

THOMAS MILLS HIGH SCHOOL



POLICY DOCUMENT 8 – APPROVED 22/03/2022

SAFEGUARDING AND CHILD PROTECTION POLICY

Vision Statement

*We, the staff and governors, aspire
to ensure that all our students,
irrespective of ability
and regardless of anyone's doubts,
achieve their potential in full;
and we aspire in this way to make Thomas Mills High School
the best in the country.*

Thomas Mills High School is an Academy and a company limited by guarantee incorporated in England & Wales under number 760505

**Thomas Mills High School is committed to the education,
welfare, protection and safety of its pupils.**

***Staff members should always act in the best interests of the
child.***

The child's best interests come first always.

***Safeguarding and promoting the welfare of children are everyone's
responsibility.***

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Section A: Introduction

- 1.1 It is the Governors' policy that the School should do all it can to protect children from harm.
- 1.2 Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (DfE September 2018)
- 1.3 The policy applies to all staff, parents, governors, volunteers, visitors and pupils.
- 1.4 The School aims to promote the protection and welfare of children in partnership with parents, carers and colleagues from other agencies and will endeavour to work in an open and honest way with any parent whose child has been referred to Children and Young People's Services.
- 1.5 Parents are informed of the safeguarding policy through the School Prospectus. It is also available on the website. Parents and pupils may also refer concerns to the designated staff.
- 1.6 The Governing Body receives a report on Safeguarding Issues each term. It also reviews the Safeguarding and Child Protection Policy annually. There is a Named Governor (Ms Kate Archer for safeguarding, nominated from the Governing Body).

Section B: Statutory Framework

Safeguarding is enshrined in the culture of the school. Our policy and procedures are informed by legislation and statutory guidance. However, if in any doubt – staff must report any concerns. Section 175 and 157 of the Education Act 2002 place a statutory duty on governing bodies to have policies and procedures in place that safeguard and promote the welfare of children and young people who are pupils of the school which must have regard to any guidance given by the Secretary of State. In accordance with statutory guidance, Working Together to Safeguard Children 2018, local safeguarding arrangements must be established for every local authority area by the three safeguarding partners (Local Authority, Police and Clinical Commissioning Groups). All three partners have equal and joint responsibility for a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. In Suffolk, all professionals including staff in schools should work in accordance with the multi-agency procedures developed by the Suffolk Safeguarding Partnership (SSP) which can be found on their website at:

[Home » Suffolk Safeguarding Partnership \(suffolksp.org.uk\)](http://suffolksp.org.uk)

Staff should also be familiar with Keeping Children Safe in Education (KCSiE).

Section C: Key Roles & Responsibilities

a) Governing Body

The Governing Body has a legal responsibility to make sure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare, and to monitor that the school complies with them. The Governing Body should also ensure that the policy is

made available to parents and carers by publishing this on the school website or in writing if requested. The governing body will ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children and that the school's safeguarding arrangements take into account the procedures and practice of the local authority.

It is the responsibility of the Governing Body to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for appropriately managing allegations of abuse made against members of staff (including the headteacher, supply teachers and volunteers).

The Governing Body will ensure that there is a named governor for safeguarding, a Designated Safeguarding Lead (DSL) who has lead responsibility for safeguarding and child protection, and a designated teacher to promote the educational achievement of children who are looked after or previously looked after, and will ensure that these people have the appropriate training. The Governing Body assure themselves and evaluate the effectiveness of Safeguarding through the named governor, a dedicated committee and external scrutiny.

The Governing Body will inform Suffolk County Council annually about the discharge of their safeguarding duties by completing the safeguarding self-assessment audit. **The Designated Safeguarding Lead is Mark Wheeler (Deputy Head), and the Deputy Designated Leads are Louise Armes (Assistant Head – Pastoral) and Adam Chittock (Deputy Head of Sixth Form and Senior Tutor).** The teacher responsible for children in care or those previously in care, is Louise Armes (Assistant Head – Pastoral).

The Named Safeguarding Governor is Kate Archer (Vice-Chair of Governors).

The **Designated Officers (LADO) for Suffolk are Simon Hope and Renie Everett.** They can be contacted by telephone on 0300 123 2044 and by email on LADOCentral@suffolk.gcsx.gov.uk

b) Designated Safeguarding Lead (DSL)

The DSL should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in Annex C of KCSiE).

The DSL will have the appropriate status and authority to carry out the duties of the post.

The DSL and any Deputy DSLs should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.

During term time, the DSL and/or a deputy should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

The DSL (and DDSLs) will undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years.

TOP TIP:

Your DSL and DDSL's are available to discuss and reflect on an incident and they work with a wider team which also includes Heads of Year and the SENDCO.

c) Headteacher

The Headteacher will ensure that the policies and procedures adopted by the Governing Body are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

d) All staff

All staff have a responsibility to provide a safe environment in which children can learn.

All staff must read and ensure they understand Part One of KCSiE and Annex B.

All staff must ensure they are familiar with the systems within school which support safeguarding, including this policy, the Staff Code of Conduct, the Behaviour Policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies).

All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) along with the role they might be expected to play in such assessments.

All staff should be aware of the early help process and understand their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs. In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- i) is disabled and has specific additional needs
- ii) has special educational needs (whether or not they have a statutory Education, Health and Care Plan
- iii) has a mental health need
- iv) is a young carer

- v) is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- vi) is frequently missing/goes missing from care or from home
- vii) is misusing drugs or alcohol themselves
- viii) is at risk of modern slavery, trafficking or sexual or criminal exploitation
- ix) is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- x) has returned home to their family from care
- xi) is at risk of being radicalised or exploited
- xii) is a privately fostered child
- xiii) is at risk of honour-based abuse such as Female Genital Mutilation (FGM) or forced marriage
- xiv) is persistently absent from education

Knowing what to look out for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior management team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

Section D: Training and Education

The Governing Body will ensure that all staff receive appropriate safeguarding and child protection training which is regularly updated and in line with the advice from the SSP. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the policy for child protection and safeguarding children, the code of conduct, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the designated safeguarding lead. Copies of the school's policies, procedures and Part One of KCSiE and Annex B will be provided to new staff at induction.

All staff undergo level 2 Safeguarding and Child Protection Training every two years (more frequently than the statutory three year interval). The T4T (Trainer for Teachers) is Mark Wheeler (Deputy Head and DSL).

DSL and DDSL training is updated every two years. T4T training is updated annually.

The Headteacher will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly. This will be recorded on the Single Central Record.

In considering safeguarding training arrangements the governing body will also have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment, and require teachers to have a clear understanding of the needs of all pupils, including those with mental health needs.

Section E: Recognising Concerns (Including specific concerns)

All staff should be aware of indicators of abuse and neglect, and specific safeguarding issues such as exploitation, so that they are able to identify cases of children who may be in need of help or protection.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should also be aware that that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as in day to day life. In many cases abuse will take place concurrently via online channels and in daily life.

All staff should be aware that any child could be at risk of abuse, neglect and other safeguarding issues. However, children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and that barriers can exist when recognising abuse or neglect in this group of children. These can include:

- Assumptions that indicators of abuse relate to the child's condition without further exploration
- These children are more prone to social isolation or bullying
- Communication difficulties in reporting incidents

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

a. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

b. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

c. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is

happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

d. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as of drug taking, alcohol abuse, deliberately missing education and sharing self-generated indecent images (also known as sexting) can be signs that children are at risk.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Child on child (peer on peer) abuse

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse.

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

- abuse in intimate personal relationships between peers
- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttock to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sharing self-generated indecent images (also known as sexting); and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Child on child abuse can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

It is more likely that girls will be victims and boys perpetrators, but all child on child abuse is unacceptable and must always be taken seriously.

Any incidents of serious child on child abuse will be managed according to school procedures which detail measures to minimise the risk of child on child abuse, how allegations of peer abuse will be recorded, investigated and dealt with, and processes for how victims, perpetrators and any other child affected by child on child abuse will be supported. This policy should be read in conjunction with the school's Behaviour Policy and Anti-Bullying Policy.

Sexting – sharing nude and semi-nude self-generated imagery

Consensual or non-consensual sharing of nude or semi-nude self-generated imagery or video can be a sign that a child is at risk of harm. Reports of sharing such images should be taken seriously and reported to the DSL.

Advice for responding to an incident of sharing nude or semi-nude imagery:

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the image by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Serious violence

All staff should be aware of the indicators which may signal that children are at risk from, or involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of school. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple

harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

All staff, especially the DSL (or deputies), should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding. Children's social care assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. It is important that staff provide as much information as possible as part of the referral process.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zone, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (County Lines), forced to shoplift or pickpocket, or to threaten other young people.

The experience of girls who are criminally exploited can be very different to that of boys. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child sexual exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female, though females are disproportionately at greater risk) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims – GOV.UK (www.gov.uk)

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DdoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Domestic abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some

cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead should ensure appropriate referrals are made based on the child's circumstances.

So-called 'honour-based' violence (Including Female Genital Mutilation and Forced Marriage)

So-called honour-based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all

agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2016) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or alternate?) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over.

Forced marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example.) Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school's safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling 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.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerns with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The Department for Education has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Educate Against Hate, a website launched by Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to

training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Sexual violence and sexual harassment (SVSH) between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risk normalising them.

What is sexual violence and sexual harassment?

Sexual violence: It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats
 - upskirting

Upskirting

Upskirting typically involves taking a picture under a person’s clothing without their permission and or knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of KCSiE. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or deputy).#

Section F: Reporting Concerns

TOP TIP:

If you have any concerns or worries you MUST refer it using the procedures in this policy.

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns using the MyConcern web-based software. Staff who do not have access to MyConcern (do not have a school email address) can record their concerns on the green safeguarding form and hand to the DSL or deputies without delay.

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully;
- Accept what is being said;
- Allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth;
- Only ask questions when necessary to clarify, do not investigate or ask leading questions;
- Reassure the child, but don't make promises which it might not be possible to keep;
- Do not promise confidentiality;
- Emphasise that it was the right thing to tell someone;
- Reassure them that what has happened is not their fault;
- Do not criticise the perpetrator;
- Explain what has to be done next and who has to be told;
- Make a written record (usually on MyConcern, or alternatively via the green form which should be signed and include the time, date and your position in school);
- Do not include your opinion without stating it is your opinion;
- Pass the information to the DSL or deputy without delay (usually using MyConcern)
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

When a record of a safeguarding concern reaches the DSL, the DSL will record the concern and, taking into account any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL is unsure whether the threshold has been met they will contact the MASH Professional Consultation Line for advice (0345 606 1499). Where appropriate, the DSL will complete and submit a SSP multi agency referral form (MARF) (available through a link to the Children and Young People's Portal on the SSP website).

Where the DSL believes that a child or young person may be at imminent and significant risk of harm they should call Customer First immediately and then complete the SSP's MARF within 24 hours to confirm the referral. In these circumstances, it is important that any consultation should not delay a referral to Customer First.

Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

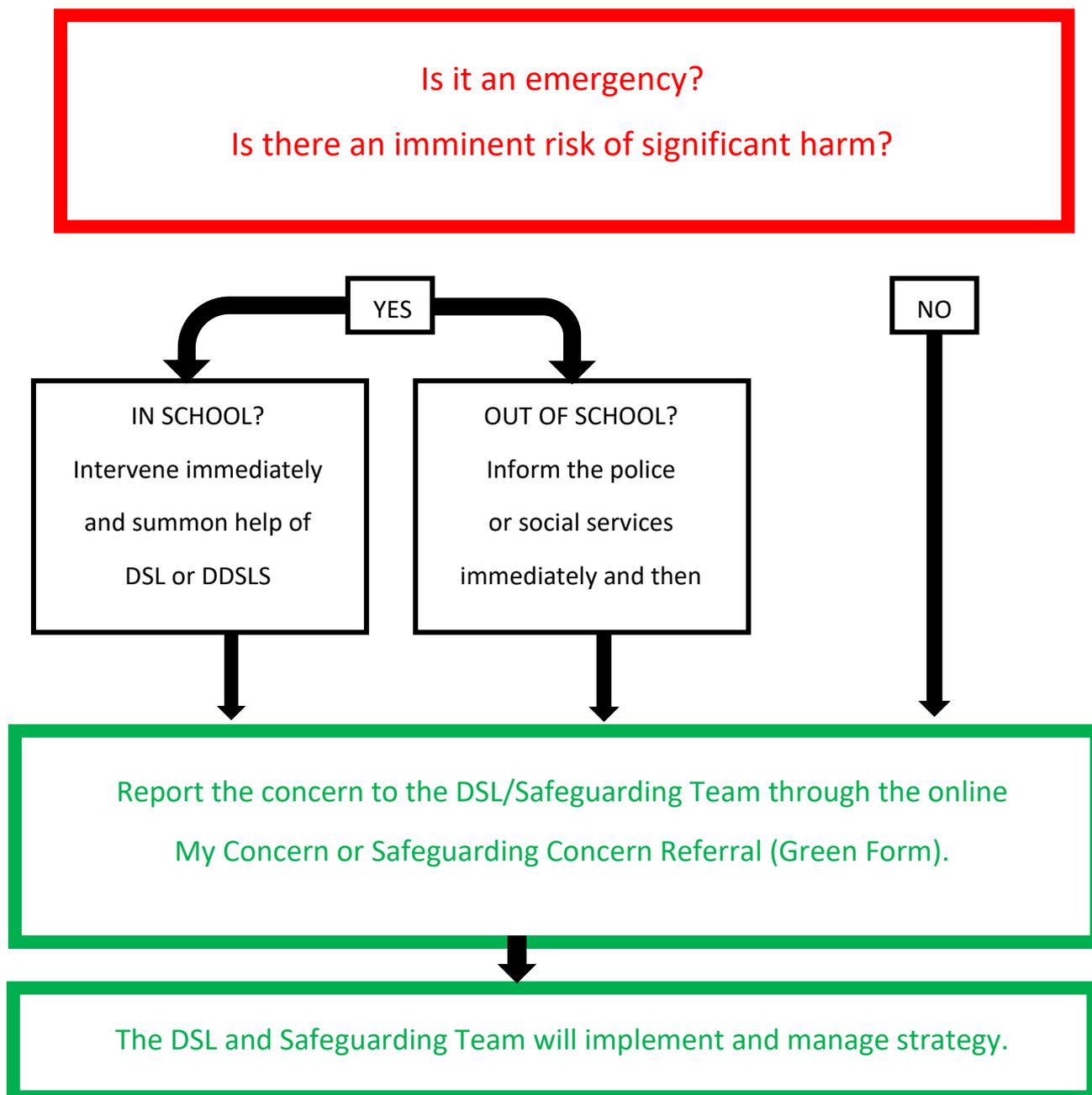
School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conference in advance of the meeting in accordance with SSP procedures and timescales.

The school is committed to obtaining more than one emergency contact number for each pupil.

School staff must ensure that they are aware of the procedure to follow when a child goes missing from education i.e. informing the DSL of any concerns. The DSL and Assistant Head (Pastoral) will then follow up with a CME referral if needed.

Reporting a Safeguarding Concern at Thomas Mills

MASH Professional Consultation Line: 0345 606 1499 Customer First: 0800 800 4005



*Imminent risk of significant harm means that a child or adult at risk of harm is in danger at that moment and to do nothing would result in actual harm.

*Teachers must report directly to the police cases where they discover that an act of FGM appears to have been carried out.

*The Safeguarding Team consists of the DSL, DDSLs, HOY, SENDCO and the Head.

Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff will have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services](#) which supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy.

Record Keeping

All concerns, discussions and decisions made, and the reasons for those decisions should be recorded in writing. Information should be kept confidential and stored securely. Concerns and referrals are kept in a separate child protection file for each child.

Records include:

- a clear summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken and decisions reached

From the 1st March 2022 MyConcern will be used as the child protection record keeping/tracking software. (Prior to this date records are paper-based and kept securely in the DSL's office).

Section G: Allegations Against Staff

The school aims to have a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately. We encourage an open and transparent culture; in which problematic or inappropriate behaviour is identified early; minimises the risk of abuse; and ensures that adults are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Examples of low level concerns include being over friendly with children; having favourites; taking photographs of children on their mobile phone; engaging with a child on a one-to-one basis in a secluded area or behind a closed door or using sexualised, intimidating or offensive language. Such concerns should be referred to the DSL.

In the case of more serious allegations, the school will follow the SSP Arrangements for Managing Allegations of Abuse Against People Who Work With Children or Those Who Are in A Position of Trust if an allegation is made against an adult in a position of trust.

An allegation is any information which indicates that a member of staff /volunteer may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child the member of staff, including supply teachers, volunteers and contractors has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

If any member of staff has concerns that a colleague, supply teacher, volunteer or contractor might pose a risk to children, it is their duty to report these to the headteacher. Where the concern or allegation is about the headteacher, these should be referred to the Chair of Governors.

The headteacher/Chair of Governors should report the concern to the Local Authority Designated Officer (LADO) within one working day.

The corporate director for Health, Wellbeing and Children's Services, has identified dedicated staff to undertake the role of LADO. LADOs can be contacted via email on LADO@suffolk.gov.uk or by using the LADO central telephone number: 0300 123 2044 for allegations against all staff and volunteers.

This should encourage an open and transparent culture; enable schools to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution

Whistleblowing

The governing body recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

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

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

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

Section H: Safer Recruitment and Safer Working

Job advertisements include the words “This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.”

This Safeguarding policy statement is sent as part of a pack of information to all job applicants.

The invitation to interview includes a statement that the interview may include a question on safeguarding children.

The Interviewing Panel always includes someone with safer recruitment training.

We record all information on the checks carried out in the school’s Single Central Record. Copies of these checks, where appropriate, will be held in individuals’ personnel files.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity. We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff’s employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the
 - UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area
 - professional regulating authority, and criminal records checks or their equivalent.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for; or
- Supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left
- A staff or volunteer is involved in an incident outside of school which did not involve a student from Thomas Mills High School but due to transferable risk could have an impact on their suitability to work with children. This could include domestic violence at home, which although no children were involved the school will consider what triggered certain actions and could this happen in a school environment.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS

This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]

All governors will also have the following checks :

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Pupils staying with host families:

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Site Safety:

All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that might come to light.

All adults in the school will be wearing identification badges and lanyards:

- Blue – member of staff, can be unaccompanied
- Yellow - governor, can be unaccompanied
- Green – visitor (checked) , can be unaccompanied
- Red – visitor, must be accompanied by another member of staff at all times
- Purple – sixth form student

All visitors coming on site will have to sign in and out at Reception. They will be given a Visitor's Badge and lanyards (green or red) which they should display at all times when on site.

If a member of staff or a student sees an adult walking around school without an identity badge and lanyard, and are unsupervised they can be politely challenged and offered help. This must be reported to the office immediately.

Before the school day, at break times, lunchtimes and at the end of the school day there are members of staff on duty who will be supervising the students arriving and leaving using the buses, in the dining hall, corridors, recreational areas as appropriate.

Section I: Useful Contacts

Multi-agency Safeguarding Hub (MASH) Professional Helpline: 0345 606 1499

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

Customer First: 0808 800 4005

Police (emergency only): 999

Suffolk Police main switchboard: 01473 613500

Suffolk Police Cybercrime Unit: 101

Suffolk Safeguarding Partnership www.suffolkssp.org.uk

Suffolk County Council: www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/