

Copleston High School






Safeguarding and Child Protection Local Procedures

History of Document

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Our designated school and Trust safeguarding staff:

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| Designated Safeguarding Lead Name: Henry Palmer Other job roles: Assistant Principal, DT for Child in care, PREVENT lead, ONLINE SAFETY Lead, Mental Health First Aid trained Contact: 01473 277240 | Designated Safeguarding Lead Name: Clair King Other job roles: Mental Health Lead Contact: 01473 277240 | Deputy DSL Name: Laura Bevan Other job role: Family Liaison Officer Contact: 01473 277240 |
|  |  | |
| Trust Safeguarding Lead Name: John Eveson Contact details: 01473 277240 jeveson@oxlip.uk | Chair of Trust Trustee with Safeguarding Responsibility Name: Bob Wade Contact details: 01473 277240 bwade@oxlip.uk | Safeguarding Governor Name: Sarah Anderson Contact: sanderson@copleston.suffolk.sch.uk |

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1. Aim

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-centered. This means that they must always consider what is in the best interests of the child.

These procedures are for all staff, parents, local board members, volunteers and the wider school community. They form part of the safeguarding arrangements for our school. They should be read in conjunction with the following policies on:

| Policies | |
|--|---|
| <ul style="list-style-type: none"> • Anti – radicalisation and PREVENT Duty • Behaviour (including the anti-bullying strategy and approach to physical intervention) • Complaints Procedure • Data Protection • Educational Visits Policy • Online Safety Policy | <ul style="list-style-type: none"> • Freedom of Information Policy • Health and Safety • Safeguarding and Child Protection • Safer Recruitment • SEND Policy • Staff Code of Conduct • Whistleblowing Policy |

They should also be read in conjunction with Keeping Children Safe in Education (Department for Education, September 2024). Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

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

2. Expectations

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.

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).

3. Early help

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later.

Early Help at **Copleston High School**:

- Tutor support/ Pastoral support Officers
- FLO and safeguarding team conducting visits
- Supportive Report System/SPSF (Suffolk Pupil Support Framework) support
- Alternative Provision and Part time timetables available where appropriate
- MHFA (Mental Health First Aid)/Mental Health Ambassadors/PMHW (Primary Mental Health Worker)
- Wellbeing consultant on two days a week
- Common Assessment Framework (CAF) process/Working with external support services through the Family Network Meetings (FN Mtgs)
- School Nurse 'drop in'/Outreach support
- Significant mentoring and counselling programmes via Lighthouse, turning point, youth justice, bright futures, Diversion, Ormiston Families and more
- Food bank Applications
- Hygiene bank
- SENCO (Special Educational Needs Coordinator), with assistant and team
- Romanian translator
- Breakfast club
- Uniform support
- County SES referrals/Annual Package/Core provision/EP (Educational Psychologist) and AANT (Analysis of additional needs tool) referral systems
- DSL (Designated Safeguarding Lead) and DSL Deputy/s
- Suffolk Young Carers
- Attendance Officer/EWO (Education Welfare Officer)

Please see the Safeguarding Provision Map (Appendix A)

4. What to look out for (recognising children who are experiencing or at risk of harm)

Children can be harmed in several ways; abuse can be physical, sexual, emotional or it can take the form of neglect (see Part 1 and Annex B of Keeping children safe in education (September 2024)).

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 <https://www.gov.uk/government/publications/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.

5. How to respond

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.

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.

1. 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)/carer(s) if this may increase the risk to the child.
2. 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.'
3. Inform the DSL immediately. If the DSL is not available, inform a Deputy DSL. If no members of the designated safeguarding staff or Headteacher are available, you must make the referral yourself. Details of how to do this are at the end of these procedures.
4. As soon as possible after the event, record your concern on the MyConcern system. 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.

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.

6. Who to pass concerns on to

Names, photos and contact details for the following designated safeguarding staff are provided at the beginning of these procedures:

- DSL
- Deputy DSL(s)
- Headteacher
- Chair of the local board and Trustee with safeguarding responsibility Details of how to make a referral to the local authority are linked in Section 11.

7. Safeguarding concerns about another adult in the school

Safeguarding concerns about another adult in the school must be referred to the Headteacher. If the concerns / allegations are about the Headteacher, speak to the Chair of Governors.

This should be done by email and/or arranged appointment with the Headteacher.

If the concerns are about the CEO they must be referred to the Chair of the Trust.

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; or
- c) Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- d) If you feel your concern has not been responded to appropriately, please contact the Trust Lead on Safeguarding (jeveson@gcetrust.org.uk)

8. Additional Safeguarding Points

8.1 Missing pupils- refer to attendance policy for full details

8.2 Online contact with pupils

Staff should avoid contact with any pupil online outside of school (with the exception of parent staff members with their own children). Contact via Outlook (school accounts) and Satchel One are the only electronic methods of communication used between teachers and students. Any other contact instigated by pupils should be placed on My Concern. Staff receiving an email from a student should also inform the DSL and inform the student that they must use their school email address.

Adults in school are reminded to ensure that they monitor their social media profile privacy settings to avoid this kind of contact. Pupils in school and their parents/carers are reminded through Computing lessons, information on the website, assemblies and information on newsletters how to stay safe online. Any concerns regarding a pupil's safety online should be recorded on My Concern.

8.3 Site safety

The school is a secure site. All staff and students are regularly reminded of their need for vigilance, especially given how big we are and our proximity to public footpaths and roads. Specific safeguards are:

- Heath lane gate is locked between 8:30 and 15:00. Then locked in the evening.
- Britannia gate is shut at 8:30 but remains openable via the access control panel.
- A fence borders the main field and whole site.
- Duty staff are placed all around the school at the start/end of day
- All staff wear 'high vis' vests/coats when on duty

8.4 Filtering and Monitoring

In line with KCSIE 2023 the school has a robust Filtering and Monitoring process. This is done through:

- Daily reports to the DSL and team from the IT department via Smoothwall and Imperio
- Concerns are triaged and recorded on My Concern and shared with SG team and pastoral team to follow up as necessary.
- Sanctions are put in place where appropriate.
- Training for staff about their responsibilities within the classroom
- Key phrases are reviewed on a termly basis.

8.5 Training and Raising awareness

As a safeguarding team an important component is to develop expertise and foster a sense of professional curiosity amongst the staff.

This will be done via:

- Weekly safeguarding updates to all staff
- Half termly assemblies to all students and staff
- Annual full school training
- Annual online safeguarding training modules

- Availability of bespoke training to cater for any contextual issues that may arise over the year.

8.6 Guidance on Visitors to school site

Copleston High School expects all of its visitors and volunteers to be equally committed to promoting a safe environment for students and staff. All staff have responsibility to ensure that visitors to the school are properly welcomed and managed within school.

In line with the 'Keeping Children Safe in Education' (latest edition) guidance, schools and colleges must obtain written notification from any agency, or third party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate that written notification has been received that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school or college that the school or college would otherwise perform. Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.'

Schools do not have the powers to request DBS checks for parents or other visitors attending events such as sports days.

Any visitor to the school must sign in via the automated iPad screen in reception. This will generate a sticker, which ALL must wear for the duration of their visit. Their DBS status must be indicated as part of this sign in and will be clearly visible on the sticker. Any visitor with a DBS check must have had this confirmed by HR prior to their visit. Only then are they able to enter the school and walk unaccompanied. If the visitor has had no confirmed DBS check then they cannot be left unsupervised and the member of staff they are visiting is responsible for them and must monitor their whereabouts at all times

At no time should a DBS be checked by reception staff.

Yellow safeguarding leaflets are situated beside the signing in iPad and reception staff advise visitors to take one to read.

When leaving the visitor must sign out, via the screen and discard the sticker.

9 Whistleblowing

If you are concerned about poor or unsafe practice or potential failures in the Trust or school's safeguarding regime, these should be raised with the CEO, Principal, Chair of the Local Board or Trust Safeguarding Lead in the first instance. Please refer to the Trust's whistleblowing policy.

The NSPCC whistleblowing helpline 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.

10 Reviewing these procedures

These procedures are reviewed at least annually and approved by the Trust or appropriate local board. local governing body. Copies of these procedures and supporting materials, such as Keeping Children Safe in Education (Department for Education, September 2024), are available in the staffroom and on the school's website. Hard copies may be requested from the school office.

11 Contact details for the local authority and Trust

To seek advice before making a referral to the local authority contact the MASH (Multi Agency Safeguarding Hub) Professional Consultation Line 03456 061499 (Monday – Thursday 9am -5pm, line closes at 4.25pm on a Friday).

To make a referral to the local authority contact Customer First on 0808 800 4005, (open 24 hours a

day). Members of the public and professionals can use this line. For professionals wishing to make a referral, the Multi-Agency Referral Form (MARF) can be found here:

<https://cypportal.suffolk.gov.uk/web/portal/pages/home>

If you are concerned a child is at immediate risk of serious harm, please call **999**.

Contact details for relevant Trust personnel:

| Role | Name | Contact details |
|-------------------------|----------------|--|
| Trust Safeguarding Lead | John Eveson | mail@oxlip.uk |
| Safeguarding Trustee | Sarah Anderson | |
| Chair of the Trust | Bob Wade | |
| Chief Executive Officer | Shaun Common | |
| Trust Director of HR | Nicky Hooper | |

Appendix A: Safeguarding Provision Map

| Safeguarding Support Services | | | |
|---|---|---|---|
| <p>Universal Support:</p> <p>Children and young people are making good overall progress in school life and will benefit from support from:</p> <p><i>Classroom / Form teacher</i></p> <p><i>Adviser</i></p> <p><i>Progress Leader</i></p> <p><i>Subject Leader</i></p> | <p>Early Help Provision (Internal):</p> <p>Children and young people whose needs require some extra support. Two or more internal services are likely to be involved; these services will work together. A Team Around the Family meeting to share information and agree an Early Help Plan to support the child and family is helpful. A care plan will be developed:</p> <p><i>School Learning Resources</i></p> <p><i>School Nurses / counsellors</i></p> <p><i>School Wide Designated Safeguarding Lead</i></p> <p><i>School Wide Mental Health Lead</i></p> | <p>Early Help Provision (External):</p> <p>Children and young people whose needs are more complex. This refers to the range, depth or significance of the needs. External specialist services are likely to be involved and will partner with the school and family using a Team Around the Family approach, Early Help Plan and a Lead Practitioner to co-ordinate multi-agency support will assigned:</p> <p><i>Private Therapists</i></p> <p><i>CAHMS</i></p> <p><i>Social Care</i></p> <p><i>Health Care</i></p> | <p>Specialist Support:</p> <p>Children and young people whose needs are complex and enduring and cross many domains. More than one service is normally involved, with a co-ordinated multi-agency approach and a Lead Professional, commonly in a non- statutory role. At times statutory intervention may be required:</p> <p><i>Social Care</i></p> <p><i>Health Care</i></p> <p><i>Police</i></p> |