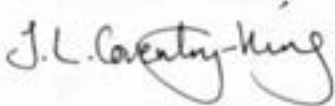




# Orwell Park School

Part of the Benenden Family of Schools

## Safeguarding & Child Protection Policy

|                                                             |                                                                                      |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Mr Callum Licence</b><br>Chair of the OPS Committee      |    |
| <b>Mrs Katie Lawson</b><br>Governing Body Representative    | Katie Lawson                                                                         |
| <b>Mr Alex McCullough</b><br>Head                           |  |
| <b>Mrs Jo Coventry-King</b><br>Designated Safeguarding Lead |  |

Date Reviewed: August 2026  
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(or earlier following statutory or local safeguarding changes)

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# 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](mailto:jocoventryking@orwellpark.org)

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

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

Phone: 01473 659225 E-mail: [martinobrien@orwellpark.org](mailto:martinobrien@orwellpark.org)

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

Phone: 01473 659225 E-mail: [carolinebrunt@orwellpark.org](mailto:carolinebrunt@orwellpark.org)

*Mrs Vikki Wiggins – Acting Head of Pre-Prep & EYFS Manager\**

Phone: 01473 659225 E-mail: [vikkiwiggins@orwellpark.org](mailto:vikkiwiggins@orwellpark.org)

#### **Head**

*Mr Alex McCullough \**

Phone: 01473 659225 Email: [head@orwellpark.org](mailto:head@orwellpark.org)

#### **Nominated Governor for Safeguarding**

*Mrs Katie Lawson*

Email: [katielawson@orwellpark.org](mailto:katielawson@orwellpark.org)

#### **Chair of OPS Committee**

*Mr Callum Licence*

Email: [callumlicence@orwellpark.org](mailto:callumlicence@orwellpark.org)

#### **Suffolk Multi Agency Safeguarding Hub (MASH) Professional Consultation line**

Tel: 03456061499 Email: [CYPMASH@suffolk.gov.uk](mailto:CYPMASH@suffolk.gov.uk)

#### **Customer First (immediate safeguarding concerns)**

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

#### **Police Emergency**

999

(\* NB On Senior Leadership Team)

## 1.2 KEY POINTS OF SAFEGUARDING TRAINING



**Orwell Park School**  
Part of the Brentford Family of Schools

# Safeguarding Training: Key points

Updated August 26

### Categories of Abuse

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

### Possible Indicators of Abuse, Neglect or Exploitation

- 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.

Report the concern verbally to a DSL or Deputy DSL without delay and make a clear, factual written record on MyConcern as soon as possible, normally on the same day. Record what was seen, heard or disclosed, the actions taken, decisions made and the rationale for those decisions. If the child is in immediate danger, contact the police (999) or Customer First (0808 800 4005) Do not assume that someone else has reported the concern.

#### Concerns About a Staff Member? (Whistleblowing)

Concerns or allegations about an adult

Report any safeguarding concern or allegation, no matter how small, without delay. This includes concerns about employees, supply staff, trainee teachers, volunteers, contractors and coaches.

- A concern that may meet the harm threshold must be reported to the Head.
- A concern about the Head must be reported to the Chair of the OPS Committee.
- A low-level concern must be reported in accordance with the School's Low-Level Concerns Policy, normally to the Head or DSL.
- If there is doubt about whether the harm threshold may be met, the Head should consider consultation with the LADO.
- Do not investigate the matter yourself or question witnesses.

#### 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.

### 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 harassment and violence, bullying and cyberbullying, physical abuse, sexual harassment, sexual violence, coercive behaviour and initiation-type violence or rituals
- Mental health concerns
- Making or sharing nudes and semi-nudes, including images, videos or livestreams generated or altered using artificial intelligence
- 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 & Child Protection Policy and in Keeping Children Safe in Education (KCSIE) 2026, Part 1 and Annex A. **All staff must read Part One in full.**

### Early Help / Family Help

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

If staff have any concern about a child's welfare, they must act immediately, speak to the DSL or a Deputy DSL and follow the School's safeguarding procedures. Staff may be asked to support assessments, contribute information where appropriate. Cases must be kept under review, and concerns must be escalated if the child's circumstances do not improve.

Staff should be familiar with the Suffolk Safeguarding Partnership threshold guidance and local Family Help assessment arrangements. Link: <https://suffolkscsp.org.uk>

### Direct Referrals

Any member of staff may make a direct referral. Staff should normally inform the DSL as soon as possible so that appropriate action can be coordinated and recorded. If a child is in immediate danger or at risk of immediate harm, contact the police on 999 and/or Customer First without delay. A lack of DSL availability must never delay action.

### Low-Level Concerns

A low-level concern is any concern, however small and even if no more than a sense of unease, that an adult may have acted in a way that is inconsistent with the **Staff Code of Conduct** but does not appear to meet the harm threshold. "Low-level" does not mean that the concern is unimportant.

Examples include behaviour that is:

- overly familiar;
- inappropriate in tone, language or personal boundaries;
- disrespectful or dismissive of a pupil's voice or rights;
- capable of being misunderstood or causing discomfort;
- inconsistent with the Staff Code of Conduct.

Staff must report low-level concerns promptly and are **encouraged to self-refer where their own conduct may have been misinterpreted or fallen below expected standards**. All low-level concerns must be recorded in writing, reviewed for patterns and shared with the Head in a timely way. The Head remains the ultimate decision-maker.

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

## SECTION TWO

### PURPOSE & PHILOSOPHY

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



## SECTION TWO: PURPOSE & PHILOSOPHY

This policy has been revised to reflect Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, and relevant provisions of the Children's Wellbeing and Schools Act 2026. Where a provision of the Act is subject to phased commencement or further statutory guidance, the School will implement it from the applicable commencement date and update procedures accordingly.

The School recognises education and childcare agencies as integral safeguarding partners and will engage fully in strengthened multi-agency safeguarding arrangements, information sharing, Family Help, child protection activity and local implementation arrangements.

### 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 requiring universal or community-based Early Help, targeted Family Help, support under section 17 of the Children Act 1989, or protection under section 47, in partnership with children, families and relevant 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 2026), 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) 2026, 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) 2026
- Working Together to Safeguard Children (2026)
- Relationships and Sex Education (RSE) and Health Education (2025)

The school also complies with the Early Years Foundation Stage statutory framework and Boarding Schools: National Minimum Standards.

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 and separately from the main pupil file. When a pupil moves school or college, transfer the child protection file separately from the main pupil file, securely and as soon as possible, normally within five days for an in-year transfer or within the first five days of a new term, obtain confirmation of receipt, and consider sharing information in advance where support must be in place on arrival.
- 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) 2026 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!**

Keep  
Learning

Be  
Active

Connect

Take  
Notice

Give

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.

## 2.5 SECTION TWO ONE PAGE SUMMARY

### SECTION TWO ONE PAGE SUMMARY PURPOSE & PHILOSOPHY

1. Safeguarding means protecting every child from abuse, neglect, exploitation and other harm, both online and offline.
2. Safeguarding is everyone's responsibility. Every adult in the school community must remain vigilant, act promptly and share concerns appropriately.
3. Pupils should feel safe, respected and listened to, with trusted adults and clear ways to seek help or raise concerns.
4. Staff are trained to recognise concerns early, record them accurately and take immediate action to protect children.
5. We work in partnership with children, families and safeguarding agencies to provide Early Help, Family Help, child-in-need support and child protection when required.
6. Children's wishes, feelings and best interests are central to safeguarding decisions, assessments and support plans.
7. A safe, inclusive and supportive learning environment helps pupils build confidence, resilience, independence and the skills to keep themselves safe.
8. All adults working with children are carefully recruited, appropriately checked, trained and expected to follow clear professional standards.
9. Clear leadership, governance, information sharing and multi-agency working ensure that safeguarding concerns are properly managed, reviewed and escalated where necessary.
10. The OrWellbeing Framework, Life Skills curriculum and monthly newsletter help pupils and the wider school community develop lifelong habits for staying safe, healthy 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                                                                                                 |
|------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Physical Abuse</b>  | Deliberate physical harm to a child.                                                       | <ul style="list-style-type: none"> <li>- Hitting, shaking, slapping, biting, burning</li> <li>- Drowning, poisoning, suffocation</li> <li>- Fabricated or induced illness</li> </ul>                                                                                                                     | May result in visible injuries but can also remain hidden.                                                |
| <b>Emotional Abuse</b> | Persistent maltreatment causing long-term emotional harm.                                  | <ul style="list-style-type: none"> <li>- Verbal abuse, humiliation, rejection, intimidation</li> <li>- Preventing self-expression</li> <li>- Overprotection or inappropriate expectations</li> <li>- Witnessing domestic abuse</li> <li>- Bullying (including online), coercion, manipulation</li> </ul> | Present in <b>all forms of abuse</b> . Can be harder to spot than physical signs.                         |
| <b>Sexual Abuse</b>    | Forcing or encouraging a child to take part in sexual activities (contact or non-contact). | <ul style="list-style-type: none"> <li>- Sexual touching or assault</li> <li>- Exposing children to sexual images/conversations</li> <li>- Grooming, exploitation, inappropriate online communication</li> </ul>                                                                                         | Can be perpetrated by <b>adults or other children</b> . Staff must be alert to CSE and missing education. |
| <b>Neglect</b>         | Consistent failure to meet a child's basic physical or emotional needs.                    | <ul style="list-style-type: none"> <li>- Lack of food, clothing, or shelter</li> <li>- Unsafe caregiving or lack of supervision</li> <li>- Not seeking medical care</li> <li>- Ignoring emotional needs</li> </ul>                                                                                       | Can begin <b>before birth</b> (e.g. parental substance misuse). Harmful and long-lasting.                 |

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### 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

**AI-Generated and Digitally Altered Sexual Imagery:** The creation, request, coercive production, possession or sharing of nude or semi-nude imagery includes content created or altered using generative artificial intelligence, face-swapping, "nudification" or other synthetic-media tools. Such incidents will be treated as safeguarding concerns and managed in accordance with UK Council for Internet Safety (UKCIS) guidance, the School's child-on-child abuse procedures and, where appropriate, police and children's social care advice.

**Group-based and Multiple Harms:** Staff must consider that a child may experience several connected harms at the same time, including online abuse, exploitation, serious violence, sexual harm, domestic abuse, discrimination and extra-familial harm. Assessment and support must address the whole context rather than treating each incident in isolation.

**Anti-discriminatory Safeguarding:** Staff must challenge racism, misogyny, misandry, homophobia, biphobia, transphobia, ableism, faith-based prejudice and other discriminatory conduct. The School will consider whether bias, disproportionality or previous experiences of services may affect a child or family's willingness to seek or accept help.

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 & Sharing nude and semi-nude images (including AI-generated or digitally altered imagery)** – Staff must understand sexual offences, consent, and sexual harassment definitions. Any reports of sexual violence or sexual harassment between children, or sharing nude and semi-nude images, including AI-generated or digitally altered 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                                            |
|------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------|
| <b>Homelessness / At Risk</b>                        | Rent arrears, debt, domestic abuse, being asked to leave                      | Alert DSL → liaise with Local Housing Authority / Children's Social Care | <a href="#">Homelessness Reduction Act 2017</a>                 |
| <b>Honour-Based Abuse (HBA)</b>                      | Pressure from family/community, talks of "honour," FGM, forced marriage       | Report to DSL immediately                                                | HBA Guidance<br><a href="#">Links from Suffolk</a>              |
| <b>Female Genital Mutilation (FGM)</b>               | Trips abroad, withdrawal from PSHE, family history, physical signs            | Report to DSL; teachers <b>must</b> report to police                     | <a href="#">Reporting FGM</a>                                   |
| <b>Forced Marriage</b>                               | Threats, coercion, under-18 marriage, restricted freedom                      | Report to DSL; contact Forced Marriage Unit if needed                    | <a href="#">Forced Marriage Guide</a>                           |
| <b>Violence Against Women &amp; Girls (VAWG)</b>     | Unexplained injuries, absences, behavioural changes, sexual harassment        | Alert DSL → refer to Children's Social Care / Police                     | <a href="#">VAWG Strategy Document</a>                          |
| <b>Modern Slavery</b>                                | Frequent absences, decline in wellbeing, unexplained gifts                    | Alert DSL → consider National Referral Mechanism                         | <a href="#">Suffolk Modern Slavery Guidance</a>                 |
| <b>Child Exploitation (CCE / County Lines / CSE)</b> | Missing episodes, new possessions, inappropriate relationships, disengagement | Alert DSL → refer to Children's Social Care / Police                     | <a href="#">Home Office County Lines &amp; DfE CSE Guidance</a> |
| <b>Child-on-Child Abuse / Bullying</b>               | Physical harm, sexual harassment, upskirting, sexting                         | Report to DSL → follow safeguarding procedures, support victims          | <a href="#">Preventing &amp; Tackling Bullying Guidance</a>     |

|                                               |                                                                   |                                                        |                                                                                       |
|-----------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Children with Family in Prison</b>         | Stigma, isolation, emotional distress                             | Provide support → follow NICCO guidance                | <a href="#">NICCO Resources</a>                                                       |
| <b>Sexual Violence / Harassment / Sexting</b> | Sexual comments, unwanted touching, youth-produced sexual imagery | Report to DSL → involve social care / police as needed | <a href="#">DfE Sexual Violence &amp; Harassment Guidance</a> ; <a href="#">UKCIS</a> |

### 3.8 SUPPORTING LGBT+ & GENDER QUESTIONING PUPILS

The School will respond to gender-questioning pupils with sensitivity, dignity and a safeguarding-first, individualised approach, while complying with current law and statutory guidance. Safeguarding decisions will consider the child's age, developmental stage, wishes and feelings, parental responsibility, any clinical input, risks of bullying or abuse, and the rights and safety of all pupils.

In accordance with KCSIE 2026 and the School Premises (England) Regulations 2012 and Independent School Standards requirements, pupils aged 8 and over will not use toilets designated for the opposite biological sex, except where a self-contained single-user facility is provided. Pupils aged 11 and over will not be required or permitted to undress in front of pupils of the opposite biological sex. Reasonable, dignified alternative arrangements will be considered where needed.

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.

# SECTION THREE ONE PAGE SUMMARY

## WHAT YOU NEED TO KNOW ABOUT ABUSE, NEGLECT & EXPLOITATION

1. **Broad Scope of Safeguarding:** Safeguarding goes beyond deliberate harm. It includes children's health, wellbeing and safety, online and offline, at home, in school and in the wider community.
2. **Types of Abuse & Neglect:** Staff must recognise physical, emotional and sexual abuse (including sexual harassment and harmful sexual behaviour), and neglect. Abuse can be direct or indirect, a single incident or ongoing, and caused by adults or by other children.
3. **Extra-Familial Harm & Exploitation:** Risks can come from outside the home, including child sexual exploitation (CSE), child criminal exploitation (CCE) such as gangs or county lines, serious youth violence, online grooming/abuse and trafficking.
4. **Mental Health & Trauma:** Changes in mood, behaviour, appearance or engagement may indicate mental health concerns or that a child has experienced trauma, neglect or abuse. Act promptly, respond with curiosity and sensitivity, and liaise with the DSL.
5. **Radicalisation & Extremism:** Children can be vulnerable to extremist ideologies. Be alert to risk indicators and use the "Notice, Check, Share" approach. Report concerns to the DSL; if there is an immediate risk, contact the police.
6. **Domestic Abuse & Serious Violence:** Exposure to domestic abuse, serious violence or weapon-related harm can have a lasting impact. Look for signs such as behavioural changes, absences, fear or unexplained injuries and report concerns promptly.
7. **High-Risk Situations:** Be alert to FGM, forced marriage, honour-based abuse, modern slavery, trafficking, online sexual abuse, child-on-child abuse (including bullying and sexual harassment) and children with family in prison.
8. **Supporting Vulnerable Groups:** LGBT+ and gender-questioning children, disabled children, children in care, young carers and those with SEND may face additional risks. Provide an inclusive, supportive environment and access to trusted adults.
9. **Preventative Education & Equality:** Our curriculum teaches healthy relationships, consent, respect, equality, online safety and anti-bullying. We challenge prejudice, discrimination and harmful language in all its forms.
10. **Professional Curiosity & Contextual Safeguarding:** Risks often arise outside school. Notice when something doesn't seem right, listen to pupils, consider the context, share information with the DSL and work with families and external agencies for joined-up support.



**IF YOU HAVE A CONCERN, NO MATTER HOW SMALL, ACT IMMEDIATELY.  
REPORT TO THE DSL OR DEPUTY DSL WITHOUT DELAY.  
IF A CHILD IS IN IMMEDIATE DANGER, CALL 999.  
RECORD YOUR CONCERN ON MYCONCERN AS SOON AS POSSIBLE.**

**Safeguarding is everyone's responsibility. It could happen here.**

## SECTION FOUR

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

- Early Years Foundation Stage pupils
- Children with special educational needs, disabilities or health issues
- Pupils with English as an Additional Language
- Boarding pupils
- Other children who may be particularly vulnerable
- Young carers
- Children in kinship care and other care arrangements
- Looked-after children
- Previously looked-after children
- Care leavers
- Children who are lesbian, gay or bisexual
- Children who are questioning their gender
- Recognising additional barriers to identifying abuse, neglect and exploitation
- Providing appropriate communication, pastoral support and safeguarding oversight



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

**Working Together 2026:** Safeguarding applies to every child, including children living with birth or extended family, children in kinship care or under special guardianship, adopted children, looked-after children in foster or residential care, and children in other care arrangements. Where concerns relate to an unborn child or an expectant parent within the School community, the School will seek safeguarding advice and share relevant information with appropriate agencies.

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)                                                                                       |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Mobile Phones / Personal Devices</b> | 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. |
| <b>Supervision Ratios</b>               | 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.                                |
| <b>Intimate Care &amp; Hygiene</b>      | 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.                                   |
| <b>Safeguarding Training</b>            | 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.              |
| <b>Online Safety</b>                    | Controlled use of school-provided devices; teaching staff about safe usage.                                                                           | Pupils use devices independently; monitoring and filtering required; safe internet use taught.                     |
| <b>Access Control</b>                   | 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.                                  |
| <b>Vulnerable Children</b>              | Extra attention for SEND, EAL, medical needs; children may struggle to communicate concerns.                                                          | Focus on recognising neglect, mental health issues, bullying, and online exploitation.                             |
| <b>Emergencies &amp; First Aid</b>      | Paediatric first aid required on-site at all times; staff trained for young children's specific needs. There is                                       | First aid provision appropriate to age group; staff trained in general first aid.                                  |

| Area                                       | EYFS                                                                                              | Prep School (year 1 upwards)                                                                                |
|--------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|                                            | always at least one paediatric trained member of staff on all trips.                              |                                                                                                             |
| <b>Physical Boundaries / Outdoor Areas</b> | Outdoor play areas closely supervised; risks minimised; fences, gates, and locked areas standard. | Older pupils may access larger campus areas; supervision balanced with independence.                        |
| <b>Communication with Parents</b>          | 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 2026, 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:

- Head of EAL 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. The Head of EAL forms part of the Early Help Team at Orwell Park.
- 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.

The Head of Boarding is a DSL and forms part of the Early Help Team.

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

The School recognises the needs of children in kinship care, including those subject to special guardianship or child arrangements orders. The designated teacher and DSL will liaise with the relevant Virtual School Head and other professionals where duties or extended responsibilities apply, and will ensure that education, safeguarding and care planning are aligned.

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. Tailored measures and additional support help ensure they are safe, supported and able to thrive.



**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 safe, controlled environments to protect our youngest children.



**Safer Recruitment & Staff Policies:** We use robust recruitment, ongoing training, supervision, whistleblowing procedures, and clear safeguarding policies to ensure all staff are suitable, competent and supported to safeguard every pupil.



**SEND Pupils:** Pupils with SEND may find it harder to communicate or understand risks and may have cognitive vulnerabilities. Staff must approach concerns with curiosity and compassion, using professional judgement and providing tailored pastoral and safeguarding support.



**EAL Pupils:** Language barriers and cultural differences can limit EAL pupils' ability to report abuse. Staff provide translation support, peer buddies, visual aids, and clear communication to promote safety, inclusion and belonging.



**Vulnerable Pupils:** Children with medical, social or emotional needs, young carers, or those experiencing difficulties at home may need extra supervision and guidance. Staff must be alert to early warning signs and work closely with families, pastoral teams and external services.



**Boarding Pupils:** Extended time away from home increases reliance on staff. Boarding staff maintain strong relationships, structured routines, regular check-ins and clear access to support to safeguard pupils' wellbeing.



**Looked After & Previously Looked After Children:** These pupils may have experienced abuse or neglect. Staff must understand their individual needs, work with the virtual school head, and coordinate with agencies to protect and support them.



**Monitoring & Reporting:** All staff must observe, record and escalate safeguarding concerns via MyConcern without delay. Prompt reporting to the DSL, deputies or external agencies ensures timely action and protection.



**Tailored Safeguarding Practices:** Policies, supervision, training and communication are adapted to each group's needs – e.g. EYFS mealtime supervision, SEND pastoral support, EAL inclusive communication and boarding routines – to ensure every child is safe, supported and can thrive.



**IF YOU HAVE A CONCERN, NO MATTER HOW SMALL, ACT IMMEDIATELY.  
REPORT TO THE DSL OR DEPUTY DSL WITHOUT DELAY.  
IF A CHILD IS IN IMMEDIATE DANGER, CALL 999.  
RECORD YOUR CONCERN ON MYCONCERN AS SOON AS POSSIBLE.**



## 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 & Family Help**



## SECTION FIVE: PROCEDURE IN THE EVENT OF CONCERNS ABOUT A PUPIL

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

In an emergency telephone 999 and contact the police.

**Suffolk Police:** 01473 613 500 or 101

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

**Information Sharing**

Children's Wellbeing and Schools Act 2026: The School will comply with the new statutory information-sharing duty from its commencement date and with the associated statutory guidance. Relevant information will be shared proactively, lawfully, securely and in a timely way with safeguarding partners and other prescribed persons where this is necessary to safeguard or promote a child's welfare.

Data protection law does not prevent the sharing of information for safeguarding purposes. Staff should not seek consent where doing so could place a child at increased risk, prejudice a criminal investigation, or create an unjustified delay. Decisions to share, not share, or delay sharing must record the rationale, the information considered, who was consulted and any follow-up action.

The School will contribute to any locally required multi-agency data-sharing agreement and will ensure that staff understand the distinction between confidentiality, privacy and lawful safeguarding 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)

The DSL or an appropriately trained deputy will attend and contribute to strategy discussions, child protection conferences, core groups, Family Help meetings and multi-agency assessments when requested. The School will provide relevant evidence, including the child's voice, attendance, behaviour, learning, peer, family, online and extra-familial context.

Where child sexual abuse is suspected, the School recognises the strengthened expectation for robust multi-agency assessment, direct work with the child and timely strategy discussion. Staff must not investigate or ask leading questions; they must record the child's words accurately and refer without delay.

In line with the statutory guidance Working Together to Safeguard Children 2026, 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](mailto: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**.

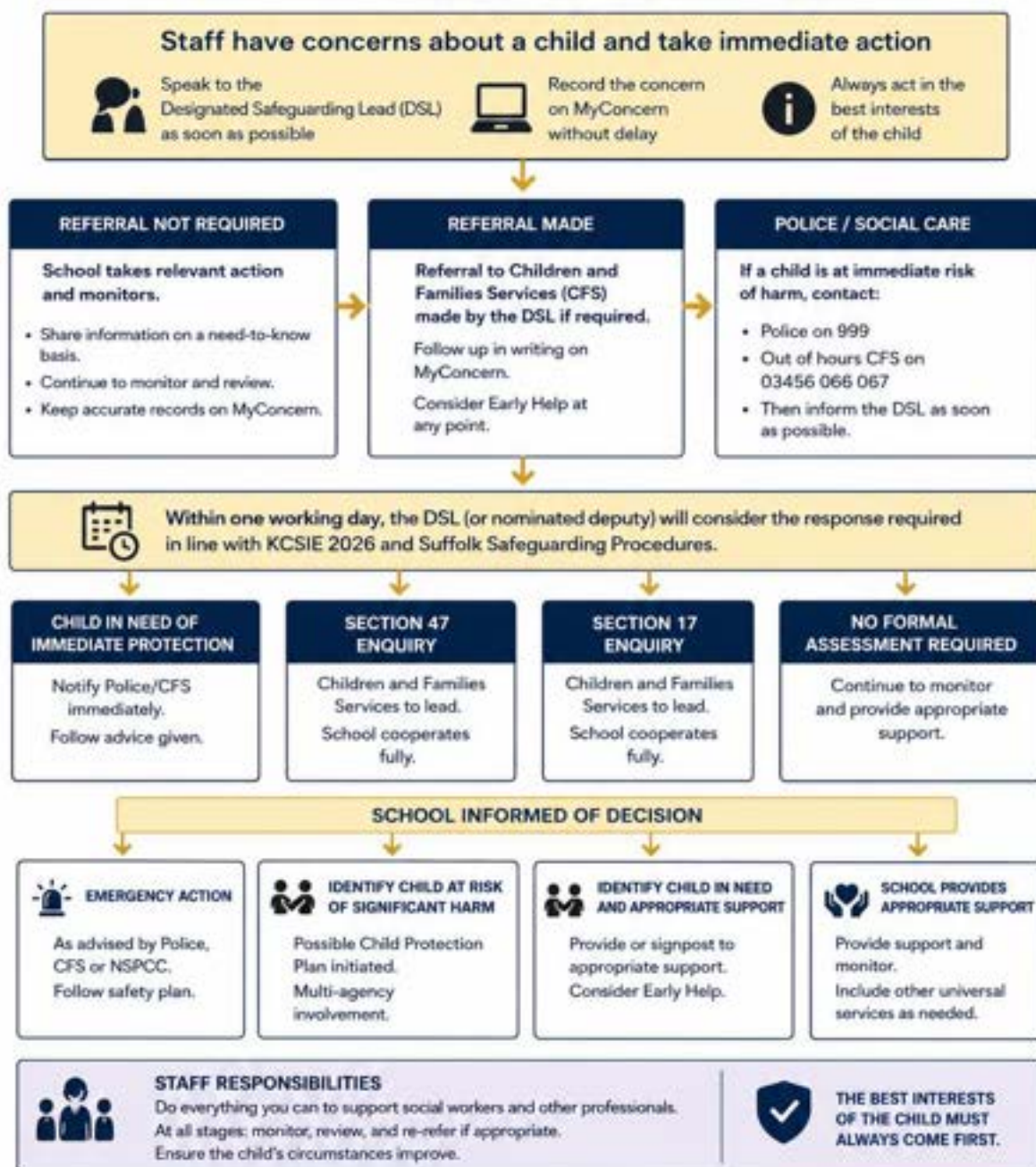
**Safeguarding is everyone's responsibility.** Anyone in the school community—not just staff—can make a referral to children's social care.



ORWELL PARK SCHOOL

# ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

In line with KCSIE 2026 and Suffolk Safeguarding Procedures



## KEY PRINCIPLES (KCSIE 2026)

- ✓ Safeguarding is everyone's responsibility.
- ✓ Act early – the sooner concerns are shared, the sooner help can be provided.
- ✓ Share information on a need-to-know basis.
- ✓ Maintain an attitude of "it could happen here".
- ✓ Record accurately, factually and without delay.
- ✓ Support the child, listen to them and take their wishes and feelings into account.

## USEFUL CONTACTS – SUFFOLK

- Children and Families Services (CFS) Front Door  
0345 606 6067 (Mon-Fri, 8:45am-5pm)
- Out of Hours CFS Emergency Duty Team  
03456 066 067
- Police (Emergency) 999
- Police (Non-Emergency) 101
- NSPCC Helpline 0808 800 5000

All concerns and actions must be recorded on MyConcern.



For further guidance refer to: Keeping Children Safe in Education 2026 (Part 1) • Working Together to Safeguard Children 2026  
Suffolk Safeguarding Children Partnerships Procedures • Orwell Park Safeguarding and Child Protection Policy

## 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 / FAMILY HELP

Working Together 2026 describes **Family Help** as a more seamless offer bringing together targeted early help and support for children in need under section 17 of the Children Act 1989. The School will use the terminology and pathway adopted by Suffolk and will contribute to a single, child- and family-centred plan led by a multi-disciplinary team where this is appropriate. Staff must identify emerging needs early, share information promptly and avoid waiting for a concern to reach crisis point. Support should be relationship-based, strengths-based, inclusive and anti-discriminatory, and should involve children and families meaningfully. Consent should normally be sought for voluntary Family Help, but consent is not required to share information where there is a safeguarding basis for doing so.

Where the School believes that a child requires statutory support, the DSL will make or support a referral to children's social care. If a referral is not accepted, or the response does not appear to protect the child adequately, the DSL will use the Suffolk escalation or professional-disagreement procedure and will continue to monitor, support and re-refer as necessary.

#### What is Early Help at Orwell Park?

At Orwell Park, we have an Early Help Team which is made up of our DSLs, the school Nurses, Heads of Section (Pre-Prep & EYFS, Lower Prep & Upper Prep) and the Head of EAL 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                                                                                                  |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Breakfast Club</b>                  | Supervised morning session with breakfast and social time                                                   | Provides a calm start, ensures children are nourished, reduces anxiety, and builds social skills                   |
| <b>After-School / Extended Care</b>    | Supervised activities, homework help, and creative or physical play                                         | Offers a safe environment, extra learning support, and social interaction                                          |
| <b>Boarding</b>                        | 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 |
| <b>Counselling / Emotional Support</b> | Access to trained counsellors or play therapists for one-on-one or group sessions (Play Therapy, CBT, ELSA) | Helps manage stress, anxiety, or trauma, teaches coping strategies, and builds resilience                          |
| <b>Mentoring / Pastoral Support</b>    | Dedicated staff checking in regularly with children. Tutor System excellent                                 | Builds trusting relationships, provides guidance, and identifies early signs of struggles                          |
| <b>Academic Support / Tutoring</b>     | Extra lessons, small groups, or one-on-one tutoring. SEND support and interventions                         | Targets learning gaps, boosts confidence, and improves self-esteem                                                 |
| <b>Peer Support / Buddy System</b>     | Older or trained pupils mentor younger peers                                                                | Encourages inclusion, reduces isolation, and eases transitions                                                     |

|                                                                            |                                                                                      |                                                                                                   |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Parent Newsletters / Talks</b>                                          | Guidance for parents on supporting learning, behaviour, and wellbeing, online safety | Strengthens home-school partnership and ensures consistent support at home                        |
| <b>Health &amp; Wellbeing Services including the OrWellbeing Framework</b> | On-site nurse, speech/language or occupational therapy support                       | Early identification of physical or developmental needs, improves overall engagement and learning |
| <b>ASPIRE Programme (Arts, Sports, Music, Co-Curricular)</b>               | 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.

Suffolk Safeguarding Partnership is in a transitional state adapting to new changes in latest legislation over time. Orwell Park will remain vigilant to these structural and procedural changes and update our policy in a timely way.



## SECTION FIVE ONE PAGE SUMMARY

### PROCEDURE IN THE EVENT OF CONCERNS ABOUT A PUPIL

- 1. Creating a Safe Environment:** All staff help pupils feel listened to, respected and able to share worries or concerns. A calm, supportive response is essential.
- 2. Recognising Concerns:** Changes in behaviour, mood, attendance, hygiene, appearance, relationships, or learning may indicate abuse, neglect or exploitation.
- 3. Listening to Children:** Listen carefully, take the child seriously, avoid leading questions, never promise confidentiality, and explain that the concern must be shared to keep them safe.
- 4. Act Immediately:** Report any concern to the DSL or Deputy DSL without delay. Do not investigate yourself. If a child is in immediate danger, contact 999 and/or Customer First straight away.
- 5. Recording Concerns:** Make a clear, factual written record on MyConcern as soon as possible, normally on the same day, including what was seen or heard, actions taken, decisions made and the rationale.
- 6. Early Help and Family Help:** The DSL will consider the Suffolk threshold guidance and decide whether the child needs pastoral support, universal or community-based Early Help, targeted Family Help, or referral to statutory services.
- 7. Information Sharing:** Relevant information must be shared promptly on a need-to-know basis. Data protection law does not prevent information sharing where this is necessary to safeguard a child.
- 8. Supporting the Child:** The child's wishes, feelings and best interests must remain central. Support may include pastoral care, counselling, monitoring, academic support and involvement from external professionals.
- 9. Working with Other Agencies:** The School works with the Suffolk Safeguarding Partnership, children's social care, police, health and other agencies. Parents are normally informed unless doing so would increase risk or prejudice an investigation.
- 10. Professional Curiosity and Review:** Small worries matter. Staff should never assume someone else will act. Concerns must be followed up, kept under review and escalated if a child's situation does not improve.

**IF YOU HAVE A CONCERN, NO MATTER HOW SMALL, ACT IMMEDIATELY.  
REPORT TO THE DSL OR DEPUTY DSL WITHOUT DELAY.  
IF A CHILD IS IN IMMEDIATE DANGER, CALL 999.  
RECORD YOUR CONCERN ON MYCONCERN AS SOON AS POSSIBLE.**



Safeguarding is everyone's responsibility. It could happen here.

## SECTION SIX

### **PROCEDURE IN THE EVENT OF CONCERNS ABOUT A MEMBER OF STAFF**

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



## SECTION SIX: PROCEDURE IN THE EVENT OF CONCERNS ABOUT AN ADULT

These procedures apply to all adults working in or on behalf of the School in a paid or unpaid capacity, including employees, supply staff, trainee teachers, gap students, volunteers, contractors, governors, proprietors, coaches, visiting professionals and adults supplied through third parties. They apply to conduct inside or outside school where transferable risk may indicate that the person is unsuitable to work with children.

### 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**, (Mr Alex McCullough)
- The **Designated Safeguarding Lead (DSL)** if the Head is unavailable. (Mrs 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](mailto: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.

If the member of staff is concerned that concerns have not been appropriately dealt with by the Head, they should escalate their concerns to the Chair of the OPS Committee and/or Safeguarding Governor.

### 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 2026.

### 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](http://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](mailto: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:

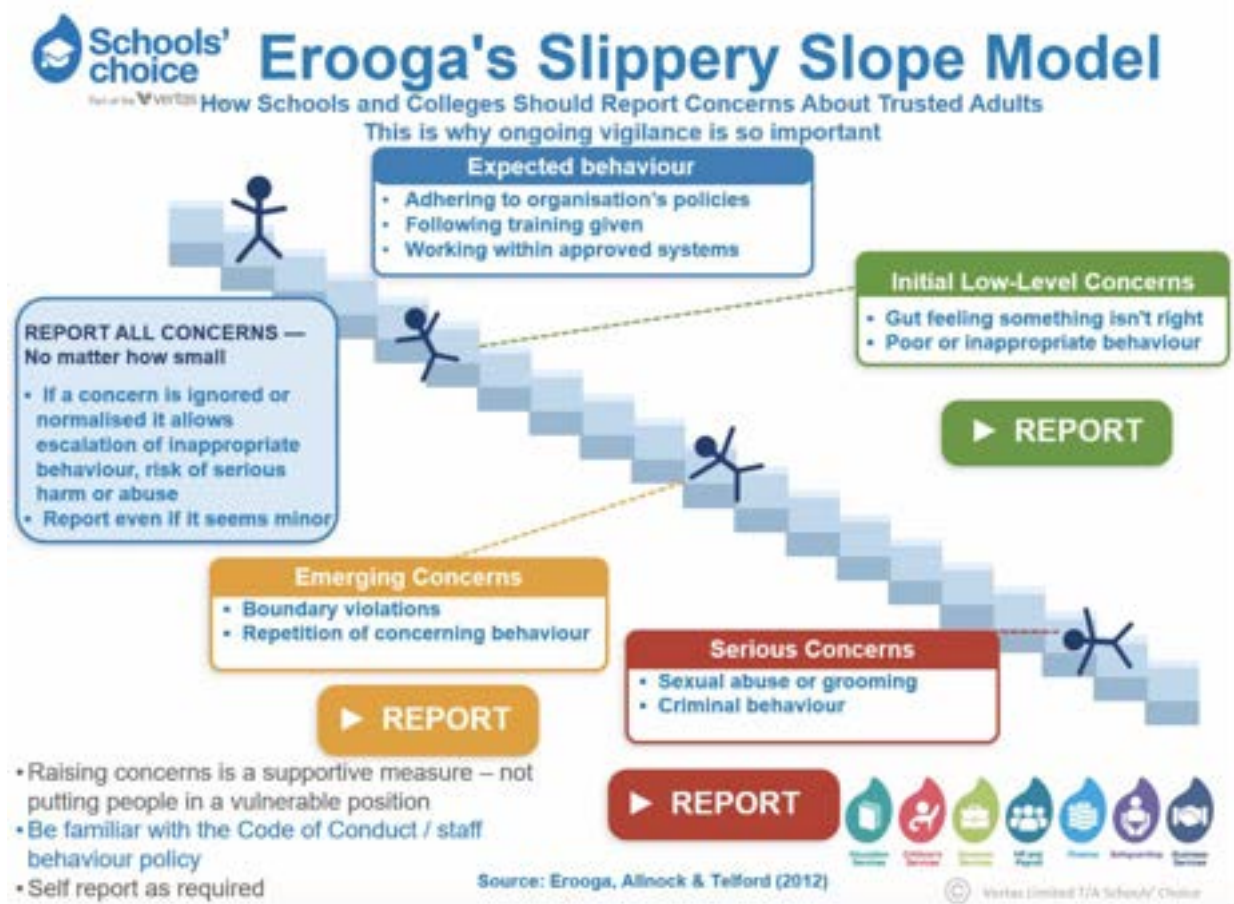
- Being over-friendly with children
- Shouting or unkind behaviour
- Showing favouritism
- Taking photos of children on personal devices contrary to school policy
- Engaging with a child one-to-one in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating, or offensive 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 TO THE DISCLOSURE AND BARRING SERVICE AND/OR TEACHING REGULATION AGENCY

### 1. Duty to refer to the DBS

The School has a legal duty to make a referral to the Disclosure and Barring Service where:

- it has removed an individual from regulated activity with children, or would have removed the individual had they not resigned, retired, ceased volunteering or otherwise left; and
- it believes that the individual has:
  - engaged in relevant conduct in relation to children or adults;
  - satisfied the harm test in relation to a child or vulnerable adult; or
  - received a caution or conviction for a relevant automatic-barring offence.

Relevant conduct includes an action or omission that has harmed a child or placed a child at risk of harm. The harm test may be satisfied where there is credible evidence that the individual poses a risk of harm, even where no actual harm has yet occurred.

The duty applies to paid staff and volunteers who were engaged in regulated activity. It may also apply where the School ceases to use the services of agency staff, contractors, supply staff or others, depending on whether the School is the regulated activity provider and whether the statutory referral conditions are met.

### 2. Timing of a DBS referral

A referral must be made **as soon as possible once the School has sufficient information to establish that the statutory referral conditions are met.**

The School will investigate allegations and gather sufficient evidence before deciding whether the duty to refer applies. Investigations and disciplinary procedures should continue even where the individual resigns or otherwise leaves before the process is complete.

Suspension alone does not automatically trigger a DBS referral. Advice should be sought where the position is unclear.

### **3. Circumstances that may amount to removal from regulated activity**

Removal may include:

- dismissal;
- redeployment to work that is not regulated activity;
- termination of a contract;
- ceasing to use an agency or supply worker;
- ending a volunteer placement;
- retirement, redundancy or resignation where the individual would otherwise have been removed from regulated activity.

The decisive issue is not the form of departure, but whether the School removed, or would have removed, the individual from regulated activity because the statutory DBS criteria were met.

### **4. Making a DBS referral**

The purpose of a DBS referral is to enable the DBS to consider whether the individual should be included on the children's barred list.

The School will provide all relevant and proportionate information, including, where applicable:

- the allegation and chronology;
- investigation and disciplinary material;
- witness evidence;
- details of harm or risk of harm;
- safeguarding and LADO information;
- police or children's social care involvement;
- relevant training, supervision or previous concerns.

Failure to make a referral where the legal duty applies is a criminal offence. The School will use the current DBS referral process and guidance published on GOV.UK.

### **5. Duty to consider referral to the TRA**

Where the School dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed or ceased to use their services had they not left first, the School must consider whether to refer the case to the Secretary of State through the Teaching Regulation Agency.

Serious teacher misconduct may include:

- unacceptable professional conduct;

- conduct that may bring the teaching profession into disrepute;
- conviction for a relevant offence;
- serious safeguarding failures;
- sexual misconduct;
- violence;
- serious dishonesty;
- discrimination or harassment;
- promoting extremist political or religious views.

A TRA referral is concerned with whether a prohibition order should be considered. It is separate from the DBS barring process. A case may require:

- a DBS referral only;
- a TRA referral only;
- referrals to both bodies; or
- neither referral,

depending on the facts and the applicable statutory tests.

## 6. Other notifications

The School will also consider whether notification is required to:

- the Local Authority Designated Officer;
- the police;
- children's social care;
- the Charity Commission;
- any relevant professional regulator;
- the employment agency or contractor concerned;
- the School's insurers or legal advisers.
- The Boarding Schools' Association

## 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



**Our priority is the safety and welfare of children.  
All concerns about adults must be taken seriously and reported without delay.**



### 1. IMMEDIATE REPORTING

Any concern that an adult (staff, supply staff, volunteer, contractor, visitor, trainee teacher, coach or governor) may pose a risk of harm to a child must be reported immediately to **the Head**. If the Head is unavailable, report to the DSL.



### 2. SPECIAL CASES

If the concern relates to the Head, report to the Chair of the OPS Committee (Proprietor/Governance) or directly to the LADO.



### 3. CASE MANAGER ROLE

The Head (or nominee) acts as Case Manager. They must contact the LADO within **24 hours** of the concern being raised and follow the advice given.

The Case Manager ensures appropriate action is taken to safeguard the child.



### 4. HARM TEST

Allegations apply if the adult has: harmed, or may have harmed, a child; possibly committed a criminal offence; behaved in a way that indicates they may pose a risk of harm; or behaved in a way that suggests they are unsuitable to work with children.



### 5. CONFIDENTIALITY & REPORTING RESTRICTIONS

Keep allegations confidential and do not discuss them with others. Reporting restrictions under the Education Act 2002 prevent identifying the accused until they are charged, unless the restrictions are lifted by the individual or a court.



### 6. DEFINITIONS OF OUTCOMES

Outcomes are: substantiated, malicious, false, unsubstantiated or unfounded. These definitions guide investigation outcomes, actions and reference decisions.



### 7. LOW-LEVEL CONCERNS

Concerns that do not meet the harm threshold but suggest a lapse in judgement or inappropriate behaviour must be reported to the Head or DSL, recorded securely, monitored for patterns and addressed appropriately.



### 8. WHISTLEBLOWING

If you believe concerns are not being handled appropriately, follow the Whistleblowing Policy or contact the NSPCC Whistleblowing Advice Line for safeguarding concerns.

Staff raising concerns will be protected from reprisal.



### 9. DBS & TRA REPORTING

The DSL or Head must report to the DBS anyone removed, dismissed or who would have been dismissed due to being unsuitable to work with children (within 1 month). This includes employees, contractors, volunteers, agency staff and trainees. The TRA must also be notified where applicable.



### 10. CHARITY COMMISSION GUIDANCE

Safeguarding is a key governance responsibility. Concerns may be reported to the Charity Commission where the School is not taking appropriate action or if children are at risk of harm.



**IF YOU HAVE A CONCERN, NO MATTER HOW SMALL, ACT IMMEDIATELY.  
REPORT TO THE HEAD OR DSL WITHOUT DELAY.  
IF A CHILD IS IN IMMEDIATE DANGER, CALL 999.  
RECORD YOUR CONCERN ON MYCONCERN AS SOON AS POSSIBLE.**

**Safeguarding is everyone's responsibility. It could happen here.**

# **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](mailto:jocoventryking@orwellpark.org)

Rob Brown (Head of Digital Services) [robbrown@orwellpark.org](mailto: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:

**Content:** exposure to illegal, inappropriate or harmful material, including pornography, racism, misogyny, antisemitism, self-harm or suicide content, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation, fake news and conspiracy theories.

**Contact:** harmful interaction with other users or with generative AI applications that simulate human interaction. Risks include peer pressure, inappropriate advertising, adults posing as children or young adults, grooming and exploitation for sexual, criminal, financial or other purposes.

**Conduct:** behaviour online that causes, or increases the likelihood of, harm. This includes cyberbullying, abusive or discriminatory communication and the making, sending or receiving of explicit images, including digitally altered or AI-generated images such as deepfakes or deep nudes.

**Commerce:** risks arising through online gambling, inappropriate advertising, phishing, financial scams and related attempts to obtain money or personal information.

### 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 unapproved generative AI tools. Any use of AI must follow the School's data-protection, acceptable-use and online-safety requirements. Suspected AI-generated abusive or sexual content must be preserved only as advised, reported immediately to the DSL and must not be copied, forwarded or viewed unnecessarily.
- 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.
- Online safeguarding includes risks arising from generative AI, synthetic media, deepfakes, AI companions and chatbots, algorithmic recommendation, online misogyny and extremism, sextortion, coercive image creation, and the use of technology to facilitate child-on-child abuse or exploitation. See Online Safety Policy.
- The School's approach to mobile phones and smart devices will be reflected consistently in safeguarding, behaviour, staff conduct, boarding, EYFS and acceptable-use policies. Exceptions will be risk assessed and clearly authorised by the Head or member of Senior Leadership.

## **7.8 SECTION SEVEN ONE PAGE SUMMARY**

# SECTION SEVEN ONE PAGE SUMMARY

## ONLINE SAFETY



Our aim is to protect, educate and empower our school community to use technology safely, responsibly and respectfully.



### 1. ONLINE SAFETY LEADS

- The Designated Safeguarding Lead (DSL) has overall responsibility for online safety and is the Online Safety Lead.
- All staff receive regular training in online safety and how to teach children to stay safe online.
- We follow 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 delivers training to staff, volunteers and parents.

#### ONLINE SAFETY LEADS AT ORWELL PARK



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



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



### 4. FILTERING & MONITORING

We have robust filtering and monitoring systems in place to block harmful material and alert the Online Safety Leads (OSLs) to potential concerns. Appropriate action and support will be implemented quickly when issues arise. Further details are in the Online Safety Policy.



### 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. Concerns must be reported to the OSL/DSL immediately via MyConcern.



### 6. MOBILE PHONE USE FOR PUPILS

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.



### 2. SAFEGUARDING & TECHNOLOGY

Technology is often a platform for safeguarding risks 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.

### 3. AREAS OF ONLINE SAFETY

We address four key areas of online risk:



**Content:** exposure to illegal, inappropriate or harmful material including pornography, racism, misogyny, antisemitism, self-harm/suicide content, radicalisation, extremism, extreme violence, misinformation, disinformation, fake news and conspiracy theories.



**Contact:** harmful interaction with other users or generative AI applications that simulate human interaction, including grooming, exploitation, peer pressure, inappropriate advertising and adults posing as children.



**Conduct:** behaviour online that causes, or increases the likelihood of, harm. This includes cyberbullying, abusive or discriminatory communication, sharing explicit images (including AI-generated or altered images such as deepfakes/deep nudes).



**Commerce:** risks arising through online gambling, inappropriate advertising, phishing, financial scams and attempts to obtain money or personal information.



### 7. MOBILE PHONE USE FOR STAFF

Staff follow the online and technology code of conduct. In short:

- Use should be discreet and professional.
- Staff may not use personal devices to take photos of pupils.
- Staff must not have personal devices (including smart watches) in the EYFS building or around EYFS pupils.



### 8. DATA & CYBER SECURITY - INCLUDING GENERATIVE AI RISKS

- Personal and sensitive data must be protected and must not be entered into unapproved generative AI tools. Any use of AI must follow the School's data-protection, acceptable-use and online-safety requirements. Suspected AI-generated abusive or sexual content, must be preserved only as advised, reported immediately to the DSL and must not be copied, forwarded or viewed unnecessarily.
- 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.
- Online safeguarding includes risks arising from generative AI, synthetic media, deepfakes, AI companions and chatbots, algorithmic recommendation, online misogyny and extremism, sextortion, coercive image creation, and the use of technology to facilitate offline exploitation or exploitation. See Online Safety Policy.
- The School's approach to mobile phones and smart devices is reflected consistently in safeguarding behaviour, staff conduct, boarding, EYFS and acceptable-use policies. Exceptions are risk assessed and clearly authorised.



**IF YOU HAVE A CONCERN, NO MATTER HOW SMALL, ACT IMMEDIATELY. REPORT TO THE DSL OR SENCO IMMEDIATELY. IF A CHILD IS IN IMMEDIATE DANGER, CALL 999. RECORD YOUR CONCERN ON MYCONCERN AS SOON AS POSSIBLE.**



Safeguarding is everyone's responsibility. It could happen here.

# 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

From 1 September 2026, all staff, including staff who do not work directly with children, must read Part One of KCSIE 2026. Annex A has been removed. The School may also provide the DfE Part One overview as a quick-reference aid, but it does not replace Part One.

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

| Responsibility                                                                                                                         | Responsible Person(s)                                 | Current Postholder                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Overall responsibility for ensuring effective safeguarding measures are in place<br><br>I don't like to word 'adequate I prefer effort | Chair of OPS Committee                                | Callum Licence                                                                              |
| Overall responsibility for safeguarding arrangements                                                                                   | Head                                                  | Alex McCullough                                                                             |
| 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, Boarding         | Martin O'Brien                                                                              |
| Deputy DSL (Whole School including EYFS)                                                                                               | Mental Health Lead & Head of Life Skills, OrWellbeing | Caroline Brunt                                                                              |
| Deputy DSL (Early Years)                                                                                                               | Acting Head of Pre-Prep and Head of EYFS              | Vikki Wiggins                                                                               |
| General duty of care to promote and protect the well-being of pupils in the school                                                     | All adults in the community                           | Staff (academic and support) , Gap Students, Volunteers, Visitors, Contractors...all adults |

## **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 (2026). 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 governing body will ensure that safeguarding arrangements are child-centred, inclusive and anti-discriminatory; that leaders analyse safeguarding information for patterns, disproportionality and emerging risk; and that assurance reporting demonstrates the impact of arrangements on children and families.

## **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 2026. 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.

The DSL will have sufficient status, authority, time, funding, training, resources and cover to discharge the role. Deputies will be trained to the same standard. The DSL will record the rationale where a decision is made not to refer, and will ensure that action, monitoring and review are explicit.

## **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**

Safeguarding Induction for New Staff, Volunteers and Governors

All newly appointed staff, including temporary and supply staff, volunteers and governors will receive safeguarding induction appropriate to their role. Staff and volunteers must complete the relevant induction before having unsupervised contact with children. Where this is not possible before their first attendance on site, appropriate supervision and interim safeguarding arrangements will be put in place until induction has been completed.

Safeguarding induction will include:

- a meeting with the DSL or a Deputy DSL and completion of the school's safeguarding induction document;
- appropriate safeguarding and child-protection training, including online safety;
- an explanation of the school's safeguarding culture, expectations and procedures;
- the identity, availability and role of the DSL and Deputy DSLs;
- how to recognise and respond to indicators of abuse, neglect, exploitation and other safeguarding concerns;
- how to respond appropriately when a child makes a disclosure;
- how to record and report concerns, including the use of MyConcern and the requirement to make an immediate verbal report where a child may be at risk of harm;
- what to do if the DSL or Deputy DSLs are unavailable, if the member of staff believes that appropriate action has not been taken, or if an immediate referral to children's social care or the police is required;
- the school's procedures for child-on-child abuse, including sexual harassment, sexual violence, harmful sexual behaviour, bullying and the sharing of nude or semi-nude images, including manipulated or AI-generated images;
- the safeguarding response to children who are absent from education, particularly where absence is repeated or prolonged;
- Prevent responsibilities and how to report concerns about radicalisation or terrorism;
- online-safety responsibilities, including the expectations, applicable roles and responsibilities relating to filtering and monitoring systems;
- professional boundaries, appropriate staff-pupil relationships, communications, social media, mobile devices and the acceptable use of technology;
- how to report allegations or safeguarding concerns about adults, including low-level concerns;
- whistleblowing procedures and the route for raising concerns about safeguarding practice within the school;
- relevant local safeguarding arrangements and referral pathways.

All staff will be provided with, and expected to read and understand:

- Keeping Children Safe in Education 2026, Part One;
- the Safeguarding and Child Protection Policy, including procedures relating to child-on-child abuse and online safety;
- the Behaviour Policy, including measures to prevent bullying, cyberbullying and prejudice-based or discriminatory bullying;
- the Staff Code of Conduct or Staff Behaviour Policy, including low-level concerns, allegations against staff, whistleblowing, professional boundaries, acceptable use of technology, mobile devices, social media and staff-pupil communications;
- the school's safeguarding procedures relating to children who are absent from education;
- the Online and Technology Code of Conduct or Acceptable Use Policy;
- any other policies relevant to their role.

Relevant additional policies include:

- Online Safety Policy;
- Whistleblowing Policy;
- Social Media Policy;
- Anti-Bullying Policy;
- Attendance Policy;
- Mental Health and Wellbeing Policy;
- Prevent Risk Assessment and Prevent procedures;
- Intimate Care Policy, where relevant;
- Physical Intervention / Restraint Policy, where relevant;
- Educational Visits, Boarding, First Aid or Medical Policies, according to role.

All staff will be given the document "My School's Safeguarding Procedures: What I Have Learnt" to complete in order to demonstrate that they understand the school's procedures and know how to apply them in practice. Completion of induction, required reading and training will be recorded centrally. A certificate of completion is given to HR by the DSL.

Governors will receive safeguarding and child-protection training, including online safety, at induction. This will enable them to understand their strategic responsibilities, provide appropriate challenge and assurance, and evaluate the effectiveness of the school's safeguarding arrangements.

### **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 questions and 'Safeguarding Spotlights' as well as informal CPD opportunities help reinforce understanding on a regular basis.
- 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.

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 2026, 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 2026 Annex E. See Safer Recruitment Policy.

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 a fully completed application form. The School carries out an online search as part of their due diligence which enables the School to identify any incidents or issues to be explored at interview or before appointment.

If it becomes evident that a member of staff has been involved in a criminal activity that does not involve children, the Head 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 SCHOOL-RUN HOLIDAY CAMPS**

Where holiday camps are organised and delivered by Orwell Park School, on the School's premises and using members of School staff, the School's safeguarding and child protection procedures continue to apply in full. The Head retains overall responsibility for safeguarding, and the Designated Safeguarding Lead (DSL) remains responsible for leading safeguarding arrangements, responding to concerns and ensuring that appropriate action is taken. A suitably trained DSL or Deputy DSL will be available throughout the camp, either on site or by an agreed and immediately accessible means of contact.

All staff working on the camp must follow the School's Safeguarding and Child Protection Policy, Staff Code of Conduct, behaviour procedures, online safety requirements and procedures for managing allegations and low-level concerns. Any concern about a child or an adult must be reported without delay through the School's usual safeguarding channels and

recorded on the School's safeguarding system. Where a child attending the camp is not a current Orwell Park pupil, the same safeguarding standards and referral procedures apply but they will not be added to My Concern. Confidential email to the DSL to record concerns with name and age of the child is the best way to record information. The DSL will then take the decision on next steps and if their current school needs to be informed.

Before each camp, the School will ensure that staffing, supervision, first aid, site security, collection arrangements, medical information and emergency procedures are appropriate for the age and needs of the children attending. Relevant safeguarding information will be shared with staff on a need-to-know basis, and parents or carers will be informed of the camp's safeguarding contacts and procedures. Any external coaches, specialists or contractors involved in the camp will be subject to appropriate safer recruitment and safeguarding checks and will work within the School's safeguarding framework.

## **8.7 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 \(KCSIE 2026\)](#) and
- [Working Together to Safeguard Children \(2026\)](#)
- [The Children's Wellbeing and Schools Act](#)
- [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 (for implementation September 2026)

## **8.8 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.

## **8.9 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](mailto:alexbrunt@orwellpark.org)

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

## **8.10 CHILDREN MISSING IN EDUCATION**

The School will treat unexplained, persistent or patterned absence as a potential safeguarding indicator and will act in accordance with Working Together to Improve School Attendance and local procedures. Attendance information will be considered alongside welfare, behaviour, SEND, exploitation, domestic abuse and extra-familial risk.

Where a parent indicates an intention to electively home educate, the School will consider whether there are existing safeguarding concerns and will share relevant information with the local authority. Where a child is subject to a child protection plan, is a child in need, or there are other significant concerns, the DSL will seek advice before removal from roll and will ensure that statutory notification duties are followed.

The School will prepare for and comply with applicable Children's Wellbeing and Schools Act 2026 provisions relating to children not in school, local authority registers, consent requirements for specified groups, and information-sharing, as those provisions are commenced and implemented.

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 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 2026, which all staff working with children must read. Additional statutory guidance is also available from the Department for Education on Children Missing Education.

## **8.11 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 2026.

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 2026 and reflects our commitment to ensuring the safety and well-being of all pupils.

## **8.12 THE USE OF RESTRICTIVE INTERVENTIONS OR 'REASONABLE FORCE'**

There may be occasions when staff are required to use a **restrictive intervention, including reasonable force**, to safeguard pupils or others. A restrictive intervention is an action intended to prevent, restrict or subdue the movement of a pupil's body or part of their body and may be physical or non-physical. Reasonable force is a physical restrictive intervention and may be used only in the limited circumstances permitted by law: to prevent a pupil from causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder.

Reasonable force may range from relatively limited physical intervention, such as separating pupils who are fighting or guiding a pupil away from danger, to more active restraint where this is necessary to prevent serious harm. **Ordinary and appropriate physical contact, such as administering first aid, comforting a distressed pupil, demonstrating a technique in sport or music, or guiding a pupil in circumstances where they are cooperating, will not normally constitute the use of force.**

Any restrictive intervention must be **necessary, proportionate and reasonable in the particular circumstances**. Staff must use **the least restrictive intervention and no more force than is necessary, for the least amount of time**. Staff should consider whether another effective and less restrictive approach is available, whether the intervention is likely to reduce rather than escalate the risk, and the possible impact on the pupil's welfare. Force must never be used as a punishment. Pupils must not be restrained in any way that restricts their airway, breathing or circulation, including through pressure to the neck or abdomen.

When considering an intervention involving a pupil with special educational needs or disabilities, communication difficulties, mental health needs, a medical condition, sensory impairment, or a history of trauma, staff must take particular account of the pupil's individual vulnerabilities and the possibility that an intervention may cause additional distress. The School will comply with its duties under the Equality Act 2010, including the duty to make reasonable adjustments and avoid unlawful discrimination. Where there is an identified likelihood that restrictive intervention may be required, the School will work with the pupil, parents or carers and relevant professionals to develop appropriate prevention and de-escalation strategies, individual support plans and risk assessments. These arrangements do not remove the need to assess each incident individually.

The School seeks proactively to minimise the need for restrictive intervention through positive relationships, an inclusive environment, early identification of need, appropriate adjustments, effective behaviour support, prevention and de-escalation. Staff who are likely to need to use reasonable force or other restrictive interventions will receive training appropriate to their role and the needs of the pupils with whom they work.

### **Recording and Informing Parents**

**Every significant incident in which a member of staff uses force on a pupil must be recorded in writing as soon as practicable after the event. The staff member or staff members involved should endeavour to complete the record no later than the same day.** This requirement applies even where the possible use of intervention has previously been agreed with parents or included within an individual support or behaviour plan.

The written record should include, as a minimum:

- the names of the pupil and staff directly involved;
- the pupil's relevant needs and circumstances, including any identified SEND;
- the date, time, location and approximate duration of the intervention;
- what happened before the incident, including known triggers;
- the preventative and de-escalation strategies attempted;
- why the intervention was considered necessary;
- the nature and degree of force or other intervention used;
- any injuries or adverse effects; and
- any medical care, safeguarding action or post-incident support provided.

**The School must inform the pupil's parents or carers of each significant use of force as soon as practicable and should endeavour to do so no later than the same day. The information should also be confirmed in writing,** for example by email. It should include the date, time, location and duration of the intervention, why it was necessary, the nature and degree of force used, and details of any injury. This duty applies even where the intervention was anticipated within a support plan. The limited exception is where informing a particular parent would be likely to cause serious harm to the pupil; in such circumstances, the School must follow the alternative reporting arrangements set out in the statutory guidance.

### **Seclusion and Non Contact Restraint**

**Any use of seclusion or restraint must also be recorded and reported to parents in writing as soon as practicable and, wherever possible, on the same day.** This includes restraint without direct physical contact, such as removing a walking aid, and seclusion where a pupil is prevented from leaving an area by physical obstruction, blocking or the belief that they will be punished if they leave. Seclusion must not be used as a punishment.

### **Post Incident Review**

Following any restrictive intervention, the School will assess whether the pupil or staff involved requires medical attention and will record and respond appropriately to any injury. The incident will be reviewed as soon as practicable to consider why the intervention became necessary, its impact, whether agreed strategies were followed, and how similar incidents might be prevented.

**The pupil should be given an appropriate opportunity to explain their experience and views,** separately from the staff member's account and when they are calm and able to participate. Staff involved should also be supported to reflect. Wherever practicable, the debrief should be facilitated by a member of staff who was not directly involved. The purpose is to support wellbeing, learning and relationship repair, not to require an immediate apology or impose further sanction. Parents should be invited to contribute to the review where appropriate, and any risk assessment, behaviour support plan or reasonable adjustments should be reviewed following a significant incident. Support should also be considered for pupils who witnessed the event.

Further guidance is contained in the School's Positive Handling and Restrictive Interventions Policy and the DfE guidance **Restrictive interventions, including the use of reasonable force, in schools.**

## **8.13 SECTION EIGHT ONE PAGE SUMMARY**

# SECTION EIGHT ONE PAGE SUMMARY

## MANAGEMENT OF SAFEGUARDING



**Safeguarding is everyone's responsibility.**

**We work together to keep children safe, supported and able to thrive.**



### 1. 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.



### 2. 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 provides strategic oversight.



### 3. 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.



### 4. 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.



### 5. 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.



### 6. 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.



### 7. 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.



### 8. 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.



### 9. CHILDREN AT RISK

Staff must identify pupils who may be missing education, at risk of abuse, exploitation, radicalisation, or other vulnerabilities, and act early to protect them.



### 10. LEGAL & POLICY COMPLIANCE

Staff follow statutory guidance (KCSIE 2026, Working Together 2026, EYFS Framework 2025, and relevant laws) and internal policies to safeguard children, maintain confidentiality, and cooperate with external agencies.



**IF YOU HAVE A CONCERN, NO MATTER HOW SMALL, ACT IMMEDIATELY.  
REPORT TO THE DSL OR DEPUTY DSL WITHOUT DELAY.  
IF A CHILD IS IN IMMEDIATE DANGER, CALL 999.  
RECORD YOUR CONCERN ON MYCONCERN AS SOON AS POSSIBLE.**



# 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

# DESIGNATED SAFEGUARDING LEAD JOB DESCRIPTION

UPDATED: JULY 2026 (JCK)

**Job Title:** Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Lead (DDSL)

**Responsible to:** Head & Governing Body

**Purpose of the Role:** The Designated Safeguarding Lead (DSL) at Orwell Park School is an appropriate senior member of the school leadership team who takes lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. The DSL must have the status, authority, time, funding, training, resources and support required to carry out the role effectively.

The DSL is supported by Deputy Designated Safeguarding Leads (DDSLs), who must be trained to the same standard. While activities may be delegated to appropriately trained deputies, ultimate lead responsibility for safeguarding and child protection remains with the DSL and must not be delegated.

**Please note: Highlighted text identifies additions or amendments made following review against Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026.**

### Key Responsibilities

#### 1. Leadership and Strategy

- Take lead responsibility for safeguarding and child protection, including online safety and monitoring systems.
- Understand the school's filtering and monitoring systems and processes and work with the senior leadership team and IT support to ensure their effectiveness is reviewed at least once every academic year, with checks covering all internet-connected devices and relevant locations and records retained.
- Ensure the school's safeguarding policies and procedures are effective, up to date, and reviewed annually.
- Act as the primary point of contact for safeguarding concerns, liaising with the Headmaster, governing body, and external safeguarding partners.
- Promote an inclusive, anti-discriminatory culture of safeguarding across the school, ensuring that racism, misogyny, misandry, discrimination, derogatory behaviour and other forms of violence or conflict are recognised, challenged and addressed as safeguarding concerns where appropriate.
- Support teaching staff in identifying and supporting vulnerable children.
- Ensure safeguarding practice reflects the needs of all children, including children with SEND, medical conditions, young carers, looked-after and previously looked-after children, children in kinship care, adopted children, children living away from home and children who may face barriers to disclosure.
- Contribute to whole-school arrangements for safeguarding in sport, school premises, changing facilities, boarding and residential accommodation, educational visits, alternative provision and activities delivered by third parties.

#### 2. Managing Referrals and Safeguarding Action

- Refer cases of suspected abuse, neglect or exploitation to local authority children's social care as required.
- Support staff who make referrals to children's social care or other safeguarding agencies.
- Refer cases to the Channel programme when there is a radicalisation concern, including sharing relevant information with the police where appropriate.
- Refer cases where a person is dismissed or removed from regulated activity, or would have been had they not left, because they have harmed or pose a risk of harm to a child, to the Disclosure and Barring Service (DBS), including relevant cases involving volunteers.
- Refer cases to the police where a crime may have been committed.

- Consider and, where appropriate, make referrals to the Local Authority Designated Officer (LADO) when concerns or allegations relate to staff, supply staff, trainee teachers, volunteers or contractors.
- Act as the lead practitioner, where appropriate and agreed locally, for community-based early help or the targeted early help level of Family Help; support referrals into Family Help and contribute to Family Help plans and multi-disciplinary working.
- Take part in strategy discussions and inter-agency meetings, contribute to assessments of children and support other staff to do so.
- Follow up referrals where the child's situation does not appear to be improving, and press for reconsideration or escalate concerns in line with local safeguarding partnership procedures where decisions or responses do not adequately safeguard the child.
- Ensure all reports of harmful sexual behaviour, sexual harassment, sexual violence, and the making or sharing of nude or semi-nude images, including AI-generated or digitally altered images, receive an appropriate safeguarding response.

### **3. Working with Others**

- Act as a source of support, advice, and expertise for all staff on safeguarding matters.
- Liaise with the Headmaster on ongoing safeguarding issues, including police investigations.
- Work with local safeguarding partners, case managers, children's social care, Family Help services, the police, health professionals and the Local Authority Designated Officer (LADO) when necessary.
- Maintain communication with staff, pastoral support teams, the SENDCo, mental health lead, designated teacher for looked-after children, attendance lead and other relevant colleagues regarding pupil welfare and safeguarding needs.
- Work closely with the designated teacher to promote the educational outcomes of looked-after and previously looked-after children and ensure relevant safeguarding information is shared with those who need it.
- Engage with parents and carers to promote the welfare of children, particularly those facing challenges, unless doing so would place a child at increased risk or prejudice a police or children's social care investigation.
- Understand local multi-agency safeguarding arrangements, threshold documents, assessment protocols, escalation procedures and the local offer for universal services, community-based early help and Family Help.
- Support the school's responsibilities under Operation Encompass and ensure relevant information about domestic abuse incidents is received, recorded, shared appropriately and used to provide timely support to children recognised as victims in their own right.

### **4. Information Sharing and Record Keeping**

- Ensure child protection records are accurate, confidential, and securely stored.
- Keep comprehensive records of concerns, discussions, actions taken, decisions made and the rationale for those decisions, including where referrals were or were not made to another agency.
- Understand and apply relevant data protection legislation, including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, recognising that data protection law does not prevent the sharing of information for safeguarding purposes.
- Make proportionate, timely and risk-informed information-sharing decisions, recording what information was shared, with whom, why and under what lawful basis, or why a decision was taken not to share.
- Ensure child protection files are transferred securely, separately from the main pupil file, as soon as possible and within five days for an in-year transfer or within the first five days of the start of a new term, with confirmation of receipt obtained.
- Consider whether it is appropriate to share relevant safeguarding information in advance of a pupil's transfer so that the receiving school or college can make suitable support arrangements, and ensure a direct DSL-to-DSL discussion takes place where concerns exist.
- Ensure safeguarding information is shared appropriately when pupils attend alternative provision, another setting, off-site education or activities run by third-party providers, while retaining oversight of the pupil's welfare.

## **5. Raising Awareness and Training**

- Ensure all staff receive safeguarding and child protection training at induction and appropriate updates at least annually, with regular safeguarding and online safety updates throughout the year.
- Ensure all staff, including those who do not work directly with children, read Part One of KCSIE 2026 and are supported to understand and discharge their responsibilities.
- Ensure the child protection policy is available publicly and clearly outlines referral processes.
- Ensure the child protection policy and related procedures reflect local safeguarding partnership arrangements, Family Help pathways, child-on-child abuse including harassment and violence, harmful sexual behaviour, online harms, mobile phone use, generative AI, filtering and monitoring, and allegations or low-level concerns about adults.
- Maintain an up-to-date understanding of safeguarding issues, legislation, local procedures and evidence-informed practice.
- Help parents and carers understand that referrals may be made and records shared in the interests of safeguarding children, and make safeguarding information accessible and understandable to pupils and families.

## **6. Availability, Cover and Emergency Response**

- Be available during school hours for staff to discuss safeguarding concerns, normally in person, while recognising that in exceptional circumstances availability may be by telephone or other secure means.
- Ensure robust, clearly communicated cover arrangements are in place whenever the DSL is unavailable, including for before- and after-school provision, educational visits, residential trips, boarding and other out-of-hours school activities.
- Ensure staff know how to contact the DSL team and that secure arrangements, such as a confidential shared safeguarding mailbox or duty contact system, support prompt access without compromising confidentiality.
- Provide emergency safeguarding support as required.

## **7. Understanding the Views and Experiences of Children**

- Foster a culture where children feel safe, heard and able to share concerns.
- Understand the difficulties and barriers children may experience when approaching staff, including communication needs, disability, fear, shame, loyalty, coercion, discrimination, trauma or previous experiences of services, and build trusted relationships that facilitate communication.
- Ensure children's wishes and feelings are heard, understood and taken into account in safeguarding decisions and protective measures, while explaining honestly when adults must act to keep them or others safe.
- Recognise that child-on-child abuse is preventable, can occur inside or outside school and online, and may be a safeguarding issue for both the child harmed and the child displaying harmful behaviour.

## **8. Supporting Staff and Educational Outcomes**

- Guide and support staff in handling safeguarding concerns and making referrals.
- Ensure staff are supported throughout referral, assessment and child protection processes, including attendance at strategy discussions or multi-agency meetings where appropriate.
- Promote an understanding of the link between safeguarding, welfare and educational outcomes, using safeguarding information to inform appropriate academic and pastoral support.
- Encourage staff to consider the impact of adverse childhood experiences, trauma, abuse, neglect, exploitation, discrimination and unmet needs on children's behaviour, attendance, learning and wellbeing.
- Provide appropriate professional support and debriefing for staff involved in complex or distressing safeguarding cases, while maintaining confidentiality.

## **9. Online Safety, Technology and Emerging Harm**

- Ensure staff understand online safety risks and how to support pupils in staying safe online.

- Work with IT staff and the responsible member of SLT to oversee filtering and monitoring systems, respond to concerns and ensure annual effectiveness reviews and documented checks are completed.
- Ensure children with SEND receive tailored online safety support.
- Maintain knowledge of the four areas of online risk – content, contact, conduct and commerce – and recognise how online and offline harms overlap.
- Advise on safeguarding risks arising from generative artificial intelligence, including AI-generated sexual imagery, deepfakes, misinformation, grooming, privacy, data protection and inappropriate or unsafe use by pupils or adults.
- Contribute to the development and implementation of the school's mobile phone and personal device arrangements and ensure these support safeguarding, behaviour and a safe learning environment.
- Ensure responses to online incidents preserve evidence appropriately, avoid unnecessary viewing or sharing of illegal or harmful material and follow relevant reporting and referral guidance.

## **10. Continuous Professional Development**

- Undertake DSL training, including Prevent awareness training, which is updated at least every two years and meets the requirements and advice of local safeguarding partners.
- Refresh knowledge and skills at regular intervals and at least annually through updates, professional networks, relevant reading and training.
- Maintain sufficient knowledge and skills to understand assessment processes, Family Help, section 17 and section 47 activity, child sexual and criminal exploitation, modern slavery and the National Referral Mechanism, domestic abuse and Operation Encompass, harmful sexual behaviour, serious violence, online safety and the additional risks faced by children with SEND.
- Attend safeguarding forums and training and read relevant statutory and local guidance.
- Ensure deputy DSLs receive training to the same standard as the DSL and have opportunities to maintain their knowledge, confidence and competence.

## **11. Governance, Quality Assurance and Accountability**

- Provide the Head and governing body with regular, appropriately anonymised safeguarding reports covering themes, trends, training, referrals, online safety, filtering and monitoring, attendance, child-on-child abuse and the effectiveness of safeguarding arrangements.
- Support the governing body's annual review of safeguarding policies and procedures and provide assurance that statutory duties, local arrangements and required actions are implemented in practice.
- Monitor the quality, timeliness and consistency of safeguarding records, referrals, decision-making, support plans and case closure, using learning from audits, complaints, incidents and local or national safeguarding reviews to improve practice.
- Maintain professional confidentiality while recognising the duty to share information when necessary to safeguard a child and the right of staff to use whistleblowing or external reporting routes where concerns are not addressed.

## **Person Specification**

### **Essential Criteria:**

- Proven experience in safeguarding, child protection, and welfare.
- Knowledge of current statutory safeguarding guidance and legislation, including KCSIE 2026, Working Together to Safeguard Children 2026, the Prevent duty and relevant data protection law.
- Ability to handle sensitive information confidentially and securely.
- Strong leadership, communication, professional curiosity, analytical judgement and decision-making skills.
- Experience in working with external safeguarding agencies and contributing to multi-agency assessments, meetings and plans.
- Commitment to promoting the welfare and protection of children and to inclusive, anti-racist and anti-discriminatory safeguarding practice.

- Ability to listen to and communicate effectively with children, including those with SEND or other barriers to communication.
- Sufficient understanding of online safety, filtering and monitoring, mobile technology and generative AI risks to provide effective leadership and challenge.

**Desirable Criteria:**

- DSL or equivalent safeguarding qualification.
- Experience in pastoral care, education, social work or multi-agency safeguarding.
- Familiarity with online safety risks and monitoring systems.
- Experience in training staff, quality assuring safeguarding practice and leading safeguarding initiatives.

**Conclusion**

The Designated Safeguarding Lead team at Orwell Park School plays a vital role in ensuring the safety, welfare and protection of all pupils. The DSL carries ultimate lead responsibility, supported by deputies trained to the same standard. The role requires strong leadership, expert and current safeguarding knowledge, professional curiosity, effective multi-agency working and a commitment to continuous improvement. By fostering an inclusive culture of vigilance, listening and timely action, the DSL team helps ensure that every child is safe, supported and able to thrive.

## 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 2026. [Suffolk Safeguarding Partnership](#)

### Key Contacts for Safeguarding

#### Reporting Concerns

##### Customer First (Public Helpline):

☎ 0808 800 4005 (Freephone)

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

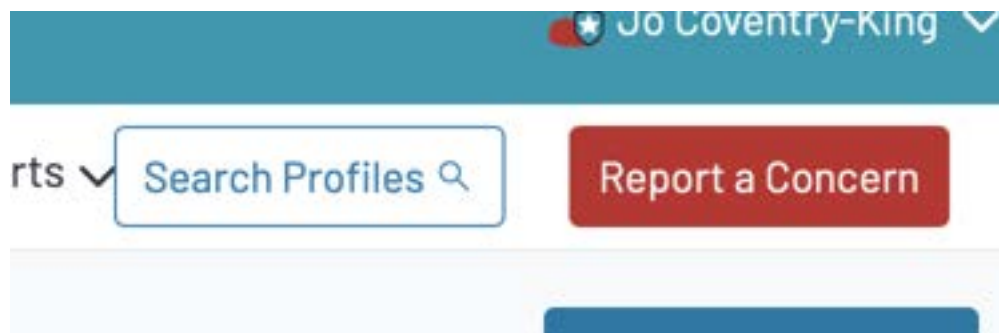
Using My Concern (Updated August 2025)

### 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.

- 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.

- 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.

- 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

**Action Taken**

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

**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

The statutory and legal framework includes:

Keeping Children Safe in Education 2026;

Working Together to Safeguard Children 2026;

the Children Acts 1989 and 2004; the Children's Wellbeing and Schools Act 2026 (subject to commencement);

the Education Act 2002;

the Independent School Standards; †

the EYFS statutory framework;

the National Minimum Standards for Boarding Schools;

the Equality Act 2010;

the Data Protection Act 2018 and UK GDPR;

the Prevent duty guidance;

Working Together to Improve School Attendance;

and relevant Suffolk Safeguarding Partnership procedures.

**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 2026:**

[https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working\\_together\\_to\\_safeguard\\_children\\_2023\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf)

**Keeping Children Safe 2026**

[https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping\\_children\\_safe\\_in\\_education\\_2026\\_.pdf](https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026_.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 August 2025



**Jo Coventry-King**  
Designated Safeguarding Lead  
SENDCo & Online Safety Lead  
[jcoventryking@orwellpark.org](mailto:jcoventryking@orwellpark.org)



**Martin O'Brien**  
DDSL & Boarding Lead  
Deputy Head, Pastoral  
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**Orwell Park School**  
Part of the Benenden Family of Schools



**Alex McCullough**  
Head  
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**Katie Lawson**  
Safeguarding Governor  
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**Callum Licence**  
Chair of OPS Committee  
(Governor)  
[calumlicence@orwellpark.org](mailto:calumlicence@orwellpark.org)



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

**Concerned?**

|                         |   |                                   |
|-------------------------|---|-----------------------------------|
| About a child           | ➔ | DSL                               |
| About a member of staff | ➔ | Head                              |
| About the Head          | ➔ | Chair of OPS Committee (Governor) |

## APPENDIX EIGHT: SAFEGUARDING INDUCTION LINKS

For Staff and Volunteer induction see [Link on STAFF PORTAL](#)  
 For Governor induction, please contact 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 Pre-Prep or EYFS (or Member of SLT) 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.



# 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.

### **OrWellbeing 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

**Our monthly OrWellbeing Newsletter:** packed with articles and reports and advice, this is a monthly update on all we are doing to prioritise and celebrate everyone's wellbeing in school.



**Supportive Classrooms:** Every classroom has an OrWellbeing Board which acts as 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.

**Online Wellbeing Hub – Teen Tips:** All parents can access membership to the fantastic online Wellbeing Hub which offers online seminars, resources and information to support parents and their children.



<https://teentips.co.uk>

## 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.

