

Policy for Safeguarding incorporating Child Protection Annex A

Academy-specific information

To be completed and published on individual academy websites. The local AC must approve Annex A at the first meeting of each new academic year.

Context

It is crucial that all staff and volunteers understand the importance of acting immediately on any safeguarding concerns that arise. This guidance has been developed to give clear direction to staff, volunteers, visitors and parents about our safeguarding procedures. This appendix should be read in conjunction with the whole school safeguarding policy and not as a standalone document. Unless otherwise stated within this guidance, our normal safeguarding procedures should be adhered to.

The purpose of Glade Academy's safeguarding policy is to ensure every child who is a registered pupil at our academy is safe and protected from harm. This means we will always work to:

- Protect children and young people at our academy from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our academy grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our academy to have the best outcomes.
- This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our academy.
- Our academy fully recognises the contribution it can make to protect children from harm and support and promote the welfare of all children who are registered pupils at our academy. The elements of our policy are prevention, protection and support.
- This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

OUR ETHOS

The child's welfare is of paramount importance. Our academy will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our academy will be able to talk freely to any member of staff at our academy if they are worried or concerned about something.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our academy play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.**

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult may have to do with any information they have chosen to disclose.

All adults who come into our academy are aware of our procedures relating to Safeguarding as posters are displayed prominently in all areas – including in the adults' toilets.

Our Safeguarding procedures, and our expectations around this also form a key part of our induction process.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills:

- ✓ Children study a unit of work linked to British Values, democracy, rights and safety each year. These Citizenship units include themes such as Local democracy, refugees and asylum seekers, rules and laws, children's rights and human rights and responsibility. Children also study a unit on either racism, or gender stereotypes and homophobia depending on their age.
- ✓ Children also study another unit of work solely focussed on leading healthy and safe lifestyles. This includes healthy eating and exercise, bullying and assertiveness, safety in the home, fire safety, road safety and essential first aid skills.
- ✓ Our Drug, and Relationship and Sex Education programmes are developed in partnership with Healthy Schools. These programmes are delivered in such a way that both pupils and parents are provided with the opportunities to discuss issues or worries in a safe and accepting environment.

- ✓ As well as an on-going dialogue where appropriate about E-safety we deliver dedicated lessons at the beginning of each year so that children understand the risks associated with the Internet, console games and social media. We provide E-safety links on our website for the benefit of our children and parents and regular E-safety workshops for our parents and carers.
- ✓ Whilst keeping safe is taught explicitly, the whole school ethos reflects safety, responsibility and respect between adults and children. We openly discuss with pupils how school rules and procedures keep them safe and what to do if they feel unsafe or see anything which worries them in or out of school.
- ✓ Children are also given the opportunity to discuss anything which is worrying them with any member of staff either by visiting them during the day or by dropping a note into their class's 'Listening Box'.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with ['Working Together to Safeguard Children'](#) DfE (July 2018)

All staff and volunteers at Glade Academy know that they are responsible for upholding our expectations in relation to Safeguarding children whilst at school, and at all times whilst conducting their lives away from school. They must always be mindful of how their actions, and inactions, may be perceived by others, and they must always follow the school's guidance and expectations in relation to Safeguarding children.

Key Contact Information:

Role	Name	Contact details incl. those when working remotely:
Designated Safeguarding Lead (DSL)	Tracey McCarthy	01842 811580
Deputy DSL	Liz Peck	01842 811580
Deputy DSL with responsibility for filtering and monitoring the IT system in the academy	Kieron McDonald	01842 811580
Mental Health Lead	Jayne Jones Lucy McCloskey	01842 811580
Nominated Senior Leader in the absence of a trained DSL	Lucy McCloskey	01842 811580
Principal	Tracey McCarthy	01842 811580
Named Safeguarding Governor	Annmarie Cheshire	01842 811580
Chair of Academy Council	Maureen Eade	EMAT Trust Offices

Vulnerable Children

For the purposes of this guidance, vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, in line with the [DfE guidance](#).

At all EMAT Academies we will be especially conscious of the needs of all pupils with an EHC plan in consultation with the Local Authority and parents.

At EMAT Academies, our Designated Safeguarding Leads and other Senior Leaders will work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head (VSH) for looked-after and previously looked-after children.

Our Designated Safeguarding Leads know who our most vulnerable children are.

Attendance monitoring

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from the academy or who go missing from education:

If a child does not arrive at school we follow this process:

- We operate a 'First Day Calling' policy, and endeavour to call all parents and carers of children absent from school by 9.30am each morning, if we have not heard from them before this point;
- If the child is vulnerable, office staff will then ensure that the most senior member of staff on-site is aware of the outcome of their phonecall...this will be logged on CPOMs;
- If the child has an allocated social worker, or member of the early help team, they will be notified that the child is not in school and of the outcomes of first day calling;
- If office staff have been unable to contact the child's family / carers, the most senior available member of staff will ask another member of school staff to accompany them on a home visit;
- We review attendance across the school at regular intervals (at least fortnightly, and more frequently than this for children whose patterns of attendance are a cause for concern), focusing on any child whose attendance is less than 95%...we follow up these reviews with meetings with parents, letters, phonecalls and fixed penalty referrals to the LA as appropriate;
- We follow Suffolk's procedures for Children Missing in Education;

To enable us to effectively support the attendance of all children, we ask parents/carers to confirm that emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Where concerns are flagged around a child's attendance through one of our fortnightly attendance meetings (or in addition to these meetings) relevant staff will discuss these concerns and agree on a plan of action, which could include:

- A phone call to the parents / carers;
- A verbal conversation with the parents / carers;
- A letter written to the parents / carers;
- A meeting with the parents / carers;
- The setting up of an attendance contract with the parents / carers;
- Wishes and feelings work being carried out with the child/ren;
- Support for the family;
- A referral being made to the LA for a fixed penalty notice.

The Designated Safeguarding Lead at Glade Academy

We have identified key designated contacts for safeguarding at our school in section 5.2. of this guidance.

At all EMAT Academies we aim to have a trained DSL (or deputy) available onsite whenever possible.

Where a trained DSL or deputy is not on site, a senior leader will take responsibility for co-ordinating safeguarding arrangements in place on-site. This might include updating and managing access to child protection / our online safeguarding management information system, liaising with the off-site DSL (and/or deputy) and, as necessary, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the academy.

We will ensure that all staff and volunteers know how to contact and have access to advice from a trained DSL (or deputy).

We will work in partnership with children, parents and other agencies to safeguard and promote the welfare of children. Our DSLs will keep up to date with the latest [Norfolk/Suffolk Safeguarding Children Partnership advice](#) and guidance from the [LA](#). Our DSLs will engage with social workers, and attend all multi-agency meetings, contributing to [child protection conferences](#) and [Developing Child Protection Plans](#).

Role of the designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection.

Glade Academy has the following designated safeguarding leads (and deputies):

Our DSL is Tracey McCarthy.

Our Deputy DSLs are Liz Peck and Kieron McDonald.

Manage Referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring service as required; and
- Refer cases where a crime may have been committed to the police as required.

We recognise the different forms that child on child abuse, including sexting, can take and will ensure it is not tolerated within our academy having procedures in place to minimise this form of abuse. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

Work with others

- Liaise with the principal to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" (as per part four of Keeping Children Safe in Education) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support and advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this may be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school or colleges child protection policy and procedures, especially new and part time staff
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Obtain access to resources and attend any relevant or refresher training courses and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in measures the school may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies and proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

Out of hours designated safeguarding leads are Tracey McCarthy, Liz Peck and Kieron McDonald and can be contacted on their mobile phones or school email, and through the electronic CPOMs system.

Procedures for Reporting Concerns

The principles for responding to safeguarding concerns as outlined in Section 5 of the main body of the safeguarding policy still apply. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

All concerns should be reported immediately and without delay in line with our usual procedures.

It is important that all staff who interact with children, including online, look out for signs a child may be at risk including at risk from child on child abuse and exploitation. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children's social care and as required the police.

If a member of staff has a concern they should log their concern on CPOMs and let the DSL know that they have done this. If they do not have access to CPOMs they should use one of the school's yellow Safeguarding forms, available in both the staffroom and the school office, filling in all relevant sections. They should then pass this form directly to the DSL.

Staff are also reminded of the need to adhere to our Staff Code of Conduct and safer working practice [guidance](#). Staff should report any concerns they have about adults who are working with children in line with Section 12 of the safeguarding policy.

Staff Training and induction

All existing staff and volunteers have received a safeguarding induction and training. They have read part 1 and section A of '*Keeping Children Safe in Education*' (2026) and are expected to continue to follow this guidance.

Where new staff are recruited, or new volunteers join our academy, they will be provided with a safeguarding induction as outlined in Section 4 of the main policy.

If staff are deployed from another education or children's workforce setting to work in our academy, we will verify that they have received safeguarding training and they will be given a copy of our safeguarding policy and information about our procedures including information about our DSL arrangements.

Safer recruitment of staff & volunteers and movement of staff

It is essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will follow our safer recruitment and selection policy, the procedures outlined in Section 10 of the safeguarding policy and Part 3 of *'Keeping Children Safe in Education'* (2022).

Where we use volunteers in our school, we will continue to follow the checking and risk assessment processes as set out in KCSIE and our own safer recruitment and selection policy. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

If staff are deployed from another education or children's workforce setting to work in our academy, we will risk assess the movement of staff and seek written assurances from the current employer that the individual has undergone all the safer recruitment required checks as set out in Part 3 of KCSIE and there are no concerns about their suitability to work with children.

At all EMAT Academies we will follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult in accordance with *'Keeping Children Safe in Education'* (2022). We will also make referrals to the Teaching Regulation Agency (TRA) in line with statutory guidance.

We will keep the single central record (SCR) up to date and use this as a means to log everyone that will be working or volunteering in our academy on any given day, including any staff who may be on loan from other institutions. The SCR will also be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

Online Safety

At all EMAT Academies we recognise that it is more important than ever that we provide a safe environment for pupils including online. We will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online via our IT systems and/or recommended resources.

The safety of pupils when they are asked to work online is of paramount importance. The same principles as set out in our staff code of conduct must be applied to all online teaching. All staff should ensure that they have read the staff code of conduct, associated [safer working practice guidance](#) and are clear about the acceptable use of technologies, staff pupil/student relationships and communication including the use of social media.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

We will ensure that children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes to key school staff, we will also signpost children to age appropriate practical support from external organisations such as:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

We will also communicate with parents to reinforce the importance of children being safe online. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access as well as who from the academy (if anyone) their child is going to be interacting with online.

Where parents and carers choose to supplement the academy's online offer with support from online companies and in some cases individual tutors, we will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

We will signpost parents and carers to advice what will help them keep their children safe online including:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online.
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- [Internet Matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation.
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Mental Health

- At all EMAT Academies we recognise that negative experiences and distressing life events can affect the mental health of children and their parents; we will ensure appropriate support is in place for them.
- We will ensure that staff understand that mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. DSLs will make reference to the DfE guidance [Mental health and behaviour in schools](#) to help identify children who might need additional support, and to put this support in place.

Notice regarding contact with school pupils outside school hours:

The need for information of this nature **applies to:**

- all employees at Glade Academy;
- any form of contact outside the usual work context between staff and students or their families. This includes non-direct contact such as telephone, via text message, email or on social networking sites.
- contact outside the usual work context between staff and former students, including those who have grown to adults.

This information cannot cover all situations. Staff at times will be required to exercise their professional judgment and should seek guidance and support from the Principal, or from a Deputy DSL, if he or she is unsure as to how to handle a situation.

Depending on the circumstances, inappropriate contact and/or a failure to follow advice will be treated seriously and could lead to the initiation of the Safeguarding procedures of the Local Authority and to disciplinary action.

If the Principal is unsure as to how to handle a situation within the context of this information, she should discuss her concerns with HR in the first instance.

It is the policy of Glade Academy that there will be no personal contact other than in certain exceptional circumstances, between staff and current or former students outside the normal working environment. Examples of exceptional circumstances could include: sporting activities, organised social circumstances (such as organised sports events, shared interests such as volunteering or scouts, or if their own child attends Glade Academy). Guidance on Safer Working Practice is explicit that **staff should not establish or seek to establish social contact with students for the purpose of securing friendship or to pursue or strengthen a relationship.**

The reasons for this are:

- Such contact can blur the professional boundaries between the staff member and student

- Such contact can compromise confidentiality
- Such contact can place both student and the staff member in a position of vulnerability
- Students at the academy may struggle to differentiate between the role of staff member and friend. They may therefore have expectations which the staff member cannot fulfil.
- Such contact could be considered rightly or wrongly as grooming.

1. INTENDED CONTACT

- a. In many cases contact outside the working environment is normal. For example, where staff have their own children at school; their friends are visiting or where private tuition is provided.
- b. **Any proposed work-related contact, outside of the normal working environment, must be agreed in advance by the Principal**, (for example private tuition). If agreed, a record of this must be kept on the staff members' personal file and the student's file. The record must set out reasons for the proposed contact.
- c. All such contact must also be monitored by the member of staff's line manager and the Principal.
- d. For situations involving former students - see Clause 5.

2. UNPLANNED CONTACT

Unplanned or unexpected contact with students, with whom a member of staff may or may not have on-going professional contact, is inevitable at some point and this should be of a minimal nature (e.g. a brief greeting in the street).

3. CONTACT WITH CURRENT STUDENTS WITHIN THE ACADEMY

- a. Copies of any correspondence received by a member of staff should be drawn to the attention of their line manager and the Principal and filed with any response in the appropriate school's records system.
- b. The Academy internal email system and computer equipment should only be used in accordance with the Academy's I.T. policy and the internal email system shall be the sole means of email contact between staff and students in the Academy.
- c. **Staff should be cautious when using social networking sites outside of work and avoid publishing, or allowing to be published, any material, including comments or images, that could damage their professional reputation and/or bring the Academy into disrepute.**

Staff are strongly advised to set their profile as 'private' and not allow access to students, their families and or carers.

Staff should also be mindful that requirements in relation to maintaining the confidentiality of students, their families, colleagues and the Academy itself apply to all forms of communication, including that which takes place on social networking sites.

- d. Staff should not give their personal details, such as home or personal mobile phone number; home or personal email addresses to students, unless the need to do so is agreed in advance with the Principal. Any ongoing contact from the

student outside of the agreed contact should be reported immediately to the Principal by the staff member involved.

4. CONTACT WITH FORMER STUDENTS

- a) In some circumstances, former students may make contact with a member of staff. This may occur even when they have grown to adults. For example, situations where staff remain in contact with former students who have moved on to High School, who attend university or who have been placed in care or adopted.
- b) In these situations, members of staff must take account of the fact that they are Academy employees and therefore have a responsibility as a member of staff and that young people may struggle to differentiate between the roles of staff member and friend.

Staff members must always discuss any such significant contact with their current line manager and the Principal and seek advice on how to manage any future contact.

The sole means of email contact between staff and former students of the Academy shall be through the Academy email system for the member of staff and not using any staff home or personal email address.

- c) If a former student requires assistance or some form of help that lies outside the Academy, they should be signposted to relevant services. However, if the Principal agrees that further contact with the staff member is relevant and appropriate, a clear plan of involvement, including outcomes expected and timescales must be drawn up and agreed by the Principal.
- d) In these circumstances, the Principal must ensure that adequate support/supervision is available to the staff member and ensure that all such contacts and plans are recorded and that other appropriate agencies are involved.

FURTHER GUIDANCE

Further guidance can be found in the documents:

“Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings”

TeacherNet: www.teachernet.gov.uk

Becta: schools.becta.org.uk

Recording Form for Safeguarding Concerns



Staff, volunteers, and regular visitors are required to complete this form and pass it to Tracey McCarthy (or in her absence, Liz Peck or Kieron McDonald) if they have a safeguarding concern about a child in our academy.

Full name of child:	Date of Birth:	Class:	Your name and position in academy:

Nature of concern/disclosure

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

Time & date of incident:

Who are you passing this information to?

Name:

Position:

[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]

[Make it clear if you have raised a concern about a similar issue previously]

Your signature:

Time form completed:

Date:

Time form received by DSL:

Action taken by DSL:

Referred to...?

Attendance	Police	Just One	CADS	PSA	Other
Lead		Norfolk			

☐☐☐☐☐☐☐

Date:

Time:

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

☐☐☐☐

Pastoral team

Teacher

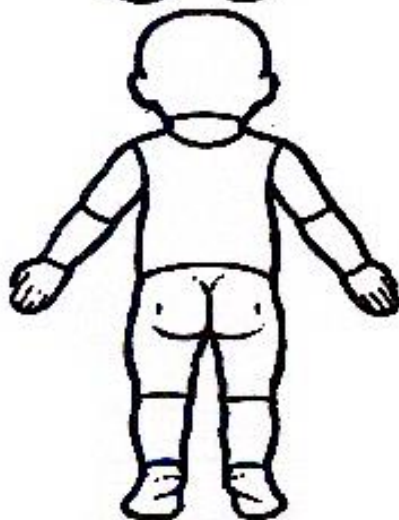
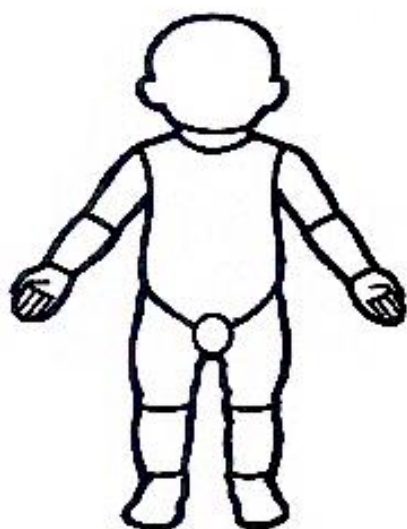
Child

Person who recorded disclosure

Further Action Agreed:

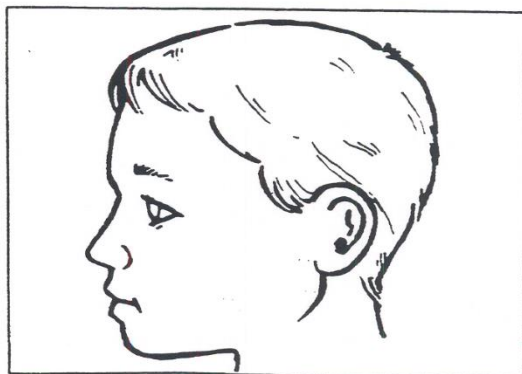
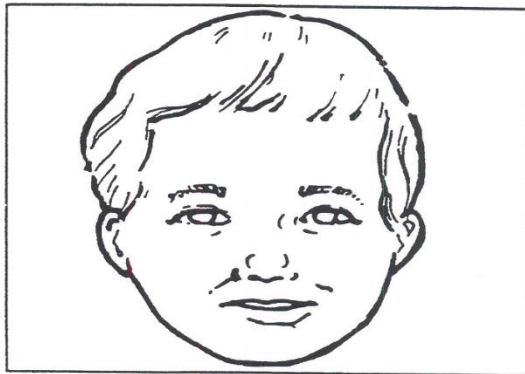
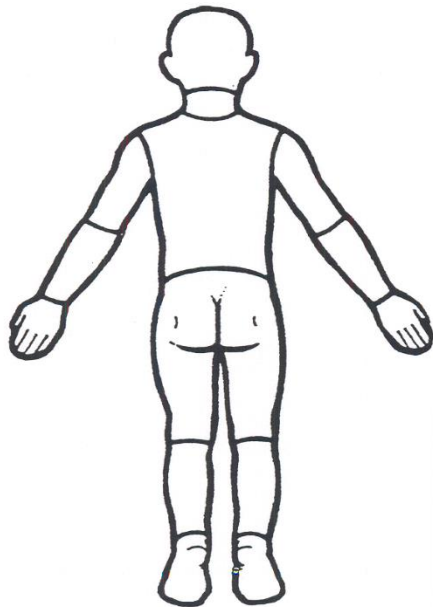
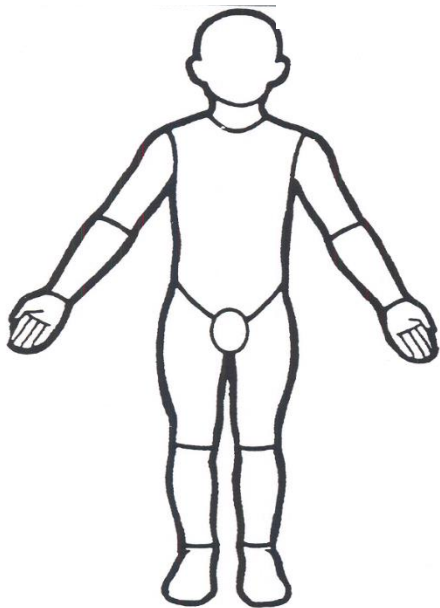
e.g. Academy to instigate an Early Help Assessment Plan, assessment by Children's Services.

Young Child



Indicate clearly where the injury was seen and attach this to the Recording Form

Older Child



Indicate clearly where the injury was seen and attach this to the Recording Form



Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our academy we take this responsibility seriously.

If you have any concerns about a child or young person in our academy, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the school office. Please ensure you complete all sections as described.

If you are unable to locate a DSL, ask a member of the academy office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation or low-level concern about a member of staff, a child's foster carer or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal you should pass this information to the Chair of the Governing Board. Alternatively, you can contact the Local Authority Designated Officer on 0300 123 2044. [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – the line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The people you should talk to in the academy are:

Designated Safeguarding Lead (DSL): Tracey McCarthy	Deputy Designated Lead: Liz Peck	Deputy Designated Lead: Kieron McDonald
Location of office: The Aviary	Location of office: The Aviary or Y2 Classroom (Kingfishers Class)	Location of office: The Aviary or Y6 Classroom (Eagles Class)
Contact Number: 01842 811580	Contact Number: 01842 811580	Contact Number: 01842 811580
Chair of Governing Board: Maureen Eade Contact Number: 01842 811580		

At Glade Academy we strive to safeguard and promote the welfare of all our children.

EARLY HELP AT GLADE ACADEMY:

Early Help Intervention	Summary Of Intervention at Glade Academy
Class Teacher	The class teacher is the first point of contact for any issues. Parents/carers are encouraged to liaise with their child's teacher so they are aware of any concerns that arise. Teachers are responsible for the well-being of all the children in their class and liaising with other staff within the school as required, ensuring that the appropriate support is in place as soon as a need is identified. If the teacher feels further intervention is required they will then be referred to our Student, Staff and Family Support Team (SSaFS for short). Whilst a paper trail does need to be present, evidencing the referral and supportive action taken, staff do not need to wait for the next SSaFS meeting before providing support.
Student, Staff and Family Support Team (SSaFS)	This team coordinates and provides all additional help and support for both children and parents/carers, around mental health and wellbeing, and special educational needs. This team is made up of: Miss McCarthy (SSaFS Lead, DSL, Disadvantaged and Attendance Lead), Mrs. McCaghrey (our Special Educational Needs Co-ordinator), Mrs. Jones (our Mental Health First Aider and Mental Health Lead). Miss McCloskey / Mr. McDonald (our Mental Health First Aider and Wellbeing Lead). Any member of staff can raise a referral to the SSaFS Team, and any parent or carer can request one.
Meeting with Pastoral Support Lead and/or SENCO	If either parent or teacher feels that support from an outside agency is required, an assessment or a referral; parents are invited to discuss concerns with either the class teacher or a member of the SSaFS Team. During the meeting we can establish what is working well and what the concerns are using the 'Signs of Safety' approach. Advice and signposting to other agencies is offered at these meetings along with support with any referrals.

Coffee Mornings for Parents and Carers of Children with Additional Needs	Our SENCo (Mrs. McCaghrey) holds a coffee morning / 1:1 drop-ins once each half-term which all parents and carers of children are very welcome to attend. She publicises these events on Class Dojo, and they also go out in the Dates for your Diaries section on our fortnightly newsletter.
Lunchtime Support	Emotional well-being, social skills and developing effective relationships with peers are supported by Nurture Clubs (EYFS and KS1, KS2); children play board games, do craft activities and colouring in and are supported with both their eating and play activities.
Nurture Provision	Where appropriate, we use the Boxall Profile to ascertain specific children's needs. We have a well-resourced area to support children needing nurture provision.
ELSA	Some pupils may at times need additional support with regards to their social, emotional and mental health. Therefore, specific support is given by our ELSA (Emotional Literacy Support Assistant), this can be group work or 1:1.
Safeguarding & Child Protection Procedures	The school has a clear and detailed Safeguarding (Child Protection) Policy. Currently, there are three members of staff who have Designated Safeguarding Lead training, as well as a Designated Safeguarding Governor. However, safeguarding is everybody's responsibility at Glade Academy and we all work together to ensure that the rigorous and robust systems that are in place are followed to ensure the safety of our children. We always act in the interest of the child. Our staff receive regular training and updates about all forms of abuse.
School Nurse	We can support you with making a referral to the School Nurse Team; please speak to Mrs. Hawkins or Mrs. Brookes-White in the school office if you would like us to do this. School Nursing Service - Suffolk County Council
Early Help Assessment (EHA also known as CAF)	There are times when children and their families may need support from a wide range of local agencies. Where a child and family would benefit from support with more than one agency (e.g. education, health, housing, police) an Early Help Assessment will be offered to agree and coordinate that support. Early Help Assessment (EHA) - Suffolk County Council

	The Early Help Assessment is an evidence based, family friendly tool designed to support solution focused conversations between professionals and the family. Its purpose is to identify strengths and difficulties, engage and empower individuals to achieve positive change and prevent needs escalating.
Attendance	Attendance data is monitored by the Attendance Lead and Attendance Officer (Miss McCarthy and Mrs. George). The school's appointed Educational Welfare Officer works closely with our school to support families and maintain good attendance. Pupil attendance, penalty notices and welfare - Suffolk County Council
Suffolk Children & Young People's Emotional Wellbeing Hub	Suffolk Wellbeing is an online wellbeing service, run in partnership with the NHS; pupils can be referred here by parents/carers to access support or through a medical professional. Children and Young People's Emotional Wellbeing Hub (east and west Suffolk) - Suffolk County Council
Parent Support Workshops • Triple P • Triple P teen • Triple P stepping stones • Who's in charge • Strengthening families	Parenting programmes run by Suffolk County Council and partner organisations in the voluntary and community sector are signposted to parents and carers in order for them to access the appropriate support. The programmes bring experienced workers, parents and carers together to: • Discuss issues • Share concerns • Gain practical advice and information Parenting support - Suffolk County Council
Suffolk Family Carers Suffolk Young Carers	Supporting families and children/young people Who is a young carer? A Young carer is a young person, who is caring for or is emotionally affected by a family member who has a physical or mental illness, disability or misuses drugs or alcohol. A sibling carer is a young person who is affected by a brother or sister's disability, illness or additional need. If

	you feel your child is a young carer and would benefit from support please see the link below. Register with Us Suffolk Family Carers
SES (Suffolk's Specialist Education Services)	This service is enhanced by the school buying into an outreach service for Suffolk mainstream schools seeking additional support for students with: cognitive learning needs, a diagnosis of ASD, traits of ASD and no diagnosis, social and communication difficulties, social, emotional and mental health difficulties and all associated behaviours. Suffolk InfoLink Specialist Education Services (SES) Suffolk County Council
External Agency Support	The school works closely with external agencies to access additional support where appropriate for our pupils. For example, Family Support Practitioners, Social Workers, Local Police and PCSOs and so on. Furthermore, we signpost parents and carers to external agency support. Some of those organisations include: • Lighthouse – supporting children & families of domestic violence, • Ormiston Families - support for children affected by a family member in prison. • SENDIASS - Special Educational Needs and Disability Information, Advice and Support Service provides information, advice and support to young people and children with SEN or disabilities aged 0 -25, and their parents, about education, health and social care. • Suffolk Parent/Carer Network - supporting families with children who have additional needs or disabilities. • Child Bereavement UK

SUPPORT AND INFORMATION FOR PARENTS

If you have concerns about a child or young person.

If you're worried that a child or young person is at risk of abuse, harm or neglect, please call Customer First on 0808 800 4005 and explain that you have a child protection concern.

The NSPCC support line if you are worried about a child 0808 800 5000. This site also has a wealth of information and resources on; mental health / wellbeing, Covid related issues, online safety and domestic abuse.

N.B.:

There are six substantive changes between the July 2026 'For information' version of 'Keeping Children Safe in Education 2026', and the final document released at the beginning of September 2026; these are as follows:

Four of these introduce racism and faith-based prejudice as an explicit safeguarding category, appearing in Part One, in the definition of child-on-child abuse, and as a whole-school culture expectation.

The remaining two changes tighten the definition of sexual abuse (to bring it in line with Working Together); and tighten the safer recruitment of volunteers working in EYFS settings.

These new paragraphs also mean that the paragraph numbering has altered throughout.

- **Prejudice-based harm** (paragraph 17): new duty for all staff to recognise racism, faith-based prejudice, and other discrimination as harm in its own right
- **Sexual abuse definition** (paragraph 28): widened from "forcing or enticing" to "forcing, causing or inciting", with new lines confirming children are more likely to know their abuser than not, and that under-13s can never legally consent to sexual activity
- **Faith-targeted abuse** (paragraph 32): new paragraph stating that racism and faith-targeted abuse can significantly affect a child's welfare, wellbeing and sense of safety
- **Child-on-child abuse** (paragraph 37): discriminatory behaviour, including racism and faith-targeted abuse, added to the definition of child-on-child abuse
- **Whole-school culture** (paragraph 119): new expectation that schools promote an inclusive, anti-discriminatory culture as part of their safeguarding responsibilities
- **EYFS volunteers** (paragraph 386): "Where schools are also subject to the EYFS framework, volunteers must not be permitted to begin working within the settings covered by the EYFS framework until the school or maintained nursery school has received the volunteer's enhanced DBS certificate including barred list information."

The final version of Keeping Children Safe in Education for 2026 can be found here: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>