



# Stowupland 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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## Contents

		Page			
<b>1</b>	Aim	<b>2</b>			
<b>2</b>	Expectations	<b>3</b>			
<b>3</b>	Early Help	<b>3-4</b>			
<b>4</b>	What to look out for	<b>4</b>			
<b>5</b>	How to respond	<b>4-5</b>			
<b>6</b>	Who to pass concerns on to	<b>5</b>			
<b>7</b>	Safeguarding concerns about another adult in the school	<b>5</b>			
<b>8</b>	Additional Safeguarding Points		<b>5-8</b>		
	8.1 Non-collection of children	p. 5		8.5 Online contact with pupils	p. 7
	8.2 Missing pupils (during the school day)	p. 5-6		8.6 Site Safety	p. 7
	8.3 Missing pupils (not arriving home)	p. 6		8.7 Filtering and Monitoring	p. 7
	8.4 Missing pupils (off site visit)	p. 6		8.8 Training and Raising Awareness	p. 7
		8.9 Guidance on Visitors to school site	p. 7-8		
<b>9</b>	Whistleblowing	<b>8</b>			
<b>10</b>	Reviewing these procedures	<b>8</b>			
<b>11</b>	Contact details for the local authority and Trust	<b>8</b>			
<b>App. A</b>	Safeguarding Provision Map	<b>9</b>			

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

They should also be read in conjunction with Keeping Children Safe in Education (Department for Education, September 2025). 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).

These expectations are outlined in the code of conduct which is shared with all staff, upon joining the school and then consequently, every year. The sign off for this document is mandatory.

## 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 **Stowupland High School**:

- Tutor support/Key Worker meeting time/House System/Pastoral Officers
- Supportive Report System/SPSF (Suffolk Pupil Support Framework) support
- In school Alternative Provision - supported through the school Pod and Learning Hub facilities
- MHFA (Mental Health First Aid)/Mental Health Ambassadors/PMHW (Primary Mental Health Worker)
- Early Help Referral (EHA) process/Working with external support services through the Family Network Meetings (FN Mtgs)
- School Friendship Clubs
- School Nurse 'drop in'/Outreach support
- Counselling and support via The Benjamin Foundation
- Youth Support through the Mix
- Counselling through Lighthouse Trust for those who are victims of DVA
- Counselling through Brave Futures for those who are victims of sexual assault

- SENCO (Special Educational Needs Coordinator)
- County 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)
- MHST (Mental Health Support Team)
- Benjamin Foundation

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 2025)).

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 Principal 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 CPOMs 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)
- Designated Teacher for Children in Care
- Principal
- 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 Principal if the concerns / allegations are about the Principal, speak to the Trust's Director of HR.

These should be recorded on the 'Yellow Forms' which are situated in the front office and staff room.

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.

## 8. Additional Safeguarding Points

### 8.1 Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Telephone parents/carers using the contact details listed on the school's information system. It is a requirement for the school to have a minimum of two emergency contact numbers.
- Ask parents/carers to collect their child.
- The senior leader on duty and the Principal will look after the child until the child is collected.
- Details will be recorded on Arbor and CPOMS for reference.
- If all attempts fail to contact parents or carers, report to the DSL or a DDSL who will then call the MASH team
- Keep a log of all communications on Arbor, even if unsuccessful.

### 8.2 Missing pupils (during the school day)

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Check with the front office if students are known to be elsewhere or have signed out. If P1, check with the Attendance Officer first.
- Check with Progress Team to ensure the student is not with them
- If the student is considered high risk the Designated Safeguarding Lead will be informed. Staff will use professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the students' whereabouts before notifying the Police.
- Ask that Progress Team to support in searching the school for the missing student including toilet areas (esp. G Block), round back of Mulberry and quieter areas of the school.
- The above steps should be completed within 15-30 mins. Once complete, and if there are no signs of the missing student, the parent/carers should be contacted following liaison with a member of SLT. Parents/carers should be informed of the following:
  - That the child is considered missing and the school has exhausted all its efforts to locate them
  - Request that the parent/carer attempt to contact the student on their mobile phone and instruct that they return to school or tell parents/carers of their whereabouts. Parent/carer should attempt to make face to face contact and inform the school when they are safe.

If the above steps fail, then the next step would be to contact the police. The parent/carer can do this or the school can do it on their behalf.

Please note: The school will require regular updates and should contact the parent every 5-10mins for an update.

If the parent/carer requests that the school contact the Police call 101. The following information should be passed on:

- 1) The pupils name/s; date of birth; status (for example looked after child); responsible authority;
- 2) Where and when they went missing;
- 3) Previous missing episodes and where they went;
- 4) Who, if anyone, they went missing with;
- 5) What the child was wearing plus any belongings they had with them such as bags, phone
- 6) Description;
- 7) Medical concerns;
- 8) Time and location last seen;
- 9) Circumstances or events around going missing with relevant safeguarding information;
- 10) Details of family, friends and associates including home address;
- 11) Contact details of safeguarding lead if it was after school hours.

Record incident on CPOMS. Ensure any Crime Reference Number is included.

If deemed appropriate and necessary to safeguarding, parents/carers will be asked to come to school to discuss and agree next steps

### **8.3 Missing pupils (non-arrival at home)**

- The school will liaise with home to support in finding the pupil
- The DSL (or Deputy DSL if DSL is not available) and Principal will carry out an urgent safeguarding risk assessment to inform next steps. The Principal will authorise contact to be made with the emergency services if the urgent risk assessment requires this. Parents/carers will be informed if emergency services are contacted
- If deemed appropriate and necessary to safeguarding, parents/carers will be asked to come to school to discuss and agree next steps

### **8.4 Missing pupils (off-site school visits)**

- All Trips and visits have their own written risk assessment
- The same procedures will come into effect as a missing pupil in school

Pupils walking home alone are reminded that they may return to school if they feel concerned for any reason or if they arrive home and are unable to get into their house. If a child returns to school under these circumstances, the school will make every attempt to contact parents/carers, following the non-collection procedure.

### **8.5 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 Google classroom, Google mail (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 CPOMS. Any contact by adults should be recorded on yellow form and handed to the Principal. 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 and information on newsletters how to stay safe online. Any concerns regarding a pupil's safety online should be recorded on CPOMS.

### **8.6 Site safety**

Although the school site is extensive and easily accessible, with public footpaths crossing the site there are clear boundaries and fencing to ensure the students are kept safe. Specific safeguards are:

- 'Green gates' are locked between the hours of 08:55 to 15:40
- The school operates magnetic locks on doors which lead to restricted areas or doors leading to off-site areas
- Fence borders the main field
- Duty staff ensure students are kept on paths away from traffic at the beginning and at the end of the day
- Duty staff patrol the public footpath near the tennis courts during the winter regime
- Students are briefed and reminded of where the out of bounds are
- All buses use the dedicated bus park which ensures student safety due to adequate waiting area
- All staff wear 'high vis' vests/coats when on duty

### **8.7 Filtering and Monitoring**

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

- Daily reports to the DSL from the IT department so swift actions can be taken
- Concerns are recorded on CPOMS and discussed with parents
- Sanctions are put in place where appropriate
- Training for staff about their responsibilities within the classroom
- Key phrases are reviewed on a termly basis

### **8.8 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
- 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
- Close work with External agencies to ensure contextual issues and guidance is up to date

### **8.9 Guidance on Visitors to School Site**

Stowupland 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 an online record. All visitors must wear a visible ‘Visitors’ lanyard for the duration of their visit. 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. 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 hand in their Visitors lanyard.

## 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](mailto: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 2025), 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	Nigel Shaddick	<a href="mailto:mail@oxlip.uk">mail@oxlip.uk</a>
Safeguarding Local Board member	Andrew Fell	
Chair of the Trust	Bob Wade	
Chief Executive Officer	Shaun Common	
Trust Director of HR	Nicky Hooper	

**Appendix A: Safeguarding Provision Map**

<b>Safeguarding Support Services</b>			
<p><b>Universal Support:</b></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><b>Early Help Provision (Internal):</b></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><b>Early Help Provision (External):</b></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><b>Specialist Support:</b></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>