who supervise our pupils have Paediatric First Aid Qualifications.
9. **Emergency Contact Information:** Settings are required to obtain and maintain accurate and up-to-date emergency contact details for each child. Orwell Park keeps thorough records for every child on our digital administration system.

10. **Compliance with Legal Regulations:** All safeguarding and welfare requirements are legally enforceable under the [Childcare Act 2006](#), and providers must comply with these regulations to ensure the safety and wellbeing of children in their care.

These measures are designed to create a safe and supportive environment for young children, promoting their health, safety, and development in early years settings.

While the EYFS team follow the same safeguarding policy as the rest of the school, they must also pay specific regard to the following areas:

Area	EYFS	Prep School (year 1 upwards)
Mobile Phones / Personal Devices	Staff are prohibited from using personal phones in children's areas; devices must be work-related and out of reach of children.	Staff may carry phones for emergencies; pupils' use is managed by school policy; controlled in classrooms/offices.
Supervision Ratios	Strict ratios (e.g. 1:5 for infants) at all times, including play and transitions.	Lower supervision ratios; older pupils have more independence moving around campus.
Intimate Care & Hygiene	Staff often assist with toileting, nappy changes, and handwashing; there are clear intimate care protocols in our EYFS policy and changing procedure.	Pupils manage their own hygiene; safeguarding focuses on privacy and boundaries.
Safeguarding Training	Early years-specific: paediatric first aid, recognising developmental vulnerabilities, safeguarding young children.	Focus on older children: online safety, Prevent duty, mental health, recognising neglect or bullying.
Online Safety	Controlled use of school-provided devices; teaching staff about safe usage.	Pupils use devices independently; monitoring and filtering required; safe internet use taught.
Access Control	Strict entry/exit controls; signing in/out for children and adults; close monitoring of visitors.	Security maintained, but older children may move between buildings independently.
Vulnerable Children	Extra attention for SEND, EAL, medical needs; children may struggle to communicate concerns.	Focus on recognising neglect, mental health issues, bullying, and online exploitation.
Emergencies & First Aid	Paediatric first aid required on-site at all times; staff trained for young children's specific needs. There is always at least one paediatric trained member of staff on all trips.	First aid provision appropriate to age group; staff trained in general first aid.
Physical Boundaries / Outdoor Areas	Outdoor play areas closely supervised; risks minimised; fences, gates, and locked areas standard.	Older pupils may access larger campus areas; supervision balanced with independence.
Communication with Parents	Frequent updates; handovers essential at arrival/collection; high parental involvement.	Communication maintained, but pupils increasingly independent; less frequent direct supervision by parents.

4.2 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The School recognises that pupils with special educational needs and disabilities (SEND) may face additional safeguarding challenges. We understand that these pupils may be more vulnerable to abuse

and neglect, and that these issues may be more difficult to detect due to a range of factors. As outlined in *KCSIE 2025*, these can include:

- **Assumptions** that signs of possible abuse (such as changes in behaviour, mood, or physical injuries) are related to the child's disability, rather than being explored further as potential indicators of harm.
- **Cognitive vulnerabilities**, such as difficulty in distinguishing fact from fiction (particularly online) which may result in pupils repeating harmful content or behaviour without understanding the risks or consequences.
- **Social exclusion**, as children with SEND may be more likely to experience isolation from their peer group.
- **Disproportionate impact from harmful behaviours**, such as bullying or exploitation, without necessarily showing clear outward signs.
- **Communication challenges**, which may make it more difficult for pupils to disclose concerns or for others to understand their experiences.
- **Dependence on adults**, which may increase vulnerability to abuse or limit opportunities to report concerns.

To mitigate these risks, the School provides tailored pastoral support for pupils with SEND. The Head of Learning Support & Enrichment (SENDCo) is also the Designated Safeguarding Lead (DSL) and together with other pastoral staff works to ensure that all safeguarding concerns are recognised and acted upon promptly and effectively. Staff receive training to raise awareness of these specific vulnerabilities and are encouraged to approach all concerns with curiosity, compassion, and professional judgement.

4.3 EAL PUPILS

EAL (English as an Additional Language) pupils can be particularly vulnerable to safeguarding concerns due to communication barriers, social isolation, and unfamiliarity with safeguarding systems. Limited English may make it difficult for them to report abuse or seek help, while cultural differences and previous experiences, such as trauma or migration, can affect how they interpret authority and personal boundaries. These factors, combined with potential social exclusion and a lack of understanding of school procedures, mean that EAL pupils require careful observation, clear communication, and supportive strategies to ensure their safety and wellbeing.

Practical Support Strategies:

- EAL Teacher (Mrs Krystal Barrado) and Boarding staff, where appropriate, work hard to build trust and connections with all EAL pupils so they feel they have someone to talk to, even if communication is difficult.
- We pair EAL pupils with trusted peers for support and social inclusion
- We provide key safeguarding information in the pupil's first language
- We have access to bilingual staff or translators for sensitive conversations where necessary
- We reinforce lessons about boundaries, safety, and seeking help with roleplay or visual aids
- We always document observations carefully on MyConcern and all staff escalate concerns promptly as per our Safeguarding policy.

4.4 VULNERABLE PUPILS

Vulnerable pupils, such as those with medical conditions, looked-after children, or those experiencing social or emotional difficulties, may be at higher risk of safeguarding concerns because they can be more exposed to neglect, bullying, or abuse. Their circumstances may limit their ability to communicate worries or access support, and they may require additional monitoring and guidance to feel safe. Staff must be alert to signs of distress, proactive in offering support, and responsive to their individual needs to ensure their protection and wellbeing.

Practical Support Strategies:

- All vulnerable pupils are known and tutors and Heads of Sections (or particular trusted adult chosen by the child) who knows their circumstances provide consistent support.
- If needed, staff provide additional supervision and guidance during lessons, breaks, and transitions.
- We ensure all safeguarding information is accessible and reinforced through discussion, visual aids, or practical examples. This is normally done by the child's tutor.
- Staff are trained to recognise early warning signs, such as behavioural changes, absences, or emotional distress.
- Support services, including pastoral care, counselling, or external agencies, are involved as appropriate.
- All observations and concerns are documented on MyConcern, with prompt escalation in line with our Safeguarding policy.

4.5 BOARDING

Boarding pupils may face additional safeguarding risks due to being away from home, spending extended periods in school care, and relying heavily on staff for safety and wellbeing. They may experience homesickness, isolation, or difficulties raising concerns outside of school hours. Boarding pupils require consistent supervision, strong relationships with staff, and clear access to support systems to ensure their safety and emotional welfare. The Boarding Team are well-trained to provide high-quality, consistent pastoral care.

Practical Support Strategies:

- Boarding staff build strong, trusting relationships with pupils, ensuring they have a reliable adult to approach at any time.
- We maintain structured routines, including supervision during evenings and weekends, to safeguard pupils in all areas of boarding life.
- Regular check-ins allow pupils to express concerns, share experiences, or discuss wellbeing.
- Staff are trained to recognise signs of distress, bullying, or safeguarding issues specific to boarding environments.
- Policies for access to outside support, such as counsellors or external agencies, are clearly communicated and facilitated.
- All observations and concerns are carefully recorded on MyConcern and escalated promptly according to this Safeguarding policy.

4.6 LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

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

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

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

4.7 SECTION FOUR ONE PAGE SUMMARY

SECTION FOUR ONE PAGE SUMMARY

EYFS, SEND, EAL, BOARDING & VULNERABLE PUPILS INCLUDING LOOKED AFTER CHILDREN

- **Focused Attention on Vulnerable Groups:** EYFS pupils, SEND pupils, EAL pupils, boarding pupils, and other vulnerable children may face higher safeguarding risks or barriers to communicating concerns, requiring tailored measures and extra support.
- **EYFS Safeguarding:** The EYFS team follows the statutory 2025 EYFS framework, with a dedicated EYFS DSL, strict supervision ratios, paediatric first aid, safeguarding training, emergency contacts, and controlled environments to protect young children.
- **Safer Recruitment & Staff Policies:** Robust recruitment, ongoing training, supervision, whistleblowing procedures, and safeguarding policies ensure staff are suitable, competent, and supported to safeguard all pupils.
- **SEND Pupils:** Pupils with SEND may struggle to communicate, be socially isolated, or have cognitive vulnerabilities. Staff must approach concerns with curiosity, compassion, and professional judgement, providing tailored pastoral and safeguarding support.
- **EAL Pupils:** Language barriers and cultural differences may limit EAL pupils' ability to report abuse. Staff provide translation support, peer buddies, visual aids, and clear communication to ensure safety and inclusion.
- **Vulnerable Pupils:** Pupils with medical, social, or emotional needs may require extra supervision and guidance. Staff must be alert to early warning signs and provide consistent support through tutors, pastoral teams, and external services.
- **Boarding Pupils:** Extended time away from home increases reliance on staff. Boarding staff maintain strong relationships, structured routines, check-ins, and clear access to support to safeguard pupils' wellbeing.
- **Looked After and Previously Looked After Children:** These pupils may have experienced abuse or neglect. Staff must understand their specific needs, work with the virtual school head, and coordinate with agencies to protect and support them.
- **Monitoring & Reporting:** All staff are responsible for observing, recording, and escalating safeguarding concerns via MyConcern. Prompt reporting ensures timely action, whether through the DSL, deputies, or external agencies.
- **Tailored Safeguarding Practices:** Policies, supervision, training, and communication are adapted to each group's needs e.g., EYFS mealtime supervision, SEND pastoral support, EAL communication aids, and boarding routines. This is to ensure every child is safe, supported, and able to thrive.



SECTION FIVE

PROCEDURE IN THE EVENT OF CONCERNS ABOUT A PUPIL

- **Concerns about a Pupil**
- **Liaison with the Suffolk Safeguarding Partnership**
- **Confidentiality, Data Protection & Record Keeping**
- **Early Help**



5.1 CONCERNS ABOUT A PUPIL

At our school, we aim to create a safe and supportive environment where children feel confident to speak openly about any worries or concerns. All staff, including support and ancillary staff, play a crucial role in listening, supporting, and responding sensitively and appropriately.

The following signs **may indicate a safeguarding concern**. Individually, they do not confirm abuse, but collectively or persistently, they may suggest a child is at risk:

- Sudden or unusual changes in behaviour (e.g. aggression, withdrawal, clinginess, sleep disruption or bedwetting)
- Ill-fitting, unclean or inappropriate clothing
- Poor personal hygiene and consistently neglected appearance
- Avoidance of specific people or situations without clear reason
- Reluctance to change for PE or participate in physical activity
- Academic decline or apparent tiredness and hunger
- Disclosures about being left alone, with unsuitable carers, or exposed to strangers
- Developmental delays with no medical explanation
- Frequent absences or lateness, or reluctance to return home
- Poor punctuality or late collection at the end of the school day
- Parents or carers who appear intoxicated, dismissive or indifferent to concerns
- Early exposure to alcohol or substance misuse
- Children caring for siblings or expressing anxiety about them
- Disclosure or mention of running away
- Flinching at sudden movement or being uncomfortable with touch

Staff should refer to the DfE guidance ***What to do if you are worried a child is being abused – Advice for Practitioners*** for more detail on recognising and responding to abuse. The NSPCC website is also a valuable source of up-to-date information and resources.

Creating a Safe Space for Children

We recognise that some children may find it difficult to speak about abuse, neglect or harm. They may feel embarrassed, scared, or unsure of how to talk about what's happening. Children with additional vulnerabilities—such as those with SEND, language barriers, or who have experienced trauma—may face extra challenges.

Staff are trained to:

- Listen calmly and carefully without judgment.
- Avoid leading questions or investigating.
- Never promise confidentiality—always explain that their concern will be taken seriously and passed on to help keep them safe.
- Reassure the child they have done the right thing by speaking up.
- Avoid making promises they cannot keep.

Taking Action Immediately

If a child shares a concern or if staff notice something concerning in a pupil's behaviour, appearance or actions, they must act straight away.

All staff must:

- Record what they have seen, heard or been told as soon as possible—using MyConcern where possible. This will automatically alert the DSL team and create a record.
- Speak to the Designated Safeguarding Lead (DSL), or a Deputy DSL, immediately.
- Never delay taking action or assume someone else will do it.
- **Remember:** anyone can contact Customer First or the police directly if they believe a child is at immediate risk and no DSL is available.

The DSL or DDSL will consider the Suffolk Thresholds and decide on the next steps, which may include:

- Offering pastoral or emotional support in school.
- Making an Early Help Assessment.
- Referring to statutory services (e.g. if the child is in need or at risk of harm).

Important: Staff must not investigate the concern themselves. If a disclosure is made, it should always be referred promptly to the appropriate safeguarding lead or authority.

Customer First: 0808 800 4005

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

Email: customer.first@suffolk.gov.uk

In an emergency telephone 999 and contact the police.

Suffolk Police: 01473 613 500 or 101

Child Exploitation and Online Protection Agency: www.ceop.police.uk

Information Sharing

Sharing relevant information early is essential in protecting children. Staff must never assume that someone else will act or share important details. We follow the guidance in **Information Sharing: Advice for Practitioners** and understand that data protection laws (GDPR, Data Protection Act 2018) do not prevent information being shared to safeguard children.

If a staff member makes a referral directly (e.g. to Customer First), they must notify the DSL as soon as possible.

Supporting Children

When a child is identified as needing extra support, we do all we can to help quickly and compassionately. This may include:

- In-school support through our pastoral or counselling services.
- Liaison with external professionals such as GPs, mental health workers or psychologists.
- Seeking advice from multi-agency services where needed.

In some cases, the sharing of educational data may be withheld—for example, when a child is in a refuge or where disclosure could cause serious harm.

5.2 LIAISON WITH THE SUFFOLK SAFEGUARDING PARTNERSHIP (SSP)

In line with the statutory guidance *Working Together to Safeguard Children 2023*, Suffolk has a safeguarding structure called the **Suffolk Safeguarding Partnership (SSP)**.

The SSP is made up of three safeguarding partners:

- **Local Authority**
- **Chief Officer of Police**
- **Clinical Commissioning Groups**

These partners work together with **relevant agencies** to safeguard and protect the welfare of children in Suffolk. All three partners share equal responsibility for local safeguarding arrangements.

As a school, we are considered a **relevant agency**. We play an important role in working with the SSP to safeguard children, promote their welfare, and identify and respond to their needs. Our representation is as follows:

- **School:** represented by a Senior Education Officer on the Board and at the three locality safeguarding network meetings.
- **Early Years Setting:** represented by the Director of Children Services on the Board and at the three locality safeguarding network meetings.

The School will **not conduct any investigations** without the full knowledge of the SSP.

Where possible, the School will **inform parents** before making a referral, or as soon as possible afterwards if immediate contact is not possible. Parents will **not be informed** only in the following situations:

- If informing them could **increase the risk of harm** to the child
- If it could **interfere with a criminal investigation**
- If the child may be a victim of **fabricated or induced illness**

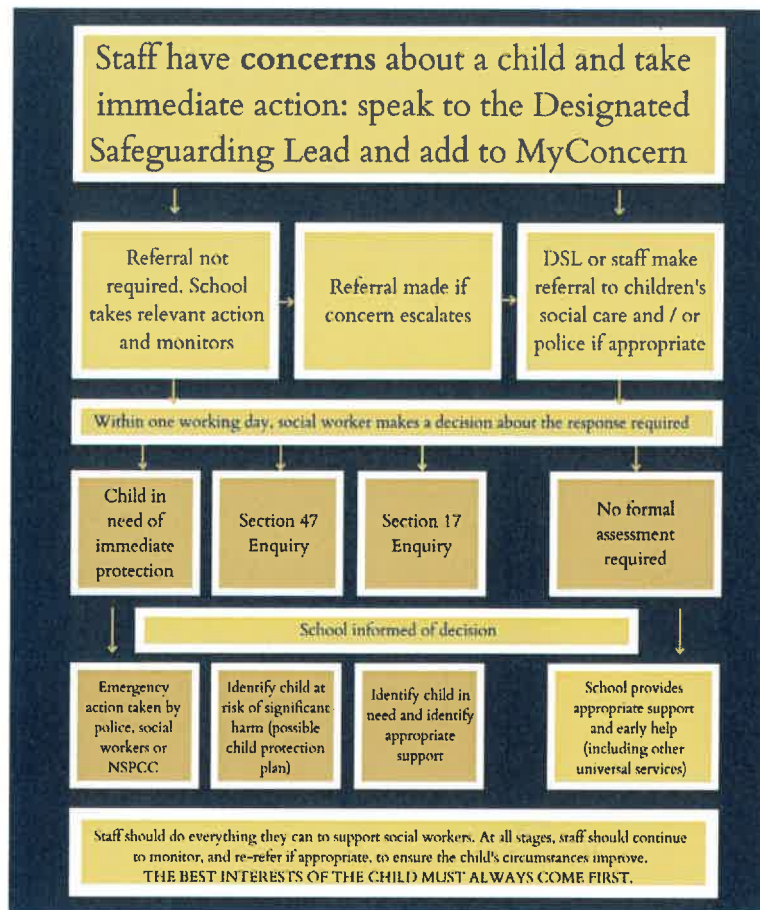
Referrals of suspected abuse or neglect should be made using **Suffolk County Council's MARF** ([Multi-Agency Referral Form](#)). Normally, the **DSL (Designated Safeguarding Lead)** or their Deputies will complete this form.

- If a pupil is believed to be at **imminent risk**, the DSL should **call Customer First immediately on 0808 800 4005**. If the DSL is unavailable, one of the Deputy DSLs or the Head will make the call.
- The MARF should be **fully completed**. Normal practice is to complete a MARF on the portal. (If there are technical difficulties, it can be sent via email, the document should be **password protected** and sent to customer.first@suffolk.gov.uk. Customer First should then be notified of the password by phone using the number above.)

Children may require a **social worker** due to safeguarding or welfare needs. This could be because of **abuse, neglect, or complex family circumstances**. Experiences of adversity and trauma can make children vulnerable to further harm and create barriers to **attendance, learning, behaviour, and mental health**.

Safeguarding is everyone's responsibility. Anyone in the school community—not just staff—can make a referral to children's social care.

Actions where there are concerns about a child



Key Points for Staff:

- Safeguarding is everyone's responsibility – all staff can raise concerns.
- Never attempt independent investigations; liaise with DSL and SSP (Suffolk Safeguarding Partnership)
- Parents should be informed unless it increases risk or impedes an investigation. This would normally be done by the DSL. Always consult the DSL before acting.
- Keep accurate, timely records on MyConcern.

5.3 CONFIDENTIALITY, DATA PROTECTION AND RECORD KEEPING

Safeguarding Comes First

Information about child protection is only shared **with those who need it** in order to keep children safe. All concerns, decisions, and reasons are recorded on MyConcern. Main pupil files (academic) are separate, and safeguarding records are stored securely in MyConcern.

Who can see what:

- **DSL, Deputy DSLs & Head:** full access
- **Other staff:** can submit concerns but won't see more unless given permission

Staff will only share information when it's necessary to protect the child.

The School **must not share pupils' personal data** if doing so could cause **serious harm**, as defined by the law. For example, if a child is living in a **refuge or other emergency accommodation** and sharing their information would meet the serious harm test, the School must **withhold the data** in line with the [Data Protection Act 2018](#) and the [GDPR](#).

If there is any doubt about whether information can be shared safely, the School should **seek independent legal advice**. Where in doubt the School should seek independent legal advice.

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

Staff should consider the following advice when writing safeguarding records:

1. **Be factual and objective**
Record only what you **observe, hear, or are told**, avoiding assumptions, opinions, or judgment. Stick to clear, specific facts.
2. **Include all relevant details**
Document **who was involved, what happened, when, where, and any action taken**. Note dates and times for accuracy.
3. **Maintain confidentiality**
Share records **only with staff who need to know** to protect the child. Do not circulate sensitive information unnecessarily.
4. **Record decisions and reasoning**
Include why decisions were made and any steps taken. This provides a clear trail if cases are reviewed or challenged.
5. **Keep records secure**
Store safeguarding records separately from general pupil files, using MyConcern or locked filing cabinets. Ensure electronic records are password protected.
6. **Follow legal and local protocols**
Comply with the **Data Protection Act 2018, GDPR**, and local safeguarding guidance. Seek advice if unsure about sharing information or handling sensitive cases.

5.4 EARLY HELP

What is Early Help?

At Orwell Park, we have an Early Help Team which is made of our DSL Team, the school Nurses and other staff who can play a useful role in supporting children when they need it. We meet weekly (either as a whole group or in separate sections of the school) to discuss pupils and ongoing monitoring / support that is in place.

As a school, we try to put in as much support as we can. Our Early Help Offer includes:

Early Help Offer	Description	Possible Benefits
Breakfast Club	Supervised morning session with breakfast and social time	Provides a calm start, ensures children are nourished, reduces anxiety, and builds social skills
After-School / Extended Care	Supervised activities, homework help, and creative or physical play	Offers a safe environment, extra learning support, and social interaction
Boarding	Full or part-time accommodation with meals and excellent pastoral care	Provides stability, structure, and nurturing support, especially for children who may be having challenges at home

Counselling / Emotional Support	Access to trained counsellors or play therapists for one-on-one or group sessions	Helps manage stress, anxiety, or trauma, teaches coping strategies, and builds resilience
Mentoring / Pastoral Support	Dedicated staff checking in regularly with children. Tutor System excellent	Builds trusting relationships, provides guidance, and identifies early signs of struggles
Academic Support / Tutoring	Extra lessons, small groups, or one-on-one tutoring. SEND support and interventions	Targets learning gaps, boosts confidence, and improves self-esteem
Peer Support / Buddy System	Older or trained pupils mentor younger peers	Encourages inclusion, reduces isolation, and eases transitions
Parent Newsletters / Talks	Guidance for parents on supporting learning, behaviour, and wellbeing, online safety	Strengthens home-school partnership and ensures consistent support at home
Health & Wellbeing Services including the OrWellbeing Framework	On-site nurse, speech/language or occupational therapy support	Early identification of physical or developmental needs, improves overall engagement and learning
ASPIRE Programme (Arts, Sports, Music, Co-Curricular)	Extra-curricular activities to explore interests	Builds self-esteem, reduces stress, develops social skills, and fosters passions

We can also access Early Help support for our pupils through the Suffolk Safeguarding Partnership.

<https://www.suffolk.gov.uk/children-families-and-learning/eha>

Early Help Assessments (CAF / TAC) will be conducted with consent of child & parents/carers.

Staff should remember that Early Help prevents the escalation of problems into more serious issues and are encouraged to report into our safeguarding system small concerns, changes of behaviour so we can act as a team to support each child.

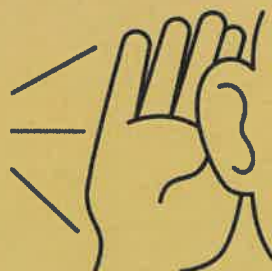


5.5 SECTION FIVE ONE PAGE SUMMARY

SECTION FIVE ONE PAGE SUMMARY

PROCEDURE IN THE EVENT OF CONCERNS ABOUT A PUPIL

- **Creating a Safe Environment:** All staff play a role in making pupils feel confident to share worries. Listening, supporting, and responding sensitively is essential.
- **Recognising Signs of Concern:** Changes in behaviour, appearance, hygiene, attendance, reluctance to participate, disclosures, or developmental delays may indicate safeguarding issues when persistent or combined.
- **Safe Listening Practices:** Staff should listen calmly, avoid judgment or leading questions, never promise confidentiality, and reassure pupils that concerns will be taken seriously.
- **Immediate Action Required:** Any observed or disclosed concern must be recorded promptly and reported to the DSL or Deputy DSL. Staff must not investigate themselves or delay action.
- **Referral Procedures:** The DSL assesses the situation using Suffolk Thresholds, which may involve pastoral support, Early Help Assessments, or referral to statutory services. Direct referrals to Customer First or police are possible if immediate risk exists.
- **Information Sharing:** Early, relevant information sharing is crucial. Staff should never assume others will act, and GDPR/Data Protection laws do not prevent sharing to safeguard children.
- **Supporting Children:** Children needing extra support may access in-school pastoral care, counselling, mentoring, academic support, or external professionals, with sensitivity to trauma and safeguarding needs.
- **Working with SSP:** The school collaborates with the Suffolk Safeguarding Partnership. Referrals, investigations, and multi-agency liaison follow statutory guidance. Parents are informed unless this increases risk or interferes with investigations.
- **Confidentiality & Record-Keeping:** Safeguarding records are factual, detailed, secure, and separate from academic files, with access limited to those who need it. Staff must follow legal and local protocols (GDPR/Data Protection Act).
- **Early Help & Prevention:** Early intervention through pastoral support, counselling, mentoring, clubs, tutoring, and wellbeing services prevents escalation of concerns. Staff are encouraged to report small changes or worries to act proactively.



SECTION SIX

PROCEDURE IN THE EVENT OF CONCERNS ABOUT A MEMBER OF STAFF

- **Concerns about an Adult**
- **Contacting the LADO**
- **Case Manager**
- **Informing the Accused**
- **The Harm Test**
- **Confidentiality & Reporting Restrictions**
- **Definitions for Allegations Outcomes**
- **Whistleblowing**
- **Low Level Concerns**
- **Reporting Staff to the DBS / TRA**
- **The Charity Commission**



6.1 CONCERN ABOUT AN ADULT

If anyone believes that an adult in a position of trust (staff, supply staff, or volunteer) may pose a risk of harm to children, the concern must be reported **immediately** to:

- The **Head**, (Simon O'Malley)
- The **Designated Safeguarding Lead (DSL)** if the Head is unavailable. (Jo Coventry-King)

The Head may:

- Take action within the school and record it in the **Low Level Concerns** log, or
- Refer the matter to the **Local Authority Designated Officer (LADO)**.

Special cases:

- If the allegation involves the **Head**, the **Chair of OPS Committee** must be informed, or the concern can be reported directly to the **LADO**.

The person managing the allegation within the school is called the **Case Manager**. The Case Manager must contact the **LADO** to discuss the allegation and determine appropriate action. This must be done **without delay and no later than 24 hours** after the concern is raised.

CONTACTING THE LADO

LADO@suffolk.gov.uk Tel: 0300 123 2044 or 01473 263 111

The **LADO (The Local Authority Designated Officer)** provides advice and guidance to the School. Their role is **not to investigate** but to ensure an appropriate investigation is carried out by the correct body.

6.2 CASE MANAGER RESPONSIBILITIES

The **Case Manager** must:

1. **Refer to the LADO immediately** and follow up in writing within 24 hours. (In borderline cases, discussions can be informal without naming the individual.)
2. **Work with the DSL** to safeguard the child, ensuring they are protected from the alleged abuser.
3. **Contact parents/carers** if advised by the LADO.
4. **Respect the rights of the accused staff member** by not investigating independently without prior consultation with the LADO or police. Usually, the accused is informed at an early stage unless advised otherwise.
5. **Contact the police immediately** in cases involving serious harm.
6. **Follow disciplinary procedures**, including considering suspension only if necessary, and explore alternatives to suspension where possible.
7. **Implement decisions from strategy or evaluation meetings.**
8. **Inform the DBS** if a staff member is disciplined or dismissed following substantiated allegations.
9. **For boarding staff**, if needed, arrange alternative accommodation during investigations, while maintaining confidentiality and limiting publicity until charges are made or official announcements occur.

6.3 INFORMING THE ACCUSED STAFF MEMBER

- The accused should be informed **as soon as possible** after consulting the DSL.
- Provide as much information as possible unless police or children's social care advise otherwise.
- Suspension from contact with children should be considered if necessary, and alternative options also explored.

6.4 THE HARM TEST FOR ALLEGATIONS

A staff member may be investigated if they have:

- Harmed, or may have harmed, a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved in a way indicating they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way suggesting they are unsuitable to work with children.

6.5 CONFIDENTIALITY & REPORTING RESTRICTIONS

- The School will **maintain confidentiality** and avoid unwanted publicity while allegations are investigated.
- **Reporting restrictions under the Education Act 2002** prevent identifying an accused adult until they are charged.
- Restrictions are lifted only if:
 - The individual waives their right to anonymity, or
 - A judge lifts the restrictions.

6.6 DEFINITIONS FOR ALLEGATION OUTCOMES

- **Substantiated:** There is sufficient evidence to prove the allegation.
- **Malicious:** There is sufficient evidence to disprove the allegation, and it is determined that there was a deliberate attempt to deceive.
- **False:** There is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** There is insufficient evidence to either prove or disprove the allegation; this does **not** imply guilt or innocence.
- **Unfounded:** There is no evidence or basis to support the allegation.

6.7 REFERENCE CONSIDERATIONS

- Allegations found to be **false, unsubstantiated, or malicious** will **not** be included in employer references.
- A history of repeated concerns or allegations that are all proven to be false, malicious, unsubstantiated, or unfounded will also **not** appear in any reference.
- The School will follow all Safer Recruitment procedures as per our policy and Keeping Children Safe in Education 2025.

6.8 WHISTLEBLOWING

- If a staff member has a concern about another employee or feels that safeguarding matters are not being handled appropriately, they should follow the **Whistleblowing Policy**.
- Staff are encouraged to voice concerns **without fear of recrimination**.
- Government whistleblowing guidance: www.gov.uk/whistleblowing
- NSPCC Whistleblowing Advice Line (for safeguarding concerns that cannot be raised internally):
 - **Phone:** 0800 028 0285 (Mon–Fri, 8:00am–8:00pm)
 - **Email:** help@nspcc.org.uk

6.9 LOW LEVEL CONCERNS ABOUT STAFF BEHAVIOUR

Definition:

A **low-level concern** is any behaviour by a member of staff, supply staff, contractor, or volunteer that:

- Does **not meet the threshold of harm** for a referral to the LADO, but
- **Could indicate a lapse in professional judgement, inappropriate behaviour, or a risk to professional standards.**

Examples include:

- Being over-friendly with children
- Shouting or unkind behaviour
- Showing favouritism
- Taking photos of children on personal devices contrary to school policy
- Engaging with a child one-to-one in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating, or offensive language
- Humiliating pupils

Who can receive low-level concerns:

- The **Head of School** (ultimate decision-maker)
- The **Chair of OPS Committee** (if the Head is involved)
- The **Designated Safeguarding Lead (DSL)** – staff can report to the DSL, who will **inform the Head**, provide guidance, and ensure safeguarding measures are in place.

Procedures for staff:

1. **Reporting:**
 - Share the concern in writing with the Head, or with the DSL if that is easier.
 - Staff are encouraged to **self-refer** if they feel their behaviour may be misinterpreted or below expected standards.
2. **Recording:**
 - All low-level concerns are **documented in writing**, including dates, times, context, and any cultural considerations.
 - Records are kept **securely** and **reviewed regularly**.
3. **Investigation & Follow-Up:**
 - The Head will speak to the person who raised the concern and the individual concerned.
 - For supply staff or contractors, the **agency or employer is informed**.
 - The Head decides whether further action is required, or if it remains a **low-level concern**.
4. **Escalation:**
 - If the behaviour is found to meet the threshold for potential harm, it will be escalated to the **LADO** for further action.
5. **Confidentiality & Support:**
 - Staff reporting in good faith are **protected from reprisal**.
 - All records are **confidential**, shared only with those who need to know.

6.10 REPORTING STAFF TO THE DBS AND/OR TRA (KCSIE 2025)

1. Who must be reported

Any person working in a school or setting (including employees, contractors, volunteers, supply staff, or trainee/student teachers) who has been **dismissed, removed, or would have been dismissed** due to being considered **unsuitable to work with children**.

2. Timing of referral

Reports must be made **within one month** of the person leaving the school.

3. Circumstances triggering a referral

Referrals to the **DBS** should be made if a person's services are ceased due to concerns about:

- Harm or risk of harm to children
- Unacceptable professional conduct
- Conduct that may bring the profession into disrepute
- Convictions for relevant offences

This includes:

- Dismissal or termination of contract
- Non-renewal of fixed-term contracts
- Ending the use of supply staff, agency staff, volunteers, or trainees
- Resignation or withdrawal where the person **would have been dismissed** if they had not left

4. DBS referrals

- Purpose: To bar unsuitable individuals from working with children.
- Evidence: Include **all relevant information** regarding the circumstances.
- Legal obligation: Failure to make a referral **is an offence**.
- Contact: DBS, PO Box 181, Darlington, DL1 9FA, Tel: 01325 953795

5. TRA referrals

Purpose: To consider **prohibition orders** for teachers who are unfit to teach.

Triggered when a teacher has been dismissed (or would have been) for:

- Unacceptable professional conduct
- Conduct likely to bring the profession into disrepute
- Conviction for relevant offences

All DBS referrals **should also trigger a TRA referral and reporting to the Boarding Schools' Association (BSA)**.

6. Maintaining confidentiality

Allegations and referrals must be handled confidentially, respecting data protection requirements. Only share information with those who **need to know** to protect children and ensure proper investigation.

7. School responsibilities

Keep clear records of all referrals made.

Cooperate fully with the DBS and TRA requests for information.

Ensure staff understand that **compromise agreements do not remove the duty to refer**.

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

6.11 THE CHARITY COMMISSION

The **Charity Commission**, the independent regulator of charities in England and Wales, issued an alert in December 2017 following a number of serious incidents and growing public concern about workplace harassment. Some of these incidents involved safeguarding issues affecting charity beneficiaries, staff, or other individuals in contact with charities.

The Commission emphasises that **safeguarding must be a key governance priority for all charities**, not only those working with traditionally at-risk groups. Everyone has the right to be safe, regardless of their circumstances, and the public rightly expects charities to be **safe and trusted environments**.

For more information, see the [Charity Commission's updated safeguarding strategy](#).

6.12 SECTION SIX ONE PAGE SUMMARY

SECTION SIX ONE PAGE SUMMARY

PROCEDURE IN THE EVENT OF CONCERNS ABOUT A MEMBER OF STAFF

- **Immediate Reporting:** Any concern that an adult (staff, supply staff, volunteer) may pose a risk to children must be reported immediately to the Head or, if unavailable, the DSL.
- **Special Cases:** If the allegation involves the Head, report to the Chair of Governors or directly to the LADO.
- **Case Manager Role:** The Case Manager handles the allegation, contacts the LADO within 24 hours, and ensures appropriate action is taken while safeguarding the child.
- **Harm Test:** Allegations apply if a staff member has harmed, may have harmed, committed a criminal offence, poses a risk of harm, or may be unsuitable to work with children.
- **Confidentiality & Reporting Restrictions:** Allegations must remain confidential; staff cannot publish details until legal restrictions are lifted or the accused waives anonymity.
- **Definitions of Outcomes:** Allegations can be substantiated, malicious, false, unsubstantiated, or unfounded; these definitions guide investigation outcomes and reference considerations.
- **Low-Level Concerns:** Concerns that do not meet the LADO threshold but indicate lapses in judgement or inappropriate behaviour should be reported to the Head or DSL, recorded securely, and monitored. Examples include over-friendliness, favouritism, humiliating pupils, or taking inappropriate photos.
- **Whistleblowing:** Staff who feel concerns are not handled appropriately should use the Whistleblowing Policy or contact the NSPCC helpline for safeguarding concerns, with protection from reprisal.
- **DBS & TRA Reporting:** The DSL or Head must report anyone removed, dismissed, or who would have been dismissed due to being unsuitable to work with children to the DBS (within 1 month) and, for teachers, also to the TRA. This includes employees, contractors, volunteers, and trainees.
- **Charity Commission Guidance:** Safeguarding must be a key governance priority. The School may report serious safeguarding concerns to the Charity Commission to ensure all charity-related environments remain safe and trusted.



SECTION SEVEN

ONLINE SAFETY

- **Online Safety Leads**
- **Safeguarding & Technology**
- **Areas of Online Safety**
- **Filtering & Monitoring**
- **Reporting Concerns**
- **Mobile Phone Use for Pupils**
- **Mobile Phone Use for Staff**

SECTION SEVEN: ONLINE SAFETY

Please see Orwell Park's [Online Safety Policy](#)

7.1 ONLINE SAFETY LEADS

The Designated Safeguarding Lead (DSL) has overall responsibility for online safety and serves as the Online Safety Lead. All staff will be trained in online safety and how to teach children to stay safe online.

The school follows [DfE guidance on Teaching Online Safeguarding](#) and the [UKCIS Education for a Connected World framework](#). Pupils receive regular lessons, assemblies, and external speakers to promote safe online behaviour.

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

Online Safety Leads at Orwell Park are:

Jo Coventry-King (DSL & SENDCo) jocoventryking@orwellpark.org

Afiah Ntiri-Akuffo (Head of Digital Skills & Girls' Boarding) afiahntririakuffo@orwellpark.org

Rob Brown (Head of Digital Services) robbrown@orwellpark.org

7.2 SAFEGUARDING & TECHNOLOGY

The school recognises that technology is often a platform for safeguarding issues such as child sexual exploitation, radicalisation, and online predation. We aim to protect and educate our school community on safe technology use and have mechanisms in place to identify, intervene, and escalate concerns as needed.

7.3 AREAS OF ONLINE SAFETY

Online safety risks are categorised into four key areas:

1. **Content:** Exposure to harmful or inappropriate material (e.g., pornography, extremist content, fake news).
2. **Contact:** Harmful online interactions, such as adults posing as children or inappropriate advertising.
3. **Conduct:** Personal online behaviour that may cause harm, such as sexting or cyberbullying.
4. **Commerce:** Risks related to identity theft, fraud, online gambling, or sexual exploitation.

7.4 FILTERING & MONITORING

Further details of filtering and monitoring can be found in the school's Online Safety Policy. TO summarise, the school has thorough filtering and monitoring systems which alert the OSL's to any issues so that appropriate action and support can be put in place as necessary.

7.5 REPORTING CONCERNS

Staff must report concerns about a child's use of ICT devices, especially if they are spending excessive time online, being secretive about device use, or displaying unusual behaviour.

7.6 MOBILE PHONE USE FOR PUPILS

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

7.7 MOBILE PHONE USE FOR STAFF

A detailed expected usage is laid out in the staff [online and technology code of conduct](#).

Staff read and sign to say they have understood this every year (September) or on commencement of employment if different. In short, staff use should be discreet and professional. Staff may not use their personal devices to take photos of pupils. Staff must not have personal devices (including smart watches) in the EYFS building or around EYFS pupils.

To summarise:

As a school, we must continue to protect our data, resources, staff and pupils, in particular:

- Personal and sensitive data must be protected and therefore must not be entered into generative AI tools.
- We regularly review our cyber security, particularly as generative AI could increase the sophistication and credibility of attacks.
- We must continue to protect our pupils from harmful content online, including that which might be produced by generative AI.

7.8 SECTION SEVEN ONE PAGE SUMMARY

SECTION SEVEN ONE PAGE SUMMARY

ONLINE SAFETY

- **Overall Lead** – The Designated Safeguarding Lead (DSL) has overall responsibility for online safety, supported by a trained Online Safety Team:
- **Jo Coventry-King (DSL & SENDCo)** jocoventryking@orwellpark.org
- **Afiah Ntiri-Akuffo (Head of Digital Skills & Girls' Boarding)**
afiahntiriakuffo@orwellpark.org
- **Rob Brown (Head of Digital Services)** robbrown@orwellpark.org
- **Staff Training** – All staff receive regular training on online safety and how to teach children to stay safe online.
- **Pupil Education** – Children learn about online safety through lessons, assemblies, and visiting speakers, following national guidance and frameworks.
- **Parent & Volunteer Support** – The Online Safety Lead also delivers training to parents and volunteers to keep the whole community informed.
- **Recognising Online Risks** – The school addresses the four main areas of risk:
 - Content (harmful or inappropriate material)**
 - Contact (unsafe online interactions)**
 - Conduct (unsafe personal behaviour online)**
 - Commerce (fraud, scams, exploitation)**
- **Filtering & Monitoring** – Strong systems are in place to block harmful material and alert staff if issues arise, so support can be given quickly.
- **Reporting Concerns** – Staff must report any concerns about pupils' online use (e.g., secrecy, excessive screen time, unusual behaviour).
- **Mobile Phones (Pupils)** – Use is strictly controlled. Only full boarders may have phones, which are handed to staff and used under supervision.
- **Mobile Phones (Staff)** – Staff must follow the code of conduct: professional and discreet use, no personal devices in EYFS areas, and no photos of pupils on personal devices.
- **Data & Cyber Security** – Personal and sensitive data must not be used in generative AI tools. Cyber security is regularly reviewed, and the school works to protect pupils from harmful online content, including AI-generated risks.



SECTION EIGHT

MANAGEMENT OF SAFEGUARDING

- Roles & Responsibilities
- Safeguarding Training, Education & Information
- Safer Recruitment
- Contractors
- Lettings
- Reporting & Review
- Transfer of Records
- Taking Pupils Off Site
- Children Missing in Education
- Private Fostering & Home Stays
- The Use of 'Reasonable' Force



SECTION EIGHT: MANAGEMENT OF SAFEGUARDING

8.1 ROLES & RESPONSIBILITIES

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

Responsibility	Responsible Person(s)	Current Postholder
Overall responsibility for ensuring effective safeguarding measures	Chair of OPS Committee	Callum Licence
Overall responsibility for safeguarding arrangements	Head	Simon O'Malley
Governing Body Safeguarding Representative	Named Governor	Katie Lawson
Designated Safeguarding Lead (Whole School including EYFS)	Designated Safeguarding Lead & SENDCo	Jo Coventry-King
Deputy DSL (Whole School including EYFS)	Prevent Lead, Deputy Head, Pastoral	Martin O'Brien
Deputy DSL (Whole School including EYFS)	Mental Health Lead & Head of Life Skills	Caroline Brunt
Deputy DSL (Early Years)	EYFS Manager	Vikki Wiggins
Deputy DSL (Lower Prep)	Head of Lower Prep	Hayley Lloyd
Deputy DSL (Years 5&6)	Head of Year 5 & 6	Nick Gibbs
Deputy DSL (Years 7 & 8)	Head of Year 7 & 8	Tristan King
Deputy DSL (Boarding)	Head of Boys' Boarding	Henry Snow
General duty of care to promote and protect the well-being of pupils	All academic and support staff	See current staff list

Governance and Oversight

As part of a wider family of schools, our governance structure operates under the overarching authority of the Benenden Council. At a local level, governance responsibilities are carried out by the OPS Committee, which serves as the equivalent of a traditional governing body.

The OPS Committee is responsible for ensuring that the school fully complies with its legal duties in relation to safeguarding and child protection. This includes maintaining effective policies and procedures, ensuring all safeguarding practices are up to date, and confirming that staff training aligns with current legislation and statutory guidance.

A senior board-level lead is appointed to take strategic leadership responsibility for the school's safeguarding arrangements, as outlined in [Working Together to Safeguard Children \(2023\)](#). This nominated safeguarding governor acts as the link between the governing body and the school, and works closely with the Designated Safeguarding Lead (DSL) to monitor the effectiveness of safeguarding practices, including the volume and outcomes of concerns raised.

The safeguarding governor meets regularly with the DSL to oversee compliance, support multi-agency working, and ensure continuous improvement in safeguarding provision.

In cases where an allegation is made against the Head, the Chair of OPS Committee is responsible for liaising with the Local Authority Designated Officer (LADO), ensuring procedures are followed appropriately.

All governors must:

- Undergo safeguarding and child protection training (including online safety) at induction, and update it regularly. (All Governor Induction materials can be accessed on the Governor Portal)
- Hold an enhanced DBS check, even if they are not engaged in regulated activity.
- Follow strict confidentiality protocols, sharing safeguarding information only with those who need to know.

The Head

The Head holds a pivotal role in ensuring the effectiveness of safeguarding measures within schools. Responsibilities encompass the following key areas:

1. Policy Implementation and Compliance

- Ensure that the safeguarding and child protection policies and procedures, as adopted by the governing body or proprietor, are effectively implemented and adhered to by all staff.
- Facilitate a whole-school approach to safeguarding, promoting a culture where safeguarding and child protection are integral to all aspects of school life.

2. Support for the Designated Safeguarding Lead (DSL)

- Appoint a senior member of the leadership team as the DSL, ensuring they have the appropriate authority and status to carry out their duties.
- Provide the DSL and any deputy DSLs with sufficient time, funding, training, resources, and support to fulfill their responsibilities effectively.
- Ensure that the DSL and deputies are available during school hours for staff to discuss safeguarding concerns.

3. Staff Training and Awareness

- Ensure that all staff members undergo appropriate safeguarding and child protection training at induction, with regular updates thereafter.
- Guarantee that staff are aware of the procedures for reporting concerns and understand the importance of acting promptly.
- Promote awareness among staff regarding the potential for children to be radicalised and drawn into terrorism, ensuring training on the 'Prevent' duty strategy.

4. Creating a Safe Environment

- Establish and maintain an environment where children feel safe, secure, and are encouraged to talk, knowing they will be listened to.
- Ensure that safeguarding is embedded within the curriculum, teaching pupils about risks (including online safety) and how to seek help.

5. Handling Allegations and Concerns

- Ensure that there are procedures in place for managing allegations against staff, including the Head, in line with statutory guidance.

6. Engagement with Parents and the Community

- Ensure that parents are informed about the school's safeguarding responsibilities and policies, typically through the school's website and other communications.
- Develop effective links with relevant agencies and cooperate as required with their inquiries regarding safeguarding matters.

7. Monitoring and Evaluation

- Regularly review and update safeguarding policies and procedures, ensuring they are effective and comply with the law.

- Monitor the implementation of safeguarding policies and practices, addressing any deficiencies promptly.

The Designated Safeguarding Leads

Orwell Park School has appointed a senior leader as the **Designated Safeguarding Lead (DSL)**, in line with *Keeping Children Safe in Education 2025*. The DSL has overall responsibility for safeguarding and child protection (including online safety), liaises with external agencies, and ensures effective practice across the School.

The DSL is supported by **Deputy Designated Safeguarding Leads (DDSLs)**, who are trained to the same standard. Together, they form the **Safeguarding (Early Help) Team**, meeting weekly to review cases, oversee safeguarding provision, and ensure staff are kept informed of concerns when appropriate.

While DDSLs share responsibilities, the **ultimate accountability rests with the DSL**, who is provided with the authority, training, resources, and time needed to fulfil this role effectively.

See [Appendix One](#) for the DSL Job Description & responsibilities in detail.

8.2 SAFEGUARDING TRAINING, EDUCATION AND INFORMATION

Safeguarding is everyone's responsibility. All staff must be able to recognise the possible signs of abuse and neglect and know what to do if they have a concern. This section outlines how we ensure staff are equipped with the knowledge, skills and confidence to safeguard children effectively.

1. Role-Specific Training

- The DSL, Deputy DSLs, Online Safety Leads and the Named Safeguarding Governor will attend specialist safeguarding and inter-agency working training every two years. Training records are held by the DSL.
- All staff, including the Head, will receive full formal safeguarding training at least every three years in line with Suffolk Safeguarding Partnership guidance. They will also receive annual updates and ongoing training as necessary.
- The DSL is endorsed by Suffolk County Council to deliver safeguarding training through the 'Training-4-Trainers' programme, and also sources training from external agencies when appropriate.

2. Induction Training

All new staff (including temporary staff), volunteers and governors will receive safeguarding induction training before working with children. Induction includes:

- A meeting with the DSL or Deputy DSL ([See Induction Document](#))
- An overview of safeguarding expectations and procedures
- Receipt and explanation of key policies:
 - Safeguarding and Child Protection Policy (including Online Safety)
 - Staff Code of Conduct
 - Online and Technology Code of Conduct
 - Behaviour & Anti-bullying Policies
 - Whistleblowing Policy
 - Social Media Policy
 - Mental Health & Wellbeing Policy

(NB All policies can be accessed on the Staff Portal)

- KCSIE Part 1 and Annex A (Annex B for those working directly with children)
- Information about:
 - The identity and role of the DSL and Deputies
 - The safeguarding response to children who go missing from education
 - Prevent and radicalisation risks
- Completion of the document 'My School's Safeguarding Procedures: What I Have Learnt'
- All staff complete an annual declaration that ensures these procedures are completed at least annually.

3. Ongoing Training and Updates

- Staff receive regular safeguarding updates throughout the year via INSET, staff meetings, email bulletins, newsletters and safeguarding briefings.
- Visual reminders and updates are displayed on the Staff Safeguarding Board and around the school.
- DSL-led quizzes and informal CPD opportunities help reinforce understanding.
- All staff have completed online Prevent training, and certificates are kept in personnel files.
- Staff are trained to identify children at risk of radicalisation, exploitation or abuse and know how to report concerns to the DSL.

4. Curriculum and Pupil Education

- Safeguarding, including online safety, is addressed across the curriculum. This includes PSHE (Life Skills), Relationships and Sex Education (RSE), assemblies, workshops, and talks from external professionals.
- The curriculum is designed to help children identify unacceptable behaviour, recognise abuse and build resilience.
- Senior Pupils such as Prefects receive age-appropriate safeguarding training to help them understand how to respond if concerns are disclosed to them.

5. Prevent and child-on-child Abuse

- Staff are trained to identify signs of radicalisation and the influence of extremism.
- Training covers how to respond to child-on-child sexual harassment and violence.
- All staff understand their role in early help processes and know how to refer to children's social care.

6. Monitoring and Record Keeping

- The DSL, in conjunction with the HR department, maintains logs of all training and ensures compliance.
- Staff are expected to read and confirm understanding of key documents, including updates to KCSIE and school policies.

By embedding safeguarding into all aspects of school life, including staff development, the curriculum and leadership oversight, we help ensure the safety, welfare and wellbeing of all children in our care.

8.3 SAFER RECRUITMENT

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

Before confirmation of appointment, all staff (teaching and support) and volunteers who apply to work at the School will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work with children. All checks will be carried out in line with guidance issued under the DfE and Independent School Standards Regulations 2021 (ISSRs). The School ensures that at least one of the

persons who conducts an interview has completed safer recruitment training. The training should cover, as a minimum, the content of guidance given in KCSIE 2025

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

All staff whose role at the School is classified as 'Regulated Activity', or anyone meeting the criteria outlined in Keeping Children Safe in Education 2025, will have an Enhanced DBS check. A person will be considered to be engaging in regulated activity if, as a result of their work, they:

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

For a fuller definition of 'Regulated Activity' please refer to Keeping Children Safe in Education 2025 Annex E. Volunteers working under supervision are not required to have a DBS check. For a person to be considered supervised, the supervision must be:

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

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

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

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

8.4 CONTRACTORS

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

8.5 LETTINGS

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

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

8.6 REPORTING AND REVIEW

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

The policy should be read in conjunction with other key policies and documents relevant to the safety, mental health and physical welfare of children and young people, such as our Behaviour Policy, Anti-Bullying Policy (including online bullying), Complaints Policy, Equal Opportunities Policy, the Trips and Visits Policy, the Prevent duty, Health, Safety and Wellbeing Policy, Relationship and Sex Education Policy, and government advice on Preventing and Tackling Bullying. As a boarding school we also consider additional requirements with regards to safeguarding as set out in The National Minimum Standards for Boarding Schools.

This Safeguarding Policy is written in accordance with Suffolk County Council inter-agency procedures. It has been developed in accordance with:

- the Children Acts ([1989](#) & [2004](#)),
- [the Equality Act \(2010\)](#),
- [the Education Act \(2002\)](#)
- [Independent Schools Regulations](#) (2019)
- [Teachers' Standards \(2021\)](#)
- [EYFS Framework \(2025\)](#)
- [National Minimum Standards for Boarding Schools \(2022\)](#)

and in line with government publications,

- [Keeping Children Safe in Education \(KCSIE 2025\)](#) and
- [Working Together to Safeguard Children \(2023\)](#)
- [the Sexual Offences Act \(2003\)](#),
- [the Serious Crime Act \(2015\)](#),
- [the Counter Terrorism Act \('Prevent'\) \(2015\)](#)
- [the Female Genital Mutilation Act \(2003\)](#)

[The PSHE and RSE policy and RSHE statutory guidance \(2025\)](#) has also been considered in the writing of this policy.

8.7 TRANSFER OF RECORDS

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

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

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

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

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

8.8 TAKING PUPILS OFF-SITE

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

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

8.9 CHILDREN MISSING IN EDUCATION

All children, regardless of their circumstances, are entitled to a full-time education that is suitable for their age, ability, aptitude, and any special educational needs they may have. We are responsible for identifying pupils who are missing education or who have unexplained and/or persistent absences. It is crucial that we communicate effectively with parents and, where necessary, with the Suffolk Safeguarding Partnership to ensure our pupils are safe and receiving appropriate education.

All staff should be aware that children who go missing from education, particularly on a repeated basis, may be a critical warning sign of various safeguarding concerns. These could include abuse and neglect (such as sexual abuse, exploitation, and child criminal exploitation), mental health issues, substance abuse, the risk of travelling to conflict zones, the risk of female genital mutilation (FGM), or the risk of

forced marriage. Early intervention is essential to identify and address any underlying safeguarding risks and to reduce the likelihood of a child going missing in the future.

Staff should be familiar with our procedures for dealing with unauthorised absences and children missing from education. We will notify the Suffolk Local Authority (LA) when a pupil joins or leaves the school at non-standard transition times.

We are committed to investigating and recording all unauthorised absences and will inform the Suffolk Safeguarding Partnership of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more. Whenever possible, we maintain multiple emergency contact numbers for each pupil to ensure that we can reach a responsible adult if a child is missing from education and is also identified as a welfare or safeguarding concern. It is our procedure to contact parents and carers if a pupil does not arrive at school.

Further information about children missing from education can be found in Annex B of *Keeping Children Safe in Education 2025*, which all staff working with children must read. Additional statutory guidance is also available from the Department for Education on *Children Missing Education*.

8.10 PRIVATE FOSTERING AND HOME STAYS

Schools and colleges often arrange learning experiences where children may stay with host families for short periods, such as during foreign exchange visits or sports tours. If such arrangements are in place for 28 days or more, they may constitute 'private fostering' under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both. For further information, refer to *Keeping Children Safe in Education (KCSIE) Annex E*, or consult the 'quick guide' produced by Suffolk's Safeguarding Children Board on *Safeguarding Children Who May Be Privately Fostered*.

If a pupil is identified as being privately fostered, we will notify the Suffolk Safeguarding Partnership to ensure the arrangement is suitable and safe for the child.

Our school does not arrange homestay accommodation for our pupils or for pupils visiting us. Any such arrangements are made privately by the parents or guardians. If, in the future, we were to arrange homestay accommodation, we would ensure that a DBS and Barred List check is obtained for the adult(s) in the household responsible for the visiting child. We would also consider whether a DBS enhanced certificate is necessary for anyone aged 16 or over in the household where the child will be staying.

Further guidance regarding host families and homestay arrangements during exchange visits is available within KCSIE 2025.

When undertaking foreign visits, we collaborate with partner schools abroad to ensure mutual understanding and agreement on the arrangements in place. We use professional judgment to confirm that the arrangements are suitable and ensure the safeguarding of every child involved in the exchange. We also ensure that parents are fully informed of the agreed arrangements.

In cases where homestay arrangements are considered for our pupils outside of the UK, we will contact the relevant embassy or High Commission of the country to discuss the checks that may be possible in that jurisdiction.

This policy aligns with KCSIE 2025 and reflects our commitment to ensuring the safety and well-being of all pupils.

8.11 THE USE OF 'REASONABLE FORCE'

There may be occasions where staff are required to use reasonable force to safeguard pupils. The term *reasonable force* refers to actions involving a degree of physical contact to prevent harm or maintain safety. This can range from passive contact—such as standing between pupils—to more active interventions like gently guiding a pupil by the arm, or, in more serious situations, using physical restraint to prevent injury or serious disruption.

Any use of force must always be proportionate to the circumstances and involve *no more force than is necessary*. Staff must remain mindful of their duty of care, and their actions should be aimed solely at preventing harm to the pupil, to others, or to school property.

When considering the use of reasonable force in situations involving pupils with special educational needs, disabilities (SEND), or medical conditions, staff must be especially mindful of the additional vulnerabilities these children may face. Staff must also consider their responsibilities under the *Equality Act 2010*, particularly the duty to make reasonable adjustments and to avoid discrimination.

To help minimise the need for physical intervention, the school promotes positive, proactive approaches to behaviour support. This includes creating individual support plans for pupils who may be more at risk of displaying challenging behaviour, in consultation with parents and carers.

Further guidance can be found in our Positive Handling Policy and through DfE guidance [Use of Reasonable Force in Schools](#).

8.12 SECTION EIGHT ONE PAGE SUMMARY

SECTION EIGHT ONE PAGE SUMMARY

MANAGEMENT OF SAFEGUARDING

- **Shared Responsibility:** Safeguarding is everyone's duty. All staff, volunteers, and governors must be aware of risks, trained in procedures, and act promptly on concerns.
- **Leadership & Oversight:** The Head ensures safeguarding policies are implemented; the DSL and Deputy DSLs manage day-to-day safeguarding; the Governing Body monitors compliance and strategic oversight.
- **Designated Safeguarding Leads (DSL/DDSLs):** The DSL has overall responsibility, supported by trained deputies. They meet weekly to review cases, advise staff, liaise with external agencies, and ensure consistent practice.
- **Safer Recruitment:** All staff, volunteers, and contractors undergo rigorous vetting, including DBS checks, references, and online searches, before working with children. Supervised volunteers may be exempt from DBS if properly monitored.
- **Staff Training & Education:** Staff receive induction, regular updates, and role-specific safeguarding training (including Prevent, online safety, and child-on-child abuse). Safeguarding is embedded across the curriculum.
- **Safe Environment & Behaviour Management:** Schools must provide a safe, supportive environment, teaching children about risks, online safety, and how to seek help. Reasonable force may be used only when necessary and proportionate.
- **Reporting & Record Keeping:** All concerns, incidents, absences, and safeguarding issues must be recorded and reported according to school procedures. Records are transferred securely between schools as needed.
- **External Activities & Off-Site Care:** Safeguarding applies during trips, lettings, foreign visits, and private fostering. Risk assessments and checks ensure external staff or host families are suitable and safe.
- **Children at Risk:** Staff must identify children who may be missing education, at risk of abuse, exploitation, radicalisation, or other vulnerabilities, and act early to protect them.
- **Legal & Policy Compliance:** Staff follow statutory guidance (KCSIE 2025, Working Together 2023, EYFS 2025, and other relevant laws) and internal policies to safeguard pupils, maintain confidentiality, and cooperate with external agencies.



APPENDICES

APPENDICES

1. DSL Job Description
2. Suffolk Safeguarding Partnership
3. MyConcern
4. Links to Orwell Park Policies
5. Links to Key LA or Government Documents
6. Additional Guidance / Resources
7. Early Help Team
8. Safeguarding Induction Links
9. Safeguarding Procedures During School Closure
/ Remote Learning
10. Mobile Phones in the EYFS
11. OrWellbeing



**Orwell
Park
School**

Part of the Benenden Family of Schools

APPENDIX ONE: DSL JOB DESCRIPTION

Key Responsibilities of the DSL

1. Managing Referrals

- Refer cases of suspected abuse to local authority children's social care.
- Support staff who make referrals and liaise with the relevant agencies.
- Refer cases to the Channel programme where there is a radicalisation concern.
- Refer cases to the Disclosure and Barring Service (DBS) when a person is dismissed or leaves due to a risk/harm to a child.
- Refer cases to the Police where a crime may have been committed, using ***When to Call the Police: Guidance for Schools and Colleges***.
- Liaise with the Head or Chair of OPS Committee where allegations are made against staff.

2. Working with Others

- Act as a point of contact with safeguarding partners:
- Local Authority
- Integrated Care Board (ICB)
- Police
- Liaise with the Head and Senior Leadership Team to inform them of safeguarding issues and ongoing enquiries.
- Promote a culture of listening to children and considering their wishes and feelings in decision-making.
- Liaise with staff (especially teachers and support staff) on matters of safety, welfare and safeguarding.
- Liaise with the Mental Health Lead to ensure provision for pupils with mental health difficulties.

3. Raising Awareness

- Ensure the school's safeguarding and child protection policies are known, understood and used appropriately by all staff.
- Ensure policies are reviewed at least annually and available publicly.
- Ensure all staff receive regular training (at least annually) and that updates on safeguarding matters are shared frequently.
- Act as the main source of support and guidance for staff on safeguarding matters.
- Help promote educational outcomes by sharing information with staff about the welfare, safeguarding and protection of children with a social worker.

4. Online Safety

- Understand and oversee the effectiveness of the school's filtering and monitoring systems.
- Be aware of risks associated with online activity and ensure appropriate safeguards are in place.
- Work with IT staff to monitor the effectiveness of systems designed to protect pupils online.

5. Training and Professional Development

- Undergo DSL-specific training updated at least every two years.
- Complete Prevent awareness training and training in contextual safeguarding, exploitation, and other emerging safeguarding risks.
- Refresh knowledge and skills regularly (at least annually) to remain up to date with legislation, guidance and best practice.

6. Availability

- Be available in person during school hours for staff to discuss safeguarding concerns.
- Ensure arrangements are in place for out-of-hours and holiday safeguarding cover (e.g. by phone).

7. Record Keeping

- Ensure all safeguarding concerns, discussions and decisions are recorded clearly, securely and chronologically.
- Maintain child protection files separately from the main pupil record, in line with data protection legislation.
- Ensure timely and secure transfer of records to new schools or settings, with confirmation of receipt obtained.
- Monitor the effectiveness of safeguarding record keeping across the school.

8. Contextual Safeguarding

- Understand the wider environmental factors affecting a child's life that may pose risks to their safety or welfare.
- Ensure staff are alert to peer-on-peer abuse, extra-familial harm and exploitation, and that contextual information is considered in all safeguarding decisions.

APPENDIX TWO: SUFFOLK SAFEGUARDING PARTNERSHIP KEY INFORMATION

What Is the SSP?

The Suffolk Safeguarding Partnership is a statutory collaboration between Suffolk County Council, Suffolk Police, and the NHS Integrated Care Board. It oversees the safeguarding of children and adults at risk in Suffolk, ensuring that local agencies work together to protect individuals from abuse, neglect, and exploitation. The Partnership operates under the frameworks of the Care Act 2014 and Working Together 2023. [Suffolk Safeguarding Partnership](#)

Key Contacts for Safeguarding

Reporting Concerns

Customer First (Public Helpline):

☎ 0808 800 4005 (Freephone)

✉ customer.first@suffolk.gov.uk

For reporting concerns about children or adults at risk. <https://www.suffolksp.org.uk/concerned?>

MASH Professional Consultation Line (for professionals):

☎ 0345 606 1499

For discussing concerns with a social worker before making a referral.

Non-Urgent Concerns: Use the [Suffolk Safeguarding Portal](#) to submit a referral.

Local Authority Designated Officer (LADO):

☎ 0300 123 2044

✉ lado@suffolk.gov.uk

Website Information (regularly updated): <https://www.suffolksp.org.uk/local-authority-designated-officers-lado> **Referral Form:** Complete the [Position of Trust Referral Form](#).

For concerns about adults in positions of trust working with children.

Prevent Duty (Counter-Terrorism):

✉ prevent@suffolk.gov.uk

For concerns related to radicalisation or extremism.

Training & Resources

SSP Training Portal:

Access a range of safeguarding training modules for professionals. [Suffolk Safeguarding Partnership](#)

Safeguarding Policy Toolkit:

Provides templates and guidance for creating safeguarding policies. [Suffolk Safeguarding Partnership](#)

Multi-Agency Safeguarding Policy:

Review the comprehensive safeguarding policy for adults and children. [Suffolk Safeguarding Partnership](#)

For more information and resources, visit the [Suffolk Safeguarding Partnership website](#).

APPENDIX THREE: MYCONCERN

Using My Concern (Updated August 2025)

Confidentiality and Data Protection

- Access **MyConcern** only using your secure login and on protected devices.
- Never access or discuss cases outside the safeguarding team.
- All records must be **factual, professional, and neutral in tone**.

- Do not access or manage the safeguarding records of **your own child or close relative** in the school. Seek guidance from the DSL or Head if a conflict of interest arises.

Details of how to submit a concern:

- Log on to MyConcern (You will have been shown this in your induction)
- Click on Report a Concern – see picture below!

- Start typing the name of the pupil (choices will appear after you have typed a few letters). Click on the correct child. If the incident or disclosure involves more than one person please add as many pupils as you need.

Report a Concern

Name(s) of Pupil(s)

Please add the Pupil(s) who are the subject of this concern and add any other Pupil(s) you want associated to it.

Concern Summary

- Add a concern summary. This should be like the heading in an email. Short, to the point but not dramatic or emotive.

Examples:

- Upset after an incident
 - Friendship difficulties
 - Disclosure regarding homelife
 - Impulsive behaviour
- Next, select who you would like to send the concern to: All concerns are sent to JCK / MOB / CSB but then each section includes the DSLs in charge of that area. EYFS – VW / HL Lower Prep HL / ANA Upper Prep TK / NFG. If in doubt, send to Designated Safeguarding Lead(s) Group.

Send Concern to

Please select the DSL Group responsible for managing your safeguarding concerns - if you do not select a DSL Group, your concern will be sent to the DSLs with overall safeguarding responsibilities

✓ Please Select a Notification Group

Designated Safeguarding Lead(s) - Group

Early Years (5 members)

Lower Prep (4 members)

Year 5 & 6 Upper Prep (4 members)

Year 7 & 8 Upper Prep (4 members)

- Add the date and time. Click on the box and the date and time box will appear. Press Apply when you have selected the correct details.

Concern Date/Time

Please enter the date/time when the concern/incident first came to your notice.

DD/MM/YYYY HH:MM

<

Jun

2025

Su	Mo	Tu	We	Th	Fr	Sa
25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

20 : 40

Cancel

Apply

If required, you can add more detail about the concern/incident, giving times, dates, location, who was present and a Pupil's actual words if relevant

n Summary.

- Now add details of the concern. Use clear, objective, and professional language.
- Record what was said using the child's **exact words** where possible.
- Avoid assumptions, speculation, or emotive language.

Example:

"At 10:30am, Child A stated, 'Mum and her boyfriend had a fight and something got broken.' Child appeared tearful. Concern escalated to DSL immediately."

- Be clear, accurate, and timely in your updates.

Details of Concern

If required, you can add more detail about the concern/incident, giving times, dates, location, who was present and a Pupil's actual words if relevant

There is no need to repeat the Concern Summary.

Location of Incident

Not Applicable

- If you can, add location of the incident. Click in the box for a dropdown menu.
- Add any action taken at the time.

Action Taken

For example:

- Spoke to pupil about their worries.

- Reassured that we would take their concerns seriously. He returned to lessons when he was ready.
- reported verbally to the DSL / DDSL.
- Added to MyConcern.

Next, if there was a note, or document or written work that disclosed something, please upload and attach. Please note that you should NEVER photograph a pupil to show a bruise for example. You can use a body map and mark on that.

Attachment

Select File

 Please attach any media that is relevant to this concern.

Finally – don't forget to:

Submit Concern

Remember!

Assume that all records may be read by:

- Subject of the report or their parents (via **Subject Access Request**),
- Social workers, police, or courts,
- Future schools or inspectors.

Do not let this deter you from reporting concerns. It is better to **over-report than under-report**. Any questions, please ask!

APPENDIX FOUR: LINKS TO ORWELL PARK POLICIES

Links to all policies can be found either on the school website: <https://www.orwellpark.co.uk/policies>

Or on the Staff Portal:

<https://orwellpark.sharepoint.com/sites/Policies/Shared%20Documents/Forms/AllItems.aspx>

APPENDIX FIVE: LINKS TO KEY GOVERNMENT & LOCAL AUTHORITY DOCUMENTS

Suffolk Prevent / Radicalisation: <https://www.suffolksp.org.uk/prevent>

<https://www.legislation.gov.uk/ukpga/2015/6/contents>

Suffolk Referral Portal (Customer First) : <https://www.suffolk.gov.uk/children-families-and-learning/keeping-children-safe/reporting-a-child-at-risk-of-harm-abuse-or-neglect-safeguarding>

Working Together to Safeguard Children 2023:

https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

Keeping Children Safe 2025 (July version):

https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf

APPENDIX SIX: ADDITIONAL GUIDANCE & RESOURCES

Neglect

<https://www.suffolksp.org.uk/neglect>

Mental Health

The Department for Education and Public Health England have developed a range of helpful materials to support staff in recognising and responding to mental health and behavioural issues, including:

[Mental Health and Behaviour in Schools](#) (DfE)

[Preventing and Tackling Bullying](#) (DfE)

[Promoting Children and Young People's Emotional Health and Wellbeing](#) (PHE)

The [Rise Above](#) platform (PHE), which includes lesson plans and resources on topics such as social media, healthy relationships, substance misuse and resilience.

Prevent

<https://www.educateagainsthate.com/prevent-duty/>

County Lines

Detailed information about County Lines: <https://www.childrenssociety.org.uk/what-we-do/our-work/child-criminal-exploitation-and-county-lines/what-is-county-lines>

Domestic Abuse and Serious Violence

<https://www.operationencompass.org/educational-settings>

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

<https://www.lighthousewa.org.uk> (Suffolk-based charity)

Female Genital Mutilation

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>

Force Marriage

<https://www.virtual-college.co.uk/free-courses/awareness-of-forced-marriage>

<https://www.gov.uk/crime-justice-and-law/forced-marriage>

Violence Against Women

<https://www.endviolenceagainstwomen.org.uk>

APPENDIX SEVEN: EARLY HELP TEAM (SAFEGUARDING)

ORWELL PARK SAFEGUARDING TEAM

Updated: March 2026



Jo Coventry-King
Designated Safeguarding Lead
SENDCo & Online Safety Lead
jocoventryking@orwellpark.org



Simon O'Malley
Head
head@orwellpark.org



Martin O'Brien
DDSL & Prevent Lead
Deputy Head, Pastoral
martinobrien@orwellpark.org



Caroline Brunt
DDSL
Mental Health Lead
carolinebrunt@orwellpark.org



Katie Lawson
Safeguarding Governor
katielawson@orwellpark.org



Vikki Wiggins
EYFS DSL
Head of Early Years
vikkiwiggins@orwellpark.org



Hayley Lloyd
DDSL
Head of Lower Prep
hayleylloyd@orwellpark.org



Callum Licence
Chair of OPS Committee
(Governor)
callumlicence@orwellpark.org



Nick Gibbs
DDSL
Head of Years 5 & 6
nickgibbs@orwellpark.org



Afiah Ntiri-Akuffo
DDSL Boarding
& Online Safety Lead
afiahntiriakuffo@orwellpark.org



Tristan King
DDSL
Head of Year 7 & 8
tristanking@orwellpark.org



Henry Snow
DDSL Boarding
henrysnow@orwellpark.org

Concerned?
About a child → DSL
About a member of staff → Head
About the Head → Chair of OPS Committee (Governor)

**Keeping Our Children Safe: Safeguarding is Everyone's Responsibility.
Have a Concern? Share it confidentially with the Safeguarding Team.**

APPENDIX EIGHT: SAFEGUARDING INDUCTION LINKS

For Staff and Volunteer induction see [Link on STAFF PORTAL](#)

For Governor induction, please ask the Clerk to the Governors.

APPENDIX NINE: SAFEGUARDING PROCEDURES DURING SCHOOL CLOSURES / REMOTE LEARNING

In the event of a school closure due to COVID-19 or a similar public health emergency, Orwell Park School remains fully committed to safeguarding all pupils. The following procedures ensure that children continue to be protected, supported, and monitored during periods when normal school attendance is disrupted.

1. Designated Safeguarding Lead (DSL) Responsibilities

- The DSL (and deputies) remain the first point of contact for all safeguarding concerns.
- The DSL will maintain regular contact with vulnerable pupils and their families via phone, video calls, or secure email.
- All safeguarding concerns reported remotely must be logged promptly on MyConcern and escalated in line with the school's normal safeguarding procedures.

2. Communication with Pupils and Families

- Vulnerable pupils (including SEND, EYFS, EAL, boarding, or pupils with social/emotional needs) must be contacted at least weekly by their tutor or key staff member.
- Families are provided with clear guidance on how to raise safeguarding concerns during closures.

- Staff must be alert to changes in pupils' behaviour, wellbeing, or attendance patterns, and report concerns immediately.

3. Online Safety and Remote Learning

- All remote learning platforms must be secure and approved by the school.
- Staff must adhere to the Staff Code of Conduct and the online and technology staff code of conduct when interacting with pupils online, including using school accounts and not personal devices.
- Pupils should be reminded of safe online behaviours and reporting mechanisms.
- Any concerns regarding online safety must be treated as safeguarding issues and reported immediately.
- If lessons go online, staff will be provided with clear guidance for online behaviour including recording of lessons, ensuring backgrounds are suitable and supporting pupils.

4. Reporting Procedures

- Any disclosures or concerns received during remote learning are treated with the same urgency as in-school reports.
- Staff must report incidents to the DSL without delay.
- In cases of immediate risk of harm, staff should contact emergency services or local children's social care.

5. Pastoral Support and Wellbeing

- Regular check-ins focus on emotional, social, and mental wellbeing.
- Vulnerable pupils are offered targeted support, including access to counselling or pastoral staff.
- Boarding pupils (if in residence) continue to receive structured supervision, support, and safe accommodation.

6. Multi-Agency Liaison

- The DSL maintains contact with local safeguarding partners, social workers, and relevant agencies to ensure continuity of care for vulnerable children.
- Referrals to children's social care are made promptly where required.

7. Documentation and Record-Keeping

- All contacts, concerns, and actions during closure periods must be fully documented on MyConcern.
- Records are monitored and reviewed to ensure no pupil's safeguarding needs are overlooked.

8. Staff Training and Awareness

- Staff receive guidance on remote safeguarding procedures, including recognising signs of abuse or neglect online.
- Staff are reminded of reporting protocols and the importance of vigilance even when pupils are not physically present.
- Any lessons learned from school closure periods will be incorporated into future safeguarding planning.

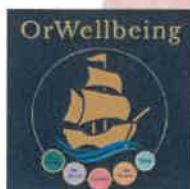
APPENDIX TEN: MOBILE PHONE & CAMERA POLICY IN THE EYFS

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

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

- Personal mobile phones, smartwatches, and cameras must **only be used outside working hours** and never when children are present.
- All personal devices should be **safely stored** in staff possessions during working hours.
- In **exceptional circumstances** (e.g., family emergency), staff must **seek permission** from the Head of Lower Prep or EYFS before using their mobile phone or smartwatch during the day. Use must be **away from children** and not compromise supervision.
- Staff or volunteers who **ignore this policy** may face disciplinary action.
- During **outings or off-site visits**, the Head or EVC will agree on safe use of personal devices in emergencies.
- Suspected **inappropriate material** on personal devices will be handled according to the School Safeguarding Policy and disciplinary procedures.
- Staff, pupils, and volunteers are **responsible for their own property** and any losses.
- Only **school-owned cameras or recording equipment** may be used to capture children for **observations or school events**, and must comply with the Data Protection Act 1998.
- Cameras/recording equipment should be used **only when at least two staff members are present**.
- No photographs of **injuries or bruising** should be taken with cameras or phones. Use the proforma on MyConcern or Safeguarding Recording Form and consult the DSL or Deputy DSL without delay.
- **Personal devices must never be used** to take pictures or recordings of pupils.

APPENDIX ELEVEN: THE ORWELLBEING FRAMEWORK



What is OrWellbeing?

Supporting Every Child at Orwell Park School

At Orwell Park, we believe that wellbeing is essential for learning, confidence, and happiness. That's why we've created OrWellbeing – our whole-school approach to supporting the mental, emotional, economic and social wellbeing of every child.

OrWellbeing is not a separate subject; it's part of everything we do. It helps pupils feel safe, understood, and ready to take on the challenges of school life.

What Does OrWellbeing Include?

Positive School Culture: We encourage kindness, respect, responsibility, and a strong sense of belonging. Staff model positive attitudes and help pupils build emotional resilience. We live by our school values: integrity, kindness, respect, courage, collaboration and spirit.

Life Skills Lessons: All children take part in age-appropriate sessions covering topics such as friendship, online safety, emotional regulation, healthy habits, and problem-solving.

Wellbeing Focus Days:

Each term we hold a themed morning of fun, meaningful activities linked to the Five Ways to Wellbeing:

Connect • Be Active • Take Notice • Keep Learning • Give

The OrWellbeing Hub: A calm, welcoming space in the heart of the school where children can go for one-to-one support, small group sessions, or quiet reflection.

Supportive Classrooms: Every classroom has an OrWellbeing Board – a visible reminder that it's OK to talk about feelings, ask for help, and learn strategies to cope with challenges.

Trained Staff: Our teachers, tutors and pastoral team receive regular training to help them support mental health and emotional wellbeing across the school.

Parent Partnership: We offer resources, tips, and events to help you support your child's wellbeing at home. We also share our OrWellbeing Handbook and Half-termly Newsletter so you can understand how we work together to help every child thrive.

Online Wellbeing Hub – Teen Tips: All parents are members of our online Wellbeing Hub which offers online seminars, resources and information to support parents and their children.

Why It Matters

We know that when children feel happy, safe, and supported, they're more likely to be confident, motivated learners. OrWellbeing helps pupils develop the life skills they need – not just for school, but for life.

Together, we can make sure every child at Orwell Park grows up with the confidence to be themselves, the resilience to bounce back, and the support they need to flourish.

Keep
Learning

Be
Active

Connect

Take
Notice

Give