

Burton End Primary Academy Child Protection Procedures

Date: September 2026 Next review due by September 2027

Our designated safeguarding staff:

			
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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, governors, volunteers and the wider school community. They form part of the safeguarding arrangements for our school. They should be read in conjunction with the trust's [policies](#) on safeguarding, safer recruitment and selection, staff code of conduct, health and safety, acceptable use of ICT and online safety, and the school's policies on behaviour (including the anti-bullying strategy and approach to physical intervention) and educational visits policy. They should also be read in conjunction with Keeping Children Safe in Education (Department for Education). Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

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

Expectations

All staff and volunteers must sign to confirm they have read and agree to these procedures before they start working with us, and whenever these procedures change. These procedures, or a parent-friendly summary of the school's safeguarding arrangements, will be made available to parents and carers, including through the school website and on request. 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:

- f. 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
- g. must work, and be seen to work, in an open and transparent way
- h. must acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- i. must discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- j. must apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation

- k. 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
- l. 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).

Our school promotes an inclusive, anti-discriminatory culture in which racism, faith-based prejudice, faith-targeted abuse and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities. All staff should recognise that prejudice-based harm may affect a child's welfare, wellbeing, mental health, sense of safety and willingness to seek help. Staff must remain alert to its signs and impact and ensure concerns are considered within safeguarding practice where appropriate.

All staff must read Part One of Keeping Children Safe in Education 2026 and confirm that they have understood it.

Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Staff should be alert to emerging needs, including changes in behaviour, attendance, presentation, family circumstances, mental health, online activity, peer relationships and wider contextual risks.

Concerns should be shared with the DSL so that appropriate support, advice, Family Help/Early Help, or a referral to children's social care can be considered. Local terminology and referral routes should be reflected in the school's early help offer below.

Mental health, self-harm and suicide

Staff should recognise that mental health concerns, including self-harm, suicidal thoughts or a significant deterioration in emotional wellbeing, may indicate that a child is at risk of harm. Any concern must be shared with the DSL immediately. Where there is an immediate risk to life or serious injury, emergency services must be contacted without delay. Mental health concerns should be considered alongside attendance, behaviour, family circumstances, online activity, peer relationships, SEND and other safeguarding information.

At Burton End Primary Academy we understand that from time to time family and home life can have its complications. At these times, our families may require some additional help and support. Our Early Help Offer below explains some of the ways in which we can support and advise our families during these times:

-Relationships with children and families are our top priority we use Trauma Perceptive Practice (TPP) to underpin our approach.

- All staff are trained in Trauma Perceptive Practice (TPP)
- Zones of regulation (including a universal, targeted and specialist offer)
- Emotional Literacy Support Assistants
- Mental health first aid trained staff
- School funded therapy for small groups or individuals (this included integrated arts therapy provided by therapists from Room 4 and music therapy provided by a therapist from Suffolk Music Therapy Service)
- Parent workshops/support with pastoral staff (including DSL, trauma informed practitioner and staff trained in domestic violence)
- PSHE Curriculum (including online safety and relationships and sexual health Education)
- Termly support for parents and children from OM Health and Wellbeing Consultancy
- Access to our school 'Top up shed' and food parcels
- Affordable breakfast club and after-school clubs
- Financial support for uniform and school visits
- Partnership working with Education Welfare Officer
- Partnership working with Family Support Workers from Suffolk local authority (formally known as the Early Help Team)
- Partnership working with Primary Mental Health Worker
- Partnership working with our local Police Community Support Officer (PCSO)
- Referrals to other agencies - Schools Nursing Team, Neurodevelopmental pathway (NDD), Emotional Wellbeing Hub, Specialist Education Services (SES)

Attendance and children missing education

Attendance is a safeguarding matter. Staff should report concerns about absence, patterns of non-attendance, persistent absence, part-time timetables, children missing education, or children who are difficult to contact or have not been seen. The DSL and attendance lead will consider whether absence may indicate neglect, exploitation, mental health need, unmet SEND, family stress, or other safeguarding concerns.

Particular attention must be given to absence or changes in presentation involving children with SEND, medical needs, young carers, children attending alternative provision and children known to children's social care. Staff must consider whether communication needs, disability, health, caring responsibilities or placement arrangements may increase vulnerability or create barriers to reporting harm.

The school retains responsibility for safeguarding pupils placed in alternative provision. Attendance, welfare, safeguarding information and the suitability of the

placement must be monitored regularly, with concerns recorded and acted upon promptly.

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 one of Keeping Children Safe in Education 2026). Children sometimes suffer more than one type of abuse at a time. Children as well as adults can be abusers; child-on-child abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” (see Part five of Keeping Children Safe in Education 2026). 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.

Our school promotes an inclusive, anti-discriminatory culture in which racism, faith-based prejudice, faith-targeted abuse and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities. All staff should recognise that prejudice-based harm may affect a child’s welfare, wellbeing, mental health, sense of safety and willingness to seek help. Staff must remain alert to the signs and impact and ensure concerns are considered within safeguarding practice where appropriate.

Concerns must be considered in the wider context, including peer groups, online activity and risks outside school. The absence of a formal disclosure does not mean that abuse has not occurred.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation, language barriers or wider family/contextual factors. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns about a child. Staff should listen carefully to children, take their views seriously, and consider what life is like for the child. Children should be helped to identify trusted adults in school and should know how to raise worries or concerns.

Contextual safeguarding and extra-familial harm

Staff should be aware that children may be at risk of harm outside the family home, including in peer groups, school, the local community, online spaces, transport, parks, parties, and through exploitation. Concerns about extra-familial harm should be recorded and shared with the DSL, even where there is no concern about parenting.

Serious violence and weapons

Any information that a child possesses, has used, has threatened to use or intends to obtain a weapon must be reported to the DSL immediately. Staff should not investigate the matter themselves. The DSL will consider the immediate safety of pupils and staff, police involvement, exploitation, peer-group and online influences, and whether a referral to children’s social care or other agencies is required.

Children who are questioning their gender

Where a child is questioning their gender, staff must respond in a calm, respectful and safeguarding-led way. Any request or concern should be shared with the DSL so

that the child's welfare, voice, family context, vulnerabilities and wider safeguarding needs can be considered. Decisions should not be made by individual staff members in isolation and must be considered in line with KCSIE 2026, equalities duties, safeguarding procedures and any relevant Trust guidance.

Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. We adopt a whole-school approach to online safety to protect and educate pupils, students and staff in their use of technology, and to establish mechanisms to identify, intervene and escalate concerns as appropriate. The school's online safety arrangements include appropriate filtering and monitoring systems, staff training, pupil education, and clear routes for reporting and escalating online concerns.

Children have access to the Internet from many places, home, school, friends' homes, libraries and in many cases mobile phones as well as many gaming devices. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

At Burton End we strive to take an effective whole school approach to online safety which empowers all members of the school community to use the internet safely but also being able to identify and escalate any concerns where appropriate. An extensive Online Safety curriculum is in place across all year groups in order to educate and support pupils in their online safety usage. Appropriate use of mobile phones will be taught to pupils as part of their online safety programme. Online Safeguarding concerns, including the use of mobile devices, will be taken seriously and followed up by a member of the Safeguarding Team. Pupils are not permitted to have mobile phones in the school. For more information, please refer to the Unity Schools Partnership Online Safety Policy.

Staff should be alert to online harms including harmful content, online sexual abuse, grooming, radicalisation, cyberbullying, misogyny, image-based abuse, deepfakes, artificial intelligence-enabled harms, and risks arising from mobile and smart technology. Concerns must be recorded and passed to the DSL in line with these procedures.

Mobile phones and smart technology

The school has a clear policy on the use of mobile phones and smart technology by pupils, staff, visitors and volunteers. This includes arrangements for the school day, trips and visits, one-to-one working, use of personal devices, image-taking, and the reporting of any breach or safeguarding concern. The policy is communicated to pupils, parents, staff and visitors and is reviewed regularly.

Children hand their phones in to the member of SLT on the Key Stage two gate when they arrive at school in the morning and these are kept securely until the end of the day when children collect them as they exit the school gates.

Artificial intelligence and emerging online risks

Staff should recognise that artificial intelligence and emerging technologies can be used to create, alter or share harmful content, including deepfakes, impersonation, sexualised images, bullying or harassment material, and extremist or harmful content. Any concern involving AI-enabled harm should be treated as a safeguarding concern and reported to the DSL without delay.

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.

- e. **Do not investigate.** Where clarification is essential, use only minimal, open prompts such as “Tell me what happened”, “Explain what you mean” or “Describe what happened next”. Do not ask leading, repeated or investigative questions. **Do not discuss your concerns with the parent(s) if this may increase the risk to the child.**
- f. 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 (the DSL) so that she can help us think about how to keep you safe.’

- g. **Inform the DSL immediately.** If the DSL is not available, inform a Deputy DSL. If none of the designated safeguarding staff or headteacher are available, you must make the referral yourself. Details of how to do this are at the end of these procedures.
- h. As soon as possible after the event, make a written record following the school's procedures: this must be recorded on the CPOMs system; along with a verbal conversation with the DSL (or alternate DSL) if the child could be at immediate risk of harm. Professionals who are not members of school/trust staff and therefore do not have access to CPOMS must record their concern on a pink form which is available from the school office. This form must be handed to the DSL (or alternate DSL) 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.

Operation Encompass

Where the school participates in Operation Encompass, notifications are received by trained key adults and are considered as part of the school's safeguarding response. Information is shared only with staff who need to know in order to support and safeguard the child.

Who to pass concerns on to

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

Concerns about another adult in the school

Safeguarding concerns about another adult in the school that may meet the harms threshold set out below, must be referred to the Headteacher (or whoever is fulfilling the role in their absence) without delay. If the concerns are about the Headteacher (or a relative of the Headteacher working at the school) they must be referred to the relevant trust Director of Education. They will contact the Trust Safeguarding Lead who will contact the Local Authority Designated Officer (LADO), within one working day, in respect of all cases that may meet the harms threshold, i.e. in which it is alleged that a person who works with children has:

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

If you feel your concern has not been responded to appropriately, please contact the Trust Safeguarding Leads (TrustDsl@unitysp.co.uk)

Low level concerns that do not meet the harms threshold set out above, should also be reported to the Headteacher. If they are about the Headteacher (or a relative of the

Headteacher working at the school), they should be reported to the Director of Education. If they are about a member of the trust central team, they should be reported to the Chief Executive Officer. All low-level concerns will be recorded in writing by the person to whom they are reported. The record should include details of the concern, the context in which the concern arose, action taken and the rationale for decisions.

The term 'low level' concern does not mean that it is insignificant. A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a nagging doubt – that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff (and persons in a position of trust) code of conduct, including inappropriate conduct outside of work, but that does not meet the harms threshold for referral to the LADO. Examples of such behaviour could include, but are not limited to:

- 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,
- humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that might look inappropriate but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Sharing, recording and dealing with low level concerns appropriately not only keeps children safe but also protects those working in or on behalf of schools.

Self-reporting by staff

Staff must promptly self-report any interaction, conduct, boundary issue, physical contact or incident that could reasonably be misunderstood, may have caused harm, or may have fallen below the Staff Code of Conduct. Self-reporting supports transparency and allows advice or protective action to be taken at an early stage.

Use of the school premises by external providers

Where safeguarding concerns relate to an individual or organisation using school premises, including before/after school provision, clubs, lettings or external providers, the concern must be reported to the Headteacher/DSL and managed in line with the Trust safeguarding procedures, including consideration of LADO referral where appropriate.

Data (Use and Access) Act 2025

Staff must share safeguarding information with the DSL promptly. The DSL will share information with other professionals where it is necessary, proportionate and in the child's best interests. Data protection legislation, including the UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025, does not prevent appropriate safeguarding information sharing. Consent is not always required where a child may be at risk of harm.

Whistleblowing

If you are concerned about poor or unsafe practice or potential failures in the school's safeguarding regime, these should be raised with the Headteacher or the Chair of the local governing body, in the first instance. Please refer to the Trust's [whistleblowing policy](#).

The [NSPCC Whistleblowing Advice Line](#) is available for those who do not feel able to raise concerns regarding child protection failures internally. You can call: 0800 028 0285. This line is available from 8:00 to 20:00, Monday to Friday or email: help@nspcc.org.uk.

DSL cover arrangements

The school will ensure that appropriate DSL or Deputy DSL cover is available during the school day and for any school-arranged activity. Cover arrangements, including access to safeguarding records, confidential communications and local referral information, will be communicated clearly to staff. Safeguarding arrangements must not depend upon one individual being available.

At Burton End Primary Academy, we have a large safeguarding team which ensures that there is always someone available. Rotas are created during school closures to provide adequate cover and support.

Reviewing these procedures

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

Contact details for the local authority

1. To seek advice before making a referral to the local authority contact the MASH (Multi Agency Safeguarding Hub) Professional Consultation Line 03456061499. An online chat function is also available [Multi-Agency Safeguarding Hub \(MASH\) - Suffolk County Council](#)
2. To make a referral to the local authority contact Customer First Call 0808 800 4005 Referrals can also be made via the online portal [Reporting a child at risk of harm, abuse or neglect \(safeguarding\) - Suffolk County Council](#)