



# SAFEGUARDING



## Bury St Edmunds County Upper School Child Protection Procedures

Date: September 2020 Next review due by September 2021

### Our designated safeguarding staff



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## Aim

1. Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in keeping them safe. To fulfil this responsibility effectively, all professionals must ensure their approach is child-centred. This means that they must always consider what is in the best interests of the child.
2. These procedures are for all staff, parents, governors, volunteers and the wider school community. They form part of the safeguarding arrangements for our school. They should be read in conjunction with the trust's [policies](#) on safeguarding, safer recruitment and selection, staff code of conduct, health and safety and acceptable use of ICT, and the school's policies on behaviour (including the anti-bullying strategy and approach to physical intervention) and educational visits policy. They should also be read in conjunction with Keeping Children Safe in Education (Department for Education, September 2020). Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:
  - a. protecting children from maltreatment
  - b. preventing impairment of children's mental and physical health or development
  - c. ensuring that children grow up in circumstances consistent with the provision of safe and effective care
  - d. taking action to enable all children to have the best outcomes

## Expectations

3. All staff and volunteers must sign to confirm they have read and agree to these procedures before they start working with us. All children and their families will be provided with these procedures before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.
4. All adults working in our school who have contact with pupils are in positions of trust. Staff and volunteers should understand their responsibilities to safeguard and promote the welfare of pupils, including through early help. This means that staff and volunteers:
  - a. are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their motivation or intentions
  - b. must work, and be seen to work, in an open and transparent way
  - c. must acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
  - d. must discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
  - e. must apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation
  - f. must not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
  - g. must be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from

working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).

### Early help

5. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.
6. To be effective, Early Help relies upon early identification of the difficulties and applying the appropriate action or actions. These actions can range from intense interventions to a lighter support plan. To achieve a successful outcome, everyone needs to work together - staff, outside agencies and parents. Implementing effective Early Help enables young people to be ready for school and more likely to achieve their full potential - hence better outcomes for children and their families.

At County Upper we recognise the importance of Early Help and offer a range of support to meet the needs of our young people.

<b>Intervention</b>	<b>Year Group</b>	<b>Summary of intervention</b>
<b>Pastoral Team</b>	All	All students have an allocated Head of Year and Deputy Head of Year. These provide both pastoral and academic support, ensuring that provision and support is in place for students to make the best progress, including supporting the young person to access other help if needed.
<b>Tutor</b>	All	All students have a form tutor who they see during registration daily. This is the first point of contact for any issues either from the young person or parent. There is an information evening early in the Autumn term for parents and interim interviews for parents of students in Years Nine and Ten. Parents are encouraged to use the student planner or email to liaise as required. Tutors are responsible for overseeing the academic and pastoral wellbeing of their tutees and liaise with staff to ensure that suitable support is in place as soon as a need is identified.
<b>Student support</b>	All	There are two student support staff available to talk to students about any issues they may have, and liaise with the Head of Year and Inclusion coordinator if appropriate. One is an Alternate Designated Safeguarding Lead and fully trained in all aspects of Child Protection and Safeguarding. One is trained in Mental Health First Aid.
<b>Inclusion coordinator</b>	All	The Inclusion Coordinator offers support to students, staff and parents and liaises with the pastoral team to identify students at risk of disengagement and disaffection, signposting other help systems where appropriate and coordinate these interventions.
<b>Psychologist/Counsellor</b>	All	A qualified psychologist is employed who offers CBT counselling. Students are referred via Pastoral team or Inclusion coordinator initially for assessment, which may lead to further sessions.
<b>School Nursing Team</b>	All	School nurses are available through referrals and lunch time drop-ins to see students with medical or wellbeing needs. Students can either self-refer or are referred by their Pastoral team, tutor or Inclusion Coordinator.

<b>CISS (County Inclusion Support Service)</b>	Years 9-11	This service is for schools seeking additional support for students with: a diagnosis of ASD, traits of ASD but no diagnosis, social and communication difficulties, social, emotional and mental health difficulties and all associated behaviours.
<b>MAAP</b>	rs 9-11	This service is to support students who are not thriving in mainstream education and have not progressed as hoped after receiving advice from specialist outreach services. Professionals work with the student, family and school to assess, plan and review an early health, education and care strategy to suit the student's needs.
<b>Personalised Timetable</b>	All	Students who have specific medical needs, whether this is linked to physical or mental health, may be offered a bespoke timetable in conjunction with advice from their consultant.
<b>Lunch club</b>		A safe space in D block where students can come to have their lunch away from main areas. Some of the students that attend benefit from social interaction, and reduced sensory stimulation.
<b>Young Carer support</b>	All	Working in partnership with Suffolk Young Carers, the school offers a drop-in with student support, who work closely with the Pastoral Team to provide pastoral support to young carers.
<b>In school alternative provision</b>	Years 9-11	The Learning Centre is a resource that can be accessed by students who are struggling to cope within their classroom or have an alternative timetable. This facility allows students to continue with their work in a smaller environment away from distractions.
<b>Alternative provision</b>	Years 9-11	To address the specific needs of some students, number of alternative providers are accessed e.g. Raedweld Trust, Stand Tall, Greenlight Trust, and Noise Solutions
<b>Wellbeing Hub</b>	All	Advice and consultation helpline used by schools to gain expert information and support. Online referrals are submitted if there is a concern about a student's emotional wellbeing and mental health issues.
<b>SENCo</b>	All	Additional support is in place for students with SEN. The SENCo will carry out necessary assessments and complete referrals, e.g. EHCP
<b>Parenting information</b>	All	Information to parents is sent weekly via the County Courier, which addressed the issues of online safety, contact numbers and web addresses for various services. Information evenings are held to raise parental awareness of issues within the locality e.g. County Lines.
<b>External Support</b>	Agency All	The school works closely with external agencies to access additional support where appropriate, for example, behaviour support, CAF, family support workers, social workers, Triple P Parenting programme, local police and PCSO, Diversion Programme, Catch 22, Turning Point, CAMHS, IF and EWO
<b>Healthwatch Survey</b>	Suffolk All	Students are encouraged to complete an annual, county-wide health and wellbeing survey. Anonymised results are then shared with the school. Students are encouraged to discuss any issues the survey has raised.

7. Children can be harmed in several ways; abuse can be physical, sexual, emotional or it can take the form of neglect (see). Children sometimes suffer more than one type of abuse at a time. Children as well as adults can be abusers; peer on peer abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" (see [Sexual violence and](#)

[sexual harassment between children in schools and colleges](#)). Protecting children from the risk of radicalisation is part of our wider safeguarding duties (see [The prevent duty: for schools and childcare providers](#)), and is similar in nature to protecting children from other forms of harm and abuse.

#### How to respond

8. If you have a concern about a child's wellbeing, based on:
  - a. something the child or their parent has told you
  - b. something another child has told you
  - c. something you have noticed about the child's behaviour, health, or appearance
  - d. something another professional said or did

**Pass all concerns immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL if they are not available.**

9. Even if you think your concern is minor, the Designated Safeguarding Lead (DSL) may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.
  - a. **Do not investigate** but decide whether you need to clarify your concerns by asking the child or parent open questions (beginning with words like who, how, why, what, where and when) and being careful not to lead them. **Do not discuss your concerns with the parent(s) if this may increase the risk to the child.**
  - b. If you have heard a disclosure of abuse or are talking with a child or parent about your concerns, let them know what you will do next. For example, 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe.'
  - c. **Inform the DSL as soon as possible through adding an incident on CPOMS.** Training is given to staff on the procedure for this. If there was a disclosure, record the words of the child or parent rather than your interpretation. Include analysis of what you saw or heard and why it is a cause for concern.
10. Any member of staff is entitled to report a safeguarding concern directly to the local authority if they do not feel able to refer the matter to the DSL. Details of how to do this are at the end of these procedures.

#### Who to pass concerns on to

11. Names, photos and contact details for the DSL, Deputy DSL(s), Designated Teacher for looked-after and previously looked after children, Safeguarding Governor, Headteacher, Chair of the local governing body and relevant trust Director of Education are provided at the beginning of these procedures. Details of how to make a referral to the local authority are at the end.

#### Safeguarding concerns about another adult in the school

12. Safeguarding concerns about another adult in the school must be referred to the Headteacher (or whoever is fulfilling the role in their absence), without delay. If the concerns are about the Headteacher (or a relative of the Headteacher working at the school) they must be referred to the relevant trust Director of Education. They will contact the local authority Designated Officer (LADO) within one working day in respect of all cases in which it is alleged that a person who works with children has:
  - a. Behaved in a way that has harmed a child, or may have harmed a child;

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

If you feel your concern has not been responded to appropriately, please contact the Trust Lead on Safeguarding ([swatts@unitysp.co.uk](mailto:swatts@unitysp.co.uk))

### Whistleblowing

- 13. If you are concerned about poor or unsafe practice or potential failures in the school's safeguarding regime, these should be raised with the Headteacher or the Chair of the local governing body, in the first instance. Please refer to the Trust's [whistleblowing policy](#).
- 14. The [NSPCC Whistleblowing Advice Line](#) is available for those who do not feel able to raise concerns regarding child protection failures internally. You can call: 0800 028 0285. This line is available from 8:00 to 20:00, Monday to Friday or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### Reviewing these procedures

- 15. These procedures are reviewed at least annually and approved by the local governing body. Copies of these procedures and supporting materials, such as Keeping Children Safe in Education (Department for Education, September 2020), are available in the staffroom and on the school's website. Hard copies may be requested from the school office.

### Contact details for the local authority

- 16. To seek advice before making a referral to the local authority contact the MASH (Multi Agency Safeguarding Hub) Professional Consultation Line on 0345 6061499.
- 17. To make a referral to the local authority contact Customer First on 0808 800 4005 in the case of an emergency, or complete a *Multi Agency Referral Form* via <https://www.suffolk.gov.uk/children-families-and-learning/keeping-children-safe/reporting-a-child-at-risk-of-harm-abuse-or-neglect-safeguarding/>