

Maplewell Hall School



Maplewell Hall School Safeguarding and Child Protection Policy

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1. Introduction

Maplewell Hall School is committed to safeguarding, child protection, and promoting the welfare of all its students, taking appropriate action in a timely manner. We recognise our statutory duty to safeguard and promote welfare, having regard to the guidance set out in DfE Keeping Children Safe in Education 2025 and HM Working Together to Safeguard Children 2023.

We believe that all students, regardless of their special educational needs (SEND), age, disability, gender, racial heritage, religious belief, sexual orientation, or identity, have the right to equal protection from all types of harm or abuse. Our approach is child-centred and is focused on providing effective support, protection, and justice.

This policy applies to all staff, supply staff, volunteers, and governors/members of the Trust and ensures alignment with the procedures of Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships.

2. Purpose of the Policy

The purpose of this policy is to:

- Establish the school's commitment to meeting its statutory duties to safeguard and promote the welfare of all students (children, young people, and adult learners) who attend Maplewell Hall School.
- Provide all staff, volunteers, and governors with the necessary procedures and principles that ensure a child-centred approach is consistently applied and that prompt action is taken to identify concerns, provide early help, protect students from maltreatment, and enable them to have the best outcomes.
- Ensure all staff and volunteers understand their individual responsibilities for identifying concerns, sharing information, and adhering to internal and local child protection arrangements, including the processes for making referrals to local authority children's social care.

3. Definitions

At Maplewell Hall School, clear and consistent use of terminology ensures all staff, students, and stakeholders understand our safeguarding obligations. The following definitions apply throughout this policy:

3.1 Students

The term Students refers to all children, young people, and adult learners enrolled at Maplewell Hall School, regardless of age or educational stage. This inclusive term

recognises the diversity of our school community and our duty of care to every individual on roll.

3.2 Child / Children

Child/Children refers specifically to students under the age of 13.

This age threshold is significant due to legal frameworks: for example, children under 13 are, by law, unable to consent to sexual activity, irrespective of perceived capacity (Sexual Offences Act 2003).

Safeguarding and child protection responses for this group must always consider their age and legal status as children, recognising their increased vulnerability.

3.3 Young Adult

Young Adult refers to students aged 13 to 17.

In this age group, students are not legally adults but may, where assessed as having capacity, consent to sexual activity and play an active role in decision-making about their welfare.

Safeguarding approaches must balance their growing autonomy with the need for protection, including consideration of how and when information is shared with parents and carers.

Under Keeping Children Safe in Education 2025, all students under the age of 18 are children and all statutory duties apply. We use the terms Child/Children and Young Adult at Maplewell to recognise and reflect the importance of taking the students age into account when handling safeguarding concerns. The age of 13 is an important milestone for a range of safeguarding concerns including consent and capacity, and our internal decision-making processes should take this into account.

3.4 Adult Learner

Adult Learner refers to students aged 18 and above.

At 18, students are legally considered adults, and local authority children's services no longer apply.

Safeguarding and protection for this group follow adult safeguarding frameworks (see Appendix 1: Safeguarding and Protection for Students Aged 18 and 19), and this policy should be read alongside those procedures.

3.5 Duty of Care

Maplewell Hall School owes a duty of care to all its students.

This is a legally binding obligation (statutory, common law, and contractual) requiring staff to take all reasonable steps to ensure the safety and welfare of students at all times.

Failure to fulfil this duty can result in legal liability for negligence.

All staff are required to understand and act on their duty of care responsibilities.

3.6 Safeguarding

Safeguarding is the overarching term for proactive measures taken to promote the welfare, health, and development of students and to protect them from harm.

Safeguarding at Maplewell Hall School includes:

- Protecting students from maltreatment, abuse, and neglect
- Preventing impairment of students' health or development
- Ensuring students grow up in safe and effective environments
- Taking action to enable all students to have the best possible outcomes

Safeguarding is everyone's responsibility and goes beyond child protection to encompass all aspects of student welfare.

3.7 Child Protection

Child protection is a specific aspect of safeguarding that refers to procedures and actions taken in response to concerns about the safety or welfare of a particular child or young adult.

It involves identifying, investigating, and responding to cases where a student is at risk of significant harm.

Child protection is reactive, triggered when there is a concern, disclosure, or incident, and is governed by statutory guidance (including Keeping Children Safe in Education 2025).

4. Legal Framework

Maplewell Hall School's safeguarding policy is underpinned by a robust legal and statutory framework. This ensures the school meets its duties to protect the welfare, safety, and rights of all students, in line with national expectations and best practice.

Our policy is informed and guided by the following core legislation and statutory guidance:

4.1 Statutory Guidance and Legislation

- Keeping Children Safe in Education (KCSIE) 2025

Sets out the legal duties for schools to safeguard and promote the welfare of children and young people. All staff must read and understand the relevant sections.

- Working Together to Safeguard Children (2018, updated 2023)

Outlines how organisations and individuals should work together to safeguard and promote the welfare of children.

- The Children Act 1989 and 2004

Establishes the principle that the welfare of the child is paramount and provides the legal basis for child protection procedures.

- The Education Act 2002 (Section 175)

Places a duty on schools to make arrangements to safeguard and promote the welfare of children.

- The Equality Act 2010

Requires schools to promote equality of opportunity and eliminate discrimination, harassment, and victimisation.

- Equality Act 2010
- The Care Act 2014

Provides the legal framework for safeguarding adults, including adult learners aged 18 and over.

4.2 Related Policies and Procedures

This safeguarding policy should be read in conjunction with:

- The Maplewell Hall School Staff Code of Conduct
- Behaviour policy
- Whistleblowing policy
- Safer recruitment procedures
- Online safety policy
- Other relevant school policies

These documents collectively ensure a safe, supportive, and inclusive environment for every student at Maplewell Hall School.

4.3 Application

All staff, governors, volunteers, and contractors at Maplewell Hall School are expected to be familiar with and act in accordance with these legal frameworks and related guidance. Regular training is provided to ensure legal compliance and up-to-date knowledge of statutory requirements.

5. Roles and Responsibilities

Effective safeguarding depends on clear roles, defined responsibilities, and whole-school commitment. All staff at Maplewell Hall School are expected to understand and uphold these duties.

5.1 Designated Safeguarding Lead (DSL)

The DSL for Maplewell Hall School is:

(Rob Cooper: robcooper@maplewell.leics.sch.uk)

Deputy DSLs:

- Chris Hault: c.hault@maplewell.leics.sch.uk
- Kasia Glinka: k.glinka@maplewell.leics.sch.uk
- Jacqui Tarry: j.tarry@maplewell.leics.sch.uk
- Craig Palmer: c.palmer@maplewell.leics.sch.uk
- Rebecca Ryman: r.ryman@maplewell.leics.sch.uk
- Emma Richardson: e.richardson@maplewell.leics.sch.uk
- Martine Johnsen: m.johnsen@maplewell.leics.sch.uk

The DSL and Deputy DSLs can be contacted on 01509 890237 (Main Site) and 01509 891906 (Post-16)

In the absence of the DSL, Deputy DSLs are trained and empowered to carry out the full responsibilities of the role.

The DSL's Core Responsibilities

In line with KCSIE 2024, the DSL is responsible for:

- **Managing Referrals**

Make referrals to children's social care, Channel, and other agencies as needed.

Act as a point of contact for staff to discuss safeguarding concerns.

- **Working with Others**

Liaise with local authority and external agencies, including police and health professionals.

Work closely with the headteacher and governing body on safeguarding matters.

- **Raising Awareness**

Ensure the school's safeguarding policies are known, understood, and used appropriately.

Promote a culture of vigilance and continuous improvement in safeguarding practice.

- **Training and Development**

Deliver and coordinate safeguarding induction and ongoing training for all staff and volunteers.

Stay up to date with relevant safeguarding knowledge and cascade updates to staff.

- **Record Keeping**

Maintain accurate, confidential, and secure records of all safeguarding and child protection concerns.

Oversee the transfer of safeguarding files when a student moves to another school.

- **Promoting a Child-Centred Approach**

Always consider what is in the best interests of the child or young person.

Ensure their voice is heard in all safeguarding matters.

- **Safeguarding During Transitions**

Support the safe transfer of children between settings, ensuring safeguarding information is shared appropriately.

- **Oversight of Early Help**

Identify children who may benefit from early help and coordinate timely support.

- **Online Safety**

Lead on the school's online safety strategy, ensuring appropriate filtering, monitoring, and staff training.

Training and Induction

All staff members will receive 'Essential' safeguarding and child protection training at induction, which will be updated annually. All staff will receive half-termly safeguarding training as part of INSET. New staff will receive face to face training with the DSL

DSL and Deputy DSL Training Requirements

Keeping Children Safe in Education guidance requires that Deputy DSLs receive training to the same standard as the DSL to ensure they are fully equipped to carry out their safeguarding responsibilities when the DSL is unavailable.

1. **Initial Training:** Deputy DSLs should undertake training that equips them with the knowledge and skills to perform their role. This training should be at the same level as the DSL's training.
2. **Regular Updates:** Both DSLs and Deputy DSLs should update their training at least every two years to ensure they remain informed about the latest safeguarding requirements and best practices.
3. **Ongoing Professional Development:** In addition to formal training, Deputy DSLs should refresh their knowledge and skills at least annually through activities such as e-bulletins, meeting other DSLs, or reading up on safeguarding developments.

Specifically, DSLs and Deputy DSLs should keep the following training up to date:

- **Core Initial Training for DSLs**

The local authority provides initial training for the DSL and Deputy DSL which is then refreshed every 2 years using The Key for School Leaders' DSL refresher training. On a rota basis, one member of the safeguarding team will access the local authority safeguarding training during each 2-year period.

- **Prevent Duty Training**

<https://www.gov.uk/guidance/prevent-duty-training>

- **Online Safety Training**

National College course: Annual Advanced Certificate in Online Safety for DSLs & Deputy DSLs (2024-2025)

- **Mental Health Awareness Training**

National College course: Certificate in Understanding Mental Health

- **Advanced Knowledge on Contextual Safeguarding**

2 areas of ongoing concern: National College Certificate in Understanding Child-on-Child Abuse & Bullying and Annual Certificate in Harmful Sexual Behaviour Awareness for DSLs & Deputy DSLs (2024-2025)

- **Safeguarding Adults**

Designated Safeguarding Lead (Adults): Online training course (HSQE)

- **Regular Updates on Safeguarding Practices**

DSL and Deputy DSLs will access 'Safeguarding Matters' each month

5.2 Staff Responsibilities

All staff members at Maplewell Hall School are expected to:

- Read, understand, and follow the school's safeguarding and child protection policies, and key statutory guidance (including KCSIE Part 1 or Annex A as applicable).
- Recognise the signs of abuse, neglect, or other safeguarding issues.
- Report any safeguarding concerns immediately to the DSL or a Deputy DSL, and record concerns accurately using the school's safeguarding procedures.
- Provide a safe, supportive, and inclusive environment for all students.
- Understand the risks associated with online safety and promote positive digital behaviours.
- Participate in initial and refresher safeguarding training as required.
- Maintain a child-centred approach in all interactions and decision-making.
- Raise concerns about the conduct of a colleague or other adult where appropriate, following the school's whistleblowing policy.
- Work collaboratively with the DSL and external agencies to support effective safeguarding.
- Support early help initiatives for students and families in need.
- Listen to students' views and take them seriously.
- Pay particular attention to the needs of vulnerable groups, including those with SEND, LAC, and those at risk of exploitation or harm.

6. Recognising Abuse and Neglect

At Maplewell Hall School, all staff are required to be vigilant in recognising the signs of abuse and neglect, in line with statutory guidance set out in Keeping Children Safe in Education (KCSIE) 2025. Early identification and action are essential to safeguard the welfare of our students, who may be particularly vulnerable due to their special educational needs and/or disabilities (SEND).

6.1 Categories of Abuse

Staff must be alert to the four main categories of abuse, as defined in KCSIE 2025:

- **Physical Abuse:**

Deliberate physical harm or injury to a child, including hitting, shaking, throwing, poisoning, burning, or otherwise causing physical harm.

- Emotional Abuse:

Persistent emotional maltreatment that impacts a child's emotional development, such as conveying to a child they are worthless or unloved, or subjecting them to inappropriate expectations.

- **Sexual Abuse:**

Involving a child in sexual activities (physical contact or non-contact, such as online abuse), whether or not the child is aware of what is happening.

- **Neglect:**

Persistent failure to meet a child's basic physical or psychological needs, likely to result in serious impairment of health or development.

6.2 Additional Safeguarding Risks (as highlighted in KCSIE 2025)

Staff must also be aware of, and able to identify, indicators of wider safeguarding risks, including:

- **Mental Health, Self-Harm, and Suicidal Ideation:**

Changes in behaviour, mood, or presentation that may indicate mental health needs or risk of harm to self. Staff should recognise that safeguarding and mental health are closely linked and know how to escalate concerns.

- **Child Criminal Exploitation (CCE):**

Children forced or manipulated into criminal activities, such as county lines drug trafficking.

- **Child Sexual Exploitation (CSE):**

Children sexually exploited for money, power, or status.

- **Online Safety Risks:**

Exposure to harmful content, grooming, online bullying, sexual or criminal exploitation, and risks from emerging online platforms.

- **Artificial Intelligence (AI), Chatbots, and Chat Companions:**

Many students now interact with AI-powered chatbots and digital companions—on social media, in games, or via standalone apps and websites. These technologies present unique safeguarding risks, including:

- **Inappropriate Content and Advice:** AI chatbots may provide advice or information that is inaccurate, inappropriate, or harmful, especially around sensitive topics like mental health, relationships, or sexuality.
- **Manipulation and Grooming:** Some AI and chat companions can be exploited by adults with harmful intent, or may not have effective safeguards to prevent grooming or manipulation.
- **Data Privacy and Sharing:** AI tools often collect and process personal data, sometimes without clear consent or understanding from the student, putting privacy at risk.

- Emotional Dependency: Students, especially those with SEND, may form attachments to chatbots, making them vulnerable to emotional manipulation or isolation from real-world support.
- Exposure to Harmful Algorithms: AI tools can inadvertently expose students to radicalising, violent, sexual, or otherwise unsuitable material.
- **Sexual Violence and Sexual Harassment:**
 - Sexual violence and sexual harassment between children are serious safeguarding issues and are never acceptable. All staff at Maplewell Hall School must be able to identify, prevent, and respond to:
- **Sexual Violence:**

Includes rape, assault by penetration, or sexual assault. This can occur between any children and may not always be reported immediately due to fear, embarrassment, or a lack of understanding.
- **Sexual Harassment:**

Unwanted conduct of a sexual nature that can occur online and offline. This includes, but is not limited to, sexual comments, jokes, taunting, sharing of sexual images, and unwanted physical contact.
- **Upskirting:**

Upskirting involves taking a picture under a person's clothing without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). Upskirting is a criminal offence under the Voyeurism (Offences) Act 2019 and must always be treated as a safeguarding and criminal matter.
- **Online Sexual Harassment:**

Includes sharing unwanted explicit images, sexualised cyberbullying, and coercive or exploitative interactions online.
- **Sexist Attitudes and Misogyny:**

Staff should be alert to attitudes and behaviours that normalise or excuse sexual violence or harassment, including:

 - Dismissing or minimising reports of sexual harassment ("banter", "boys being boys")
 - Sexist language, jokes, or stereotyping
 - Online or offline misogynistic content that degrades, belittles, or threatens girls and women
 - Peer pressure that encourages sexual aggression, disrespect, or objectification
 - Online communities or influencers promoting misogynistic, incel, or anti-feminist ideologies

- Exposure to misogynistic content—particularly through social media, gaming platforms, or online forums—can shape students’ beliefs and increase the risk of harmful attitudes and behaviours towards women and girls. This may also have a significant impact on the wellbeing, self-esteem, and sense of safety of female students and staff.

- **Child-on-Child Abuse (Non-sexual):**

Non-sexual child-on-child abuse can include, but is not limited to:

- **Physical Abuse:**

Hitting, kicking, biting, hair pulling, or any form of physical assault or violence between students.

- **Bullying (including cyberbullying):**

Deliberate, repeated behaviour intended to hurt another individual emotionally, physically, or psychologically. This includes online bullying through social media, messaging apps, or gaming platforms.

- **Emotional and Psychological Abuse:**

Threatening, taunting, isolating, or manipulating another student, including the use of exclusion, spreading rumours, or controlling friendships.

- **Prejudice-based and Discriminatory Abuse:**

Abuse or bullying based on differences such as SEND, race, ethnicity, religion, gender identity, sexual orientation, or disability.

- **Child Criminal Exploitation (CCE):**

Forcing, coercing, or manipulating a peer into criminal activity, such as theft, drug running (county lines), or other illegal behaviour.

- **Financial Abuse:**

Coercing, threatening, or manipulating another student into giving up money, possessions, or lunch/snack items.

- **Initiation/Hazing-type Violence and Rituals:**

Activities involving harassment, abuse, or humiliation used as a way of initiating a person into a group.

- **Other safeguarding issues outlined in KCSIE 2025:**

This includes, but is not limited to, domestic abuse, radicalisation and extremism, forced marriage, female genital mutilation (FGM), fabricated or induced illness, homelessness, children missing from education, and upskirting.

7. Reporting Concerns

At Maplewell Hall School, all staff have a duty to report any safeguarding or child protection concern, no matter how minor it may seem. Prompt reporting is essential to keeping students safe.

7.1 Immediate and High-Risk Concerns

If you believe a student is at immediate risk of harm or may not be safe to go home:

- You must verbally report your concern to the Designated Safeguarding Lead (DSL) or a Deputy DSL immediately and without delay.
- Never wait to record the concern before telling the DSL/Deputy DSL.
- If the DSL/Deputy DSL is unavailable, seek out a senior member of staff and make it clear the concern is urgent.

Examples of concerns that must be reported immediately include:

- A disclosure or allegation of physical, emotional, or sexual abuse, or neglect, where the alleged perpetrator lives in the child's home.
- Concerns where gathering evidence is time-sensitive (e.g. online grooming, exploitation, or where digital evidence may be deleted).
- A student presenting with unexplained or suspicious injuries, especially if these occurred outside of school.
- Active suicidal ideation—where a student has a clear intent and plan to end their life.
- Mental health crisis or evidence of severe self-harm.
- Any other situation where a student may be at risk of significant harm, or is unsafe to go home.

If in doubt, always err on the side of caution and seek immediate guidance from the DSL/Deputy DSL.

7.2 Non-Immediate Concerns

Non-Immediate concerns—such as minor suspicions, 'niggles', gut feelings, or issues where there is no immediate risk and the student is safe to go home—do not need to be reported in person, but must still be recorded.

All staff should record these concerns using the school's safeguarding reporting system, MyConcern.

If you are unsure whether a concern is non-immediate or immediate, seek advice from the DSL/Deputy DSL.

7.3 Reporting for Volunteers, Visitors, and Staff Without MyConcern Access

Volunteers, visitors, or staff temporarily without access to MyConcern must report all concerns (Immediate or low-level) directly to the DSL or Deputy DSL in person.

The DSL/Deputy DSL will ensure the concern is recorded on MyConcern and appropriate action is taken.

7.4 Record Keeping

All concerns, whether urgent or low-level, must be recorded accurately, factually, and as soon as possible after the concern arises.

Do not investigate the concern yourself—simply record what has been seen, heard, or disclosed.

7.5 Safeguarding Culture

Staff should always feel empowered to report concerns, even if they are unsure. No concern is ever too small.

The safeguarding team will treat all concerns with sensitivity, respect, and confidentiality.

8. Recording Concerns

Accurate, timely, and objective recording of all pastoral, behaviour, and safeguarding information is essential for safeguarding at Maplewell Hall School. All staff are required to use the MyConcern system to log, track, and monitor safeguarding and child protection concerns, actions, decisions, referrals, and outcomes.

8.1 Why Recording Matters

- Chronological safeguarding record

MyConcern maintains a secure, complete history for each student, enabling the DSL and Deputy DSLs to make informed risk assessments and safeguarding decisions.

- Transfer of records

All safeguarding information will be transferred in full to a student's next educational setting and retained until the student reaches the age of 25. Records must be clear for professionals unfamiliar with our context.

- Legal and statutory compliance

Accurate, objective record-keeping is required under KCSIE 2025 and the Data Protection Act 2018.

8.2 How to Record a Concern on MyConcern

When recording any concern, staff must:

- Always use your individual login.

Never use a colleague's account—this is a potential GDPR breach and can damage the chronology of records.

- Include full names:

Clearly record the names of all students involved (victim(s), alleged perpetrator(s), witnesses) so the DSL can accurately assess risk.

- Use Body Map function

Whenever a concern refers to an injury, a body map must be completed.

- Be explicit in the concern summary:

Avoid vague labels (e.g. "safeguarding concern"). Clearly state the nature of your concern.

- Select the correct Notification Group:

Choose the most appropriate group to ensure concerns are triaged correctly (see guidance below).

- Ensure accurate date/time:

Record when the incident or disclosure took place, not just when you are logging it.

- Complete the 'Details of Concern' section:

- Refer to students by full name.
- Use job titles for staff/visitors (e.g. Mr, Mrs, Dr; LSA, Kitchen staff).
- Record facts objectively—avoid opinions.
- Use verbatim quotes where possible.
- Clearly state your concern.
- Provide context—who, what, when, where, and how.
- Use the TED model (Tell, Explain, Describe) to gather information from students, avoiding closed or leading questions.

- **Select the correct location:**

For disclosures, record the location of the incident, not where the disclosure was made.

- Select the most appropriate origin of Concern

The origin of concern indicates how the concern has come to staff attention.

- **Record actions taken:**

- List actions already completed (e.g. support provided, who was called, environment made safe).
- Do not record intended actions—add subsequent actions later as part of the chronology.

- Upload supporting evidence:

Attach any relevant notes, screenshots, photos, or other evidence.

8.3 If MyConcern is Unavailable

- Make a paper record using the headings from MyConcern.
- Sign, date, and time-stamp all entries.
- Report the concern to the DSL/Deputy DSL immediately.
- Scan and upload the paper record to MyConcern when possible, or ask the DSL/Deputy DSL to do so.

8.4 Data Protection and Confidentiality

- All records must be written with the understanding that they may be read by professionals outside the school.
- Ensure content is factual, respectful, and objective.
- Never share your login details; access should be limited to those who require it for their role.

8.5 Safeguarding Notification Groups

- **Main-Site Safeguarding:**
 - Triaged within 48 hours by the DSL.
 - DSL will identify immediate risks, action/referral needs, assign tasks, allocate categories, update chronology, record decisions/rationale.
 - **DSL will move concerns that should be included in the Child Protection transfer file to the 'Child Protection Transfer File' notification group.**
 - DSL will file concerns once all actions and tasks have been completed.
- **Post-16 Safeguarding:**
 - Triaged within 48 hours by the Deputy DSL for Post-16 (Jacqui Tarry or Craig Palmer).
 - Similar process as above, with coordination with the DSL as needed.
- **Filing Justifications:**

When filing any concern, use one or more of the following statements:

- No safeguarding concerns identified
- Information sharing only
- Investigations complete
- Appropriate actions taken
- School support in place
- Tutor team well-placed to monitor
- Police investigation concluded
- Social Care involvement ended

8.6 Behaviour Notification Groups

- **Recording Behaviour on MyConcern:**
 - Select the most appropriate notification group for all behaviour concerns.
 - There are six behaviour notification groups (three for main-site, three for Post-16):
 - Main-Site Wave 1, Wave 2, Wave 3
 - Post-16 Wave 1, Wave 2, Wave 3
- **Wave 1 Behaviour:**
 - For minor issues requiring only a reminder.
 - Bulk filed each half-term by the designated Deputy DSL.
 - Not triaged
 - No categories
- **Wave 2 Behaviour:**
 - Triaged daily.
 - Actioned by teachers/tutors.
 - Monitored by Deputy Head.
 - Categories applied.

- **Wave 3 Behaviour:**
 - Most serious behaviours.
 - Triaged daily by Deputy Head.
 - Actioned by Senior Leaders.
 - Categories applied.

8.7 Special Recording Categories

- **Unescorted Journeys:**

Used for occasions when staff, with SLT permission, drive students without an additional adult present. Staff must follow Unescorted Journeys protocols before proceeding.

- Online Tuition

Used for teachers of online tuition sessions to record participation as an additional safeguarding protection

- **Medical and First Aid**

Used to record medical and first aid information and incidents where there are no related safeguarding concerns. Triaged, categorised and filed by the medical Needs Co-ordinator.

8.8 Good Practice Reminders

Behaviour records are a key safeguarding tool—record any changes or patterns in behaviour that may indicate underlying safeguarding needs.

All staff are trained to recognise and record both safeguarding and behaviour concerns accurately.

9. Safeguarding Supervision

To ensure a proactive and comprehensive safeguarding culture, all recorded concerns are examined through a safeguarding lens.

9.1 Purpose of Safeguarding Supervision

- **Early Identification of Risk:**

Behavioural patterns may signal safeguarding issues. Supervision provides a structured opportunity to review, analyse, and respond to these signals promptly.

- **Embedding Safeguarding in Practice:**

By integrating safeguarding supervision into behaviour management, the school ensures that the welfare of students remains central to all decision-making.

- **Shared Responsibility:**

Safeguarding is everyone's responsibility. Regular supervision sessions for any staff charged with triaging concerns ensures that there is shared ownership of safeguarding practice and decisions.

9.2 Supervision Model and Frequency

- **Structured Approach:**

Safeguarding supervision follows Kolb's Learning Cycle and the 4 x 4 x 4 model of supervision, providing a reflective, evidence-based framework for discussion and learning.

- **Frequency:**

Supervision sessions are held once every half-term, led by the Designated Safeguarding Lead (DSL).

- **Participants:**

Members of the SLT with responsibility for monitoring Wave 2 behaviour concerns (and acting as Deputy DSLs) attend each session.

9.3 Focus and Process

- **Safeguarding Lens:**

The primary goal is to "shine a safeguarding light" on behaviour concerns—exploring whether presenting behaviours may be linked to abuse, harm, or other welfare issues.

- **Collaborative Review:**

Sessions provide a confidential space for SLT members to:

Present and discuss recent behaviour incidents or emerging patterns.

Analyse whether these behaviours could indicate safeguarding issues, such as neglect, exploitation, emotional distress, or contextual risk factors (e.g. family circumstances, peer influences).

Consider the wider context, including SEND needs, relationships, and external pressures.

- **Action Planning:**

Where safeguarding risks are identified, the team develops coordinated plans, including referrals, support interventions, or involvement of external agencies as appropriate.

9.4 Recording and Follow-Up

- **Documentation:**

Every supervision session is documented, including key discussion points, rationale for decisions, and agreed safeguarding actions. This record is securely stored and referenced in the student's safeguarding chronology as needed.

- **Accountability and Follow-Up:**

The DSL ensures that all identified actions are completed—this may include allocating tasks, updating individual support plans, making referrals to safeguarding authorities, or liaising with external partners.

- **Review:**

Outcomes and actions are reviewed at subsequent supervision sessions to ensure follow-through and continuous improvement.

9.5 Impact of Safeguarding Supervision

This supervision process strengthens the school's safeguarding culture by:

- **Proactive Risk Management:**

Regularly reviewing behaviour through a safeguarding lens allows for earlier identification and intervention, reducing risk to students.

- **Integrated, Holistic Practice:**

Safeguarding becomes fully embedded in behaviour management, supporting the wellbeing and safety of all students.

- **Consistent Communication and Shared Learning:**

Structured sessions promote open dialogue and shared expertise among SLT, building collective confidence in responding to complex safeguarding scenarios.

10. Confidentiality, Information Sharing, and Record Keeping

In the context of safeguarding within schools in England, confidentiality refers to the ethical and legal duty of school staff to protect sensitive information about students and their families. Maintaining confidentiality is critical to building trust with students and parents. However, staff must understand that **confidentiality in safeguarding is not absolute**.

The Duty to Share Information

Effective sharing of information between practitioners, local organisations, and agencies is **essential** for the early identification of need, assessment, and provision of services to keep children safe. Serious reviews have repeatedly highlighted that missed opportunities to record and share information in a timely manner can have severe consequences for a child's safety and welfare.

Limits of Confidentiality

- **Never Promise Confidentiality:** A member of staff **must never guarantee confidentiality** to a child, and children should never be promised that information about an allegation will not be shared. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality, which means **only involving those who need to be involved**, such as the Designated Safeguarding Lead (DSL) (or a deputy) and local authority children's social care.
- **Overriding Consent:** If a child's safety or well-being is at risk, the **duty to protect the child outweighs the duty to keep information confidential**. Information must be disclosed promptly if required to safeguard a child.
- **Need to Know Basis:** The Headteacher or Senior Designated Safeguarding Lead (Senior DSL) will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, **only on a 'need to know' basis**. Sensitive information sharing via email or verbally must be managed cautiously and conducted in private settings where unauthorised persons cannot overhear.

Data Protection and Legal Compliance

Staff must comply with data protection laws, such as the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. However:

- **DPA and UK GDPR do not prevent the sharing of information** for the purposes of keeping children safe and promoting their welfare.
- Fears about sharing information **must not be allowed to stand in the way** of the need to safeguard and promote the welfare of children.
- If staff are in doubt about sharing information, they **should speak to the DSL** (or a deputy).
- Record Keeping Requirements
- **All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing**. This robust practice is required across child protection to assist the school and DSL team in the early identification of concerns and the prevention of future harm.
- Content and Quality of Records
- Records should include:
 - A **clear and comprehensive summary** of the concern.
 - Details of **how the concern was followed up and resolved**.
 - A **note of any action taken, decisions reached, and the outcome**.
 - The **rationale for any decisions made**.

- Records must be **factual and evidence-based**, and accurately record any actions. Any opinion or professional judgement must be clearly stated as such.
- A **chronology** of information should be kept, logging activity and helping to identify any patterns or emerging risks and needs over time.

It is important to understand that without information being recorded, it can be lost, which could be crucial evidence in safeguarding a child or in future criminal prosecutions. Staff must ensure timely and accurate recording takes place regarding any issues about a child.

Security and Storage of Records

- **Confidential Storage:** Information should be kept confidential and **stored securely**. It is **good practice to keep concerns and referrals in a separate child protection file** (or 'concern' file) for each child, separated from the main pupil file.
- **Electronic Systems:** The use of electronic management systems (such as MyConcern) must be robust, secure, and appropriate, limiting access to sensitive records to authorised personnel only.
- **Non-Retention of Evidence:** Staff **should never attempt to carry out an investigation** of suspected child abuse, including taking photographic evidence of any injuries or marks to a child's person. Body maps should be used instead to document visible signs of harm and physical injuries in accordance with recording guidance.

Transfer of Child Protection Files

Guidance on the management and transfer of Child Protection Files is a statutory requirement under KCSiE 2025.

- **Timely Transfer:** When a child leaves an educational setting, their child protection or confidential file **must be transferred securely to their new educational setting** when the child goes on roll. For children subject to social care involvement (Child Protection Plan, Child in Need Plan, or Looked After Child status), the file must be transferred **within five working days**.
- **DSL-to-DSL Handover:** The Senior DSLs should liaise directly with the receiving school, college, or alternative placement to share important information and ensure the child remains safeguarded and supported during the transfer.
- **Advance Information Sharing:** Where appropriate, the Senior DSL may share information with the new school in advance of the child leaving to allow the new school to continue supporting children who have had a social worker, been victims of abuse, or are currently receiving support through the 'Channel' programme.
- **Alternative Provision (AP):** If a child attends AP, the safeguarding file remains with the child's school, but the DSL **must share relevant information** to allow the AP to safeguard the child.

- **Retention:** When a student leaves education permanently, the child protection file should be retained **securely until the student's 25th birthday**. A record of the destruction (including the date and method) must be documented by the DSL.

Filtering and Monitoring

We take our duty to safeguard pupils in the digital space seriously and follow the statutory guidance outlined in *Keeping Children Safe in Education (KCSIE)* and the DfE's *Meeting Digital and Technology Standards in Schools and Colleges*. Our approach to filtering and monitoring is robust, multi-layered, and regularly reviewed for effectiveness.

1. Network Infrastructure: emPSN

Our school's broadband is delivered through **emPSN (East Midlands Public Services Network)**, a secure and resilient digital infrastructure specifically designed for schools and public sector organisations. emPSN provides centrally managed access to the internet, DNS, and safeguarding tools, and ensures:

- Strong encryption and protected data pathways
- Network-level filtering and firewall protections
- Centralised safeguarding integration

2. Web Filtering with Netsweeper

We use **Netsweeper** for real-time, category-based content filtering. It is deployed via a **transparent proxy** at the emPSN network edge and, where appropriate, through **client-based agents** on school-managed devices.

A. Key Filtering Features

- **User and device-based filtering policies**, tailored to staff, students, BYOD, and shared machines
- **SSL inspection** to analyse encrypted traffic (e.g. HTTPS)
- **SafeSearch enforcement** on Google, Bing, and YouTube
- **Time-based filtering rules** (e.g. after-hours restrictions)
- **Automated keyword detection and alerts** for safeguarding issues such as self-harm, radicalisation, bullying, or grooming

B. Policy Management

- Filtering policies are managed through the **Netsweeper WebAdmin portal**
- User authentication via:
 - Active Directory (LDAP)
 - Captive Portal access
 - Netsweeper Client Agent

- Filtering logs are centralised and fully auditable

3. Monitoring and Safeguarding Alerts

- All internet activity is **monitored and logged centrally**
- Monitoring dashboards allow filtering by:
 - **User or device**
 - **Time/date of access**
 - **Website/category visited**
 - **Allowed vs. blocked content**
- **Real-time alerts** notify the safeguarding team of high-risk activity
- Data is reviewed by the DSL and used to respond to concerns appropriately

4. Firewalls and Network Security

A. emPSN-Managed Firewalls

- Enterprise-grade firewalls provide:
 - Port filtering (restricting traffic to essential services only)
 - Intrusion prevention and application control
 - Malware scanning, geoblocking, and botnet protection
- Firewalls are maintained and updated in line with **NCSC (National Cyber Security Centre)** standards

B. School-Managed Local Firewalls

- Complementary firewalls managed on-site align with **DfE Cybersecurity Standards**, including:
 - **Default-deny outbound filtering**
 - Logging and alerting on firewall activity
 - Formal change management procedures

5. Classroom-Level Filtering and Oversight

We also use **Classroom.cloud**, a cloud-based tool that supports teachers in managing and monitoring student device use during lessons. Features include:

- Live device and screen monitoring
- On-demand web filtering and access control
- Activity reports for safeguarding and learning audits

This adds a **layer of visibility and control at classroom level**, supporting safe and focused digital learning environments.

6. Governance, Oversight, and Review

- The **DSL** oversees all filtering and monitoring alerts and ensures timely safeguarding responses
- The **IT team** is responsible for the technical configuration and routine audit of systems
- The **Governing Body** receives termly reports on filtering and monitoring as part of safeguarding updates
- Systems are **reviewed annually** or sooner in response to emerging risks or incidents

7. Education and Awareness

- Staff are trained annually on the scope and limits of filtering and monitoring
- Pupils receive regular online safety education through the curriculum and assemblies
- Parents are provided with guidance on home online safety and reporting concerns

Use of School Premises by External Organisations

In line with *Keeping Children Safe in Education (2025)*, paragraph 167, the Governing Body recognises its responsibility to ensure that any external organisations or individuals hiring or using the school premises have appropriate safeguarding and child protection arrangements in place.

- The **Governing Body (or delegated school leader)** will seek written assurance that all external providers, hirers, or community groups using the premises:
 - Have their own **safeguarding and child protection policy** which is consistent with local statutory guidance and *KCSiE*;
 - Ensure that all adults working with children have undergone appropriate **safer recruitment** and **DBS checks**; and
- Understand and agree to comply with the school's own **safeguarding expectations** and **code of conduct** while on site.
- Where such assurance cannot be obtained, **the hire or use of premises will not be permitted.**
- The **Designated Safeguarding Lead (DSL)** will retain oversight of all premises hire agreements involving children or young people and will report any concerns to the Headteacher and Governing Body.

Virtual School Head (VSH) and Children in Kinship Care

In accordance with *Keeping Children Safe in Education (2025)* and the *LCC Model Safeguarding Policy*, the Governing Body recognises that the **Virtual School Head (VSH)** has statutory responsibility for promoting the educational achievement of:

- **Looked-after children,**
- **Previously looked-after children,** and
- **Children in kinship care arrangements** (including those under special guardianship, child arrangements, or other informal kinship care settings).

The school will:

- Work in partnership with the **VSH, Social Care,** and **carers** to ensure that children in kinship care receive appropriate educational support and monitoring;
- Ensure that the **Designated Teacher** and **Designated Safeguarding Lead (DSL)** maintain oversight of the progress, attendance, and wellbeing of these pupils; and
- Share relevant information promptly with the VSH and other agencies, in line with statutory guidance and data-sharing protocols.

Maplewell Hall School's Designated Teacher is Jacqui Tarry (Assistant Head)

This collaboration aims to ensure that children in kinship care have equitable access to education, targeted support, and opportunities to achieve positive outcomes.

External Safeguarding Partners' Contact Details

When making a referral to Childrens' or Adults Social Care, referrals should be made to the authority where the students resides. The following authorities currently, or historically have students on roll at Maplewell.

Leicestershire Children's Services:

- Immediate Concerns: First Response – 0116 3050005
- Non-Immediate Concerns: MARF - <https://www.leicestershire.gov.uk/leisure-and-community/community-safety/report-abuse-or-neglect-of-a-child>

Leicestershire Adult Social Care:

- 0116 305 0004
- Emergency Duty Team – 0116 305 0888

Leicester City Childrens' Social Care:

- All concerns - 01164 454 1004

Leicester City Adult Social Care:

- 0116 454 1004

Derbyshire Children's Services:

- All concerns – 01629 533190

Derbyshire Adult Social Care:

- 01629 533190
- Assessment for Care - <https://www.derbyshire.gov.uk/social-health/adult-care-and-wellbeing/how-to-access-care-and-support/your-assessment/your-assessment.aspx>

Derby City Children's Services:

- Immediate Concerns (Office hours) – 01332 641172
- Out of hours – 01332 956607
- Non-Immediate Concerns (Generic Contact Form) - https://myaccount.derby.gov.uk/service/contact_us

Derby City Adult Social Care:

- Vulnerable Adult Safeguarding Referral form - https://myaccount.derby.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-fbdb235-05bf-46ad-bac7-6917c0e88b49/AF-Stage-ed36f69a-311d-4a9d-b7e7-33389e4d6a59/definition.json&redirectlink=%2Fen&cancelRedirectLink=%2Fen&consentMessage=yes

Rutland Children's Services:

- 01572 722577
- ChildrensReferrals@rutland.gov.uk

Rutland Adult Social Care

- Professional Referrals Portal - https://socialcare.rutland.gov.uk/web/portal/pages/professional?_ga=2.239900614.431978336.1762522272-4851477.1762522272
- 01772 758341

Nottinghamshire Children's Services

- Online referral form - <https://www.nottinghamshire.gov.uk/care/safeguarding/childrens-mash/report-a-new-concern-about-a-child>
- 0300 500 80 90

Nottinghamshire Adult Social Care

- Online referral form - <https://www.nottinghamshire.gov.uk/care/safeguarding/adult-safeguarding-hub/professionals-report-abuse>
- 0300 500 80 90

Nottingham City Children's Services

- Immediate Concerns – 0115 876 4800
- Non-Immediate Concerns - https://myaccount.nottinghamcity.gov.uk/service/request_for_help_and_support_for_a_child

Nottingham City Adult Social Care

- https://myaccount.nottinghamcity.gov.uk/en/service/Adult_Social_Care_Safeguarding_Form
- 0115 8763330

Staffordshire Childrens' Services

- Office hours – 0300 111 8007
- Out of hours – 0345 604 2886

Staffordshire Adult Social Care

- Office hours – 0345 604 2719
- Out of hours – 0345 604 2886

Sandwell Children's Services

- Immediate – 0121 569 3100
- Non-Immediate - <https://www.sandwellcsp.org.uk/key-safeguarding-issues/multi-agency-thresholds-request-form/>

Sandwell Adult Social Care

- Office hours – 0121 569 2266
- Out of hours – 0121 569 2355
- sandwell_enquiry@sandwell.gov.uk

When making a referral to the police, referrals should be made to the police force where the alleged crime was committed using these national numbers.

Police:

- Immediate Concerns 999
- Non-Immediate Concerns 101

Leicestershire Local Authority Designated Officer (LADO:

- https://leicestershirecc-self.achieveservice.com/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-publish://AF-Process-23461d11-ca5e-4e38-8371-000453909a3f/AF-Stage-43d84695-d890-4c9c-8aaf-1f062ceffebd/definition.json&process=1&process_uri=sandbox-processes://AF-Process-23461d11-ca5e-4e38-8371-000453909a3f&process_id=AF-Process-23461d11-ca5e-4e38-8371-000453909a3f