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. 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.

This policy applies to all staff, supply staff, volunteers, and governors and are consistent with those of Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships.

2. Purpose of the Policy

The purpose of this policy is to:

- Protect children, young people and adult learners who attend Maplewell Hall School.
- Provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection.

3. Definitions

The term **Students** is used as a generic term for all children, young adults and adult learners on roll at Maplewell Hall School, regardless of age.

Child/Children is used to refer to students under the age of 13, where their age is of particular relevance and influences safeguarding and child protection approaches.

Legally, the age of 13 is significant. For example, below the age of 13 children are deemed unable to consent to sex, regardless of capacity.

Young Adult is used to refer to students aged 13 – 17, where their age is of particular relevance and influences safeguarding and child protection approaches.

Legally, young adults are not yet adult, but where deemed to have capacity, they are able to consent to sexual activity, and they can take an increasingly active role in decision-making. Young adults may, for example contribute to decisions about how and when information is shared with parents.

Adult Learner is used to refer to students who have turned 18 and for whom local authority children's services are no longer applicable. Appendix 1 (Safeguarding and Protection for Students Aged 18 and 19) details safeguarding and protection approaches for adult learners, and this should be read in conjunction with this policy.

Maplewell Hall School owes a **Duty of Care** to all its students. The word 'duty' is legally significant and signifies a mandatory, legal obligation for the school and its staff to take reasonable steps to ensure the safety and welfare of students.

Maplewell Hall School has both a statutory and common law duty of care, and its staff are also under a contractual duty of care. The School and its staff can be held accountable for negligence if they fail to meet their duty to safeguard, as established by statutory and common law standards.

Safeguarding is a broad, overarching concept that refers to the proactive measures taken to promote the welfare, health, and development of students and protect them from harm. It is about creating safe environments and ensuring that students are not only protected from abuse and neglect but are also supported in their overall well-being. Safeguarding encompasses all actions taken to promote the welfare of students and protect them from harm. This includes:

- Protection from abuse and neglect.
- Prevention of harm to health and development.
- Ensuring children grow up in a safe environment.

Child protection is reactive and focuses on responding to and managing cases where there are concerns about the safety or well-being of a specific child or Young Adult. It includes identifying, investigating**,** and taking action to address any harm a they may face.

4. Legal Framework

This policy is based on the statutory guidance from:

- Keeping Children Safe in Education (2024)
- Working Together to Safeguard Children (2018)
- The Children Act 1989 and 2004
- The Education Act 2002
- The Equality Act 2010
- The Care Act 2014

This policy should also be read in the context of the staff Code of Conduct document.

5. Roles and Responsibilities

Designated Safeguarding Lead (DSL)

The DSL for Maplewell Hall School is Rob Cooper.

Responsibilities of the DSL:

According to Keeping Children Safe in Education (KCSiE) 2024, the Designated Safeguarding Lead (DSL) has key responsibilities to ensure the safety and protection of children in educational settings. The main responsibilities of the DSL are outlined as follows:

- Managing Referrals
- Working with Others
- Raising Awareness
- Training and development
- Record Keeping
- Promoting a Child-Centred Approach
- Safeguarding During Transitions
- Oversight of Early Help
- Online Safety

The DSL is supported by the following Deputies: Chris Hoult, Kasia Glinka, Jacqui Tarry, Craig Palmer, Rebecca Ryman, Emma Richardson, and Martine Johnsen.

In the absence of the DSL, Deputy DSLs are available and trained to carry out the role of DSL effectively.

Staff Responsibilities

All staff members are expected to:

- Read and understand safeguarding and child protection policies, key documents and guidance
- Recognize signs of abuse and neglect
- Report any concerns to the DSL immediately
- Record concerns accurately and in accordance with training
- Provide a safe and supportive environment
- Understand the risks associated with online safety
- Participate in safeguarding training
- Maintain a child-centred approach
- Raise concerns about a colleague's conduct
- Work with the DSL
- Support early help
- Listen to children
- Support vulnerable groups

6. Recognizing Abuse and Neglect

All staff should be aware of the signs of abuse and neglect, which can include:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Additionally, all staff must be aware of:

- Mental health, self-harm and suicidal ideation
- Child criminal exploitation
- Child sexual exploitation
- Online safety
- Sexual violence and sexual harassment
- Any other safeguarding issues included in KCSiE 2024

Special consideration should be given to the fact that all our students have SEN, and may therefore be more vulnerable to abuse or neglect.

7. Reporting Concerns

The reporting of a concern involves verbally telling a DSL or a Deputy DSL about their concern for a student.

Where staff have a concern that a student may not be safe to go home, or may be at immediate risk of harm, then the concern must be reported to the DSL or a Deputy DSL without delay.

Concerns that must be reported immediately might include:

- A disclosure alleging physical, emotional or sexual abuse, or neglect, where the alleged perpetrator lives in the child's home.
- A concern where the gathering of evidence might be time sensitive. For example, alleged online grooming or exploitation where a perpetrator might be able to delete evidence.
- A student presenting with injuries that occurred out of school.
- Active suicidal ideation. Active suicidal ideation means a student intends to end their life and has a specific plan to do so.
- Mental health crisis.

There are countless scenarios where concerns about a student being at risk of immediate harm or being unsafe to go home might be raised. Staff should always err on the side of caution and seek guidance from the DSL.

Low-level concerns, concerns that are a suspicion, 'niggles' or 'gut feelings', and where there is no immediate risk of harm, and the student is safe to go harm, do not need to be reported in person to the DSL or Deputy DSL. These low-level concerns, should be recorded on MyConcern.

Volunteers and visitors who do not have access to MyConcern, along with staff who are temporarily without access to MyConcern, should report all concerns in person to the DSL or a Deputy DSL.

8. Recording Concerns

All pastoral, behaviour and safeguarding information and concerns must be recorded.

Maplewell Hall Schools uses **MyConcern** to log, track and monitor all safeguarding and child protection concerns, actions, decisions, referrals and outcomes. The system helps maintain a secure and complete, chronological safeguarding and child protection record. This makes it easier for the DSL and Deputy DSLs to refer to all information and concerns about a student on their MyConcern profile to inform risk assessment and decision-making.

When making any kind of record on MyConcern, staff should be aware that all safeguarding information and concerns will be transferred in entirety to the student's next educational setting, and will be held by the student's final educational setting until they reach the age of 25. Records therefore need to be written with this in mind so that professionals unfamiliar with the school, its staff and its students can understand the contents

With this in mind, when recording concerns, staff should therefore:

- **Always use their own log in.** Using a colleague's account to record a concern potentially opens the concern to staff who do not have access to the child's chronology and this could therefore constitute a GDPR breach. Using a colleague's account also damages the chronology and adds the name of a member of staff who may not be involved in the concern to the record.
- **Include the names of all students involved** – victim/s, alleged perpetrator/s, and witnesses. It is important that the DSL is able to identify all students involved when making a risk assessment and deciding on a course of action. Depending on the nature of the concern, witnesses may be at risk of harm, just as much as victims and alleged perpetrators.
- **Be explicit about the nature of the concern** in the concern summary. 'Safeguarding concern' for example, is not an acceptable summary of any concern as it is vague. The DSLs role is to manage and reduce the worries of the staff recording the concern. Staff should therefore name their worry.
- Choose the most appropriate **Notification Group** (See below for more detailed guidance on Notification Groups).
- Ensure the **Date/Time** reflects when the concern took place, or when the disclosure was made.
- In the **Details of Concern**, staff should:

- Refer to students by their full name. Initials are not acceptable.
- Use an appropriate title, or include job title when referring to staff, volunteers or visitors. For example, Mr, Mrs or Dr; LSA, Kitchen staff, Assistant Head.
- Record the facts and maintain objectivity.
- Record verbatim where possible what has been asked and what has been said if relevant to the concern.
- Be explicit about what their concern for students is.
- Include contextual information to clarify who any named people are, when the incident took place and where applicable when it started, and where. In seeking additional contextual information, staff should avoid closed and leading questions by using the TED model – Tell, Explain, Describe, to encourage students to add details in their own words.

- Select the most appropriate **Location of Incident**. If recording a concern based on a disclosure, identify the location of the incident being disclosed rather than where the disclosure took place.
- Record the **Actions Taken**. Staff should not record actions that are merely intended. Subsequent actions taken after the concern has been recorded should be added to the concern chronology later. Actions should include:

  - What was done to control, calm the situation, what measures were taken to clear the environment of bystanders and hazards, and who was called to assist.
  - Reassurances and support given to students.
  - Whether the incident has been reported and who it has been reported to.

- Upload any supporting evidence (photos of handwritten notes; screenshots etc.)

If staff are unable to access MyConcern for any reason, they should make a paper record and report this directly to the DSL (or Deputy DSL). paper records should be signed, time-stamped and dated. The paper record can be scanned and uploaded to MyConcern once access to MyConcern is restored, or the DSL can record the concern on their behalf. The DSL will always have access to the concern and therefore there are no GDPR issues in doing this, and the DSL triaging the concern will always be named on the chronology and therefore the chronology is not harmed in doing this.

When making a paper record, staff should use the headings as found on MyConcern.

Safeguarding Notification Groups

Main-Site Safeguarding

Main-Site safeguarding concerns are triaged within 48 hours of submission to ensure timely and appropriate actions are taken to safeguard and protect students. The DSL

is responsible for triaging all main-site safeguarding concerns. When triaging main-site safeguarding concerns, the DSL will:

- Identify and act on any immediate safeguarding concerns
- Ensure any required referrals are made
- Ensure appropriate actions have been taken and have been recorded
- Assign tasks to appropriate staff to ensure appropriate actions have been taken and recorded
- Allocate categories to the concern to help ensure accurate data analysis
- Change the notification group to Wave 1, Wave 2, or to Wave 3 behaviour as appropriate
- Ensure all communication and information related to the concern are recorded on the concern's chronology
- Record any decisions and rationale, even where a decision is made not to refer
- Record any 'lessons learned'
- File concerns where appropriate actions have been taken and recorded

Post-16 Safeguarding

Post-16 safeguarding concerns are triaged within 48 hours of submission to ensure timely and appropriate actions are taken to safeguard and protect students. The Deputy DSL for Post-16 (Jacqui Tarry) is responsible for triaging all Post-16 safeguarding concerns. When triaging Post-16 safeguarding concerns, the Deputy DSL will:

- Identify and act on any immediate safeguarding concerns
- Discuss any potential referrals with the DSL
- Ensure appropriate actions have been taken and have been recorded
- Assign tasks to appropriate staff to ensure appropriate actions have been taken and recorded
- Allocate categories to the concern to help ensure accurate data analysis
- Change the notification group to Wave 1, Wave 2, or to Wave 3 as appropriate
- Ensure all communication and information related to the concern are recorded on the concern's chronology
- Record any decisions and rationale, even where a decision is made not to refer
- Record any 'lessons learned'
- Move concerns to the DSL notification group where appropriate actions have been taken and recorded for the DSL to file.

When filing any main-Site or Post-16 safeguarding concerns, the DSL or Deputy DSL should use one or more of the following statements to justify filing the concern:

- No safeguarding concerns identified
- Investigations complete
- Appropriate actions taken

- School support in place
- Tutor team well-placed to monitor
- Police investigation concluded
- Social Care involvement ended

DSL Notification Group

Behaviour and Safeguarding

Student's behaviour in school can often be an important indicator of their overall well-being and may provide clues to safeguarding concerns. Changes in behaviour or specific types of behaviour can signal that a child might be experiencing harm, abuse, neglect, or other issues impacting their safety and mental health. All staff are trained to recognize behaviours that may require further exploration to determine if there is an underlying safeguarding issue.

Good behaviour is important as it enhances learning outcomes, promotes a safe and supportive environment, helps develop social and emotional skills, supports mental health and well-being, encourages responsibility and accountability and reflects the school's high expectations and standards. Good behaviour is therefore important to safeguarding.

Accurate recording of behaviour serves to support the school's efforts both to safeguard students and to ensure good behaviour. Inappropriate, negative and challenging behaviours are therefore recorded on MyConcern.

Recording Behaviour – Behaviour Notification Groups

When recording a behaviour concern, staff must select the most appropriate Notification Group to send the concern to. Selecting the right Notification Group ensures a clear line of communication from behaviour concerns into safeguarding and child protection.

There are 6 behaviour notification groups, 3 for each site – main-site and Post-16:

- Main-Site Wave 1 Behaviour
- Main-Site Wave 2 Behaviour
- Main-Site Wave 3 Behaviour
- Post-16 Wave 1 Behaviour
- Post-16 Wave 2 Behaviour
- Post-16 Wave 3 Behaviour

Wave 1 Behaviour

Wave 1 behaviours are not triaged. Wave 1 behaviours need no formal action or consequence other than a 'spoken to' or 'reminded of expectations'. As such there is no follow-up required. Wave 1 behaviours are not categorised on MyConcern and are not included in specific data reporting. It is not therefore necessary for wave 1 behaviour concerns to be triaged. Instead, Wave 1 behaviour concerns are 'bulk

filed' at the end of each half-term by Martine Johnsen (Deputy DSL). This gives an opportunity for students who have persistently been recorded displaying wave 1 behaviours to be identified and considered for wave 2 intervention from Compass staff, and for safeguarding concerns arising from patterns in Wave 1 Behaviour to be identified and reported.

Wave 2 Behaviour

Wave 2 behaviours are triaged daily to ensure adequate actions have been taken and appropriate categories have been assigned to assist in future reporting. It is an expectation that Wave 2 behaviours will be actioned by teachers and tutors. To monitor this process, members of the Senior Leadership Team are assigned to triage wave 2 behaviours for the following year groups:

- Year 7 – Chris Hoult
- Year 8 – Rebecca Ryman
- Year 9 – Kasia Glinka
- Year 10 – Craig Palmer
- Year 11 – Rob Cooper
- Post-16 – Jacqui Tarry

When triaging Wave 2 behaviour, the triaging staff will:

- Ensure appropriate actions have been taken and have been recorded
- Assign tasks to appropriate staff to ensure appropriate actions have been taken and recorded
- Allocate categories to the concern to help ensure accurate data analysis
- Change the notification group to Wave 1, Wave 3 or to Safeguarding Concerns as appropriate
- File concerns where appropriate actions have been taken and recorded

Wave 3 Behaviour

Wave 3 behaviours record the most serious and challenging behaviours. It is important that these are actioned and recorded accurately to ensure compliance with guidance, particularly around the use of force, and where exclusions and suspensions have been used as a sanction. Wave 3 behaviours will be triaged daily.

It is an expectation that Wave 3 behaviours will be actioned by senior leaders. To monitor this process, Chris Hoult (Deputy Head Behaviour and Attitudes) is assigned to triage wave 3 behaviours:

Unescorted Journeys

The Unescorted Journeys notification group is for staff to record occasions where they have, with permission from SLT, driven students without an additional adult to accompany them. All staff must refer to the Unescorted Journeys protocols before making such a journey. The DSL will check that these protocols are being followed and file unescorted journeys weekly.

9. Safeguarding Supervision for Behaviour Concerns

In order to maintain a comprehensive and proactive approach to safeguarding, Maplewell Hall School recognizes the critical need to examine behaviour concerns through a safeguarding lens. Behavioural issues may be indicative of underlying abuse, harm, or neglect. Therefore, safeguarding supervision is provided to ensure that all behaviour concerns are thoroughly reviewed and, where relevant, addressed as potential safeguarding matters.

The Designated Safeguarding Lead (DSL) will provide structured safeguarding supervision for members of the Senior Leadership Team (SLT) who act as Deputy DSLs and are responsible for monitoring wave 2 behaviour concerns. This supervision process allows for collaborative discussion of behaviour concerns within a safeguarding framework, ensuring that safeguarding considerations are embedded in the school's approach to student behaviour.

Supervision Process and Frequency

Safeguarding Supervision is described fully in the safeguarding supervision policy, but in brief:

Model for Supervision: Safeguarding supervision will follow Kolb's Learning Cycle and adopt the 4 x 4 x 4 model of supervision.

Frequency: Safeguarding supervision sessions are held once every half-term and led by the DSL. During these sessions, SLT members have the opportunity to present behaviour concerns that may have safeguarding implications.

Focus: The primary objective of these sessions is to "shine a safeguarding light" onto behaviour concerns, facilitating an in-depth discussion about whether observed behaviours may be linked to abuse, harm, or other welfare issues.

Discussion and Analysis: During each session, the DSL and SLT members will:

- Review recent behaviour incidents and patterns.
- Evaluate whether reported behaviours may indicate safeguarding concerns, including but not limited to signs of neglect, exploitation, emotional distress, or other forms of abuse.
- Consider any external or contextual factors that may be impacting the student's behaviour and well-being.
- Develop a coordinated plan of action for any behaviour concerns that are identified as potential safeguarding issues, including necessary referrals or support interventions.

Outcomes and Actions

Recording of Decisions: Each supervision session will be documented, including key discussion points and decisions regarding any safeguarding actions related to

behaviour concerns. This ensures that safeguarding considerations are transparently and systematically integrated into behaviour management practices.

Follow-Up Actions: Where behaviour concerns are identified as safeguarding matters, the DSL will ensure that appropriate action is taken, allocating tasks to staff, implementing individual support plans, and referring the case to relevant safeguarding authorities, or liaising with external agencies as needed.

Importance of Supervision in Safeguarding

This supervisory process is essential for ensuring that safeguarding remains a shared responsibility across the SLT. By reviewing behaviour concerns collaboratively, the school ensures that potential signs of harm or abuse are not overlooked. This process promotes:

- **Proactive Identification of Risk:** Through regular supervision, behaviour concerns are examined for safeguarding risks, enabling the school to act proactively to protect students.
- **Integrated Safeguarding Practice:** Embedding safeguarding into behaviour management strengthens the school's overall safeguarding culture, promoting a holistic understanding of student welfare.
- **Consistent Communication:** Regular, structured supervision sessions foster open communication between the DSL and SLT members, ensuring that safeguarding responsibilities are shared and understood across leadership roles.

10.　　Confidentiality 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, sharing it only when necessary and with authorized individuals. Maintaining confidentiality is critical to building trust with students and parents, ensuring that information about safeguarding concerns is handled responsibly and only disclosed in ways that protect the welfare of students.

Purposeful Sharing of Information

School staff must keep sensitive information about a student's welfare, family circumstances, or personal challenges confidential, except when sharing it is essential to protect the student from harm. This means sharing information only with designated safeguarding leads (DSLs), other relevant school personnel, or authorized external agencies (such as social services or the police) who are directly involved in ensuring the student's safety.

Routinely, tutor team staff are given access to student profiles on MyConcern. At the discretion of the DSL, other staff working directly with students (therapists and support workers for example) may be given access.

MyConcern is the most appropriate and secure platform for sharing any sensitive information about students and their families, as access to the information is controlled and limited to staff with DSL access rights, or staff allocated to the student's team on MyConcern.

Staff should be cautious about sharing sensitive information via email, as recipients may not have authorised access to the student's profile on MyConcern, and may not therefore have any right to the information.

Similarly, staff should be cautious about sharing sensitive information verbally without first checking which staff have been given access to the student's profile on MyConcern. Verbal communication about safeguarding cases must also be conducted in private settings where unauthorized persons, or students cannot overhear.

For children under 13, a parent or legal guardian must provide consent for any processing or sharing of the child's personal data. This includes enrolling in online services, sharing information with third parties, and other actions that involve handling personal data.

For young adults, the principle of Gillick competence allows professionals to determine whether a child is mature enough to make their own decisions about sharing personal information.

Adult learners, unless a formal assessment has found them to not have capacity to make their own decision, must provide consent for any processing or sharing of their personal data.

Limits of Confidentiality in Safeguarding

In safeguarding and child protection cases, the need to protect a student often overrides the requirement for consent, regardless of age. Information can be shared without the student's or parent's consent if it is necessary to protect the child from harm.

Confidentiality in safeguarding is not absolute. If a child's safety or well-being is at risk, the duty to protect the child outweighs the duty to keep information confidential. For instance, if a staff member suspects abuse or harm, they are required to report it, regardless of the child's or family's wishes for confidentiality.

School staff must understand that confidentiality cannot be used as a reason for withholding information that is needed to safeguard a child. When necessary, safeguarding concerns must be disclosed promptly to ensure the child's safety.

Controlled Access and Secure Handling

Confidential information should be stored securely, whether digitally or on paper, and should only be accessible to those who need it to fulfil their safeguarding roles.

Maplewell Hall School uses MyConcern secure safeguarding software for this purpose, as it limits access to sensitive records to authorized personnel only.

Data Protection and Legal Compliance

Staff must comply with data protection laws, such as the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018, and with the school's GDPR policy.

Confidentiality and Multi-Agency Collaboration

In safeguarding cases, confidentiality extends to sharing information only with agencies directly responsible for the child's welfare, such as social services, the police, or health professionals. When sharing information, staff should follow protocols to ensure that disclosures are limited to necessary details and that information is transferred securely.

Secure transfer includes the use of:

- Children's Services 'MARF' form
- Email sent by Egress

Multi-agency collaboration requires transparency and communication, but this should be managed carefully to ensure that only pertinent information is shared to protect the child's privacy.

Management of Incoming Child Protection Records

Purpose
To ensure the secure and efficient management of incoming child protection records when students transfer from other schools, safeguarding the welfare of students and complying with data protection regulations.

Procedure

1. **Receipt of Records**
   o Upon receiving child protection records in paper format, the designated safeguarding lead (DSL) or their deputy will acknowledge receipt and ensure the documents are stored securely until processed.
2. **Digitization of Records**
   o Only administrative staff with current DSL training can scan paper child protection records
   o All incoming hard copy records will be scanned and securely uploaded to our digital safeguarding system, MyConcern, via the 'Report Concern' button. This means that administrative staff do not have to be granted access to upload the file.
   o The scanning process will ensure that all documents are complete, legible, and accurately reflect the original records.

3. **Verification**
   - The DSL or an authorized staff member will verify that the scanned documents are complete and legible.
   - Any discrepancies or issues with the scanning process will be addressed immediately to ensure data integrity.
   - The DSL will triage the concern and file as 'Information Sharing Only'
4. **Secure Disposal of Hard Copies**
   - Once the scanned copies have been verified, the original paper records will be securely shredded.
   - Shredding will be carried out using a cross-cut shredder to ensure the confidentiality of the information.

Transfers of Child Protection Records (CPR)

For the purposes of this policy, the Child Protection Record (CPR) refers to the hard copy that is downloaded and printed from the student's profile on MyConcern. This hard copy contains only those concerns recorded as safeguarding concerns alongside associated notes and files.

The hard copy should be generated from MyConcern, with Profile Notes excluded and the concerns filtered to only include safeguarding concerns. These can be identified by the Notification Group – DSL, Main-Site Safeguarding Concerns, or Post-16 Safeguarding Concerns. Additional files uploaded to MyConcern as supporting evidence for safeguarding concerns should be included in the transfer. The hard copy should not be redacted.

The transfer of child protection records is an essential part of ensuring that any ongoing or historical safeguarding concerns are communicated when a student moves to a new school or college. This process helps maintain continuity of care and provides the new school's safeguarding team with the necessary information to support the student effectively.

When a student with a child protection record leaves Maplewell Hall School to attend another school, it is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that the safeguarding file is transferred securely, confidentially, and in a timely manner to the DSL of the receiving school. This procedure follows guidance set out in Keeping Children Safe in Education (KCSiE) 2024 and relevant data protection legislation.

Timely Transfer

The child protection record should be transferred within five school days of the child starting at the new school. This ensures that the receiving school has the information needed to continue support without interruption.

Direct Transfer of Hard Copies

Where possible, the child protection record should be transferred in a physical, hard copy format directly to the receiving school's DSL. This should be done securely and

in person, where feasible, or by secure postal service if in-person delivery is not possible.

If a hard copy transfer is not feasible, the file may be transferred electronically, using secure methods that are compliant with data protection requirements, such as encrypted email or secure online portals.

DSL-to-DSL Handover

The DSL at Maplewell Hall School will contact the DSL at the receiving school to inform them of the transfer, confirm the date of transfer, and discuss any key safeguarding information that may require immediate attention.

This conversation provides an opportunity for the DSLs to highlight any active or ongoing safeguarding concerns, ensuring continuity of care.

Written Confirmation of Receipt

The DSL at the receiving school must provide written confirmation (e.g., via email) upon receipt of the safeguarding file. This written confirmation is to be filed on the student's profile on MyConcern before then archiving the profile.

Confidentiality and Security

All safeguarding file transfers must adhere to strict confidentiality and data protection standards under the UK General Data Protection Regulation (GDPR) and Data Protection Act 2018.

Only the DSL and relevant safeguarding personnel at the receiving school should access the file. The transfer method must prevent unauthorized access, whether the transfer is physical or electronic.

Retention of Records Post-Transfer

Once the safeguarding file has been successfully transferred, [School Name] will retain only a record of the transfer date, the receiving school's confirmation of receipt, and any relevant correspondence.

The safeguarding file itself will not be retained, in accordance with data protection principles, unless a specific legal or statutory requirement exists to retain such information.

Additional Information Sharing

In certain cases, particularly where there are complex safeguarding needs, the DSL may share additional relevant information beyond the file contents if it is in the best interests of the student. This ensures that the receiving school has a clear understanding of any ongoing support required.

Management of Child Protection Files When a Student Leaves Education

This section outlines the procedures for handling child protection files when a student is leaving education entirely, ensuring that information is managed securely, respectfully, and in compliance with statutory data protection regulations. This applies when a student has reached the end of their compulsory education or when they will not be transitioning to another school or educational institution.

When a student with a child protection file leaves education entirely, Maplewell Hall School is committed to handling their safeguarding records in a way that respects confidentiality and meets legal requirements for data retention, in line with Keeping Children Safe in Education (KCSiE) 2024 and the UK General Data Protection Regulation (GDPR).

Retention Period

In cases where a student leaves education permanently, Maplewell Hall School will retain the child protection file securely until the student's 25th birthday. This aligns with statutory guidance, allowing for any future safeguarding concerns or investigations that may arise after the student leaves education.

After the retention period has passed, the file will be securely destroyed, ensuring that no personal data is retained beyond the required timeframe.

Secure Storage

The child protection file will be stored securely in a restricted-access area, either physically in a locked cabinet or electronically with encryption, to prevent unauthorized access.

Only the Designated Safeguarding Lead (DSL) or authorized safeguarding personnel will have access to these files during the retention period.
Notification to the Student (Where Appropriate)

Where appropriate and feasible, Maplewell Hall School may inform the student (or their parent/carer if they are under 18) about the retention of their safeguarding records upon their departure from education. This can provide transparency and allow the individual to understand how their personal data will be managed.

Data Protection Compliance

The storage, management, and eventual destruction of child protection files will comply with the UK GDPR and Data Protection Act 2018, ensuring that all information is kept confidential and managed in accordance with legal standards.

The school will also document all actions taken concerning the file, including the retention period, storage arrangements, and final destruction, to maintain clear records of compliance.

Responding to External Inquiries

If there is an inquiry or request for access to a child protection file from a legal authority (such as a court or local authority) during the retention period, Maplewell Hall School will cooperate fully while adhering to data protection legislation. Any release of information will be logged, ensuring a transparent record of access.

Destruction of the File

Upon reaching the end of the retention period (on or after the student's 25th birthday), the paper child protection files will be securely destroyed. Physical files will be shredded, while electronic files will be permanently deleted in a way that prevents recovery. Profiles on MyConcern will be archived.

A record of destruction, including the date and method, will be documented by the DSL to confirm compliance with data management protocols.

11.   Safer Recruitment

Maplewell Hall School will adhere to the statutory safer recruitment practices outlined in Keeping Children Safe in Education (2024), including conducting DBS checks and verifying the identity of all staff members.

12.   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

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

13.   Review

This policy will be reviewed annually by the governing body. It will also be reviewed following any changes in legislation or guidance.

14.   Linked Policies and Guidance Documents

This policy should be read alongside the following school policies:

- Staff Code of Conduct
- Positive Behaviour for Learning Policy
- Anti-bullying Policy
- Health and Safety Policy
- Data Protection Policy
- Online Safety Policy
- Whistleblowing Policy
- Attendance Policy
- Prevent Policy

And the following guidance documents:

- Keeping Children Safe in Education (KCSiE)

- Working Together to Safeguard Children
- Local Safeguarding Children Board (LSCB) Procedures

Policies and guidance documents that staff are required to read, will be shared in 'Local Resources' on MyConcern, and a 'read and understood' record kept.

15.   Contact Information

Chair of Governors

Kaisra Khan

k.khan@maplewell.leics.sch.uk

Head Teacher

Jason Brooks

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Designated Safeguarding Lead:

Rob Cooper. Deputy Head Teacher

07549 288253 robcooper@maplewell.leics.sch.uk

Deputy Designated Safeguarding Lead/s

Chris Hoult. Deputy Head Teacher

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Kasia Glinka. Deputy Head Teacher

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Jacqui Tarry. Assistant Head Teacher

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Craig Palmer. Assistant Head Teacher

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Emma Richardson Assistant Head Teacher

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Rebecca Ryman. Assistant Head Teacher

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Martine Johnsen. Compass Coordinator

martinemears@maplewell.leics.sch.uk

Nominated Safeguarding Governors.

Mr Ian Welch

I.Welch@maplewell.leics.sch.uk

Leicestershire Safeguarding

LA Safeguarding Children in Education Officer

Charlotte Davis

Charlotte.davis@leics.gov.uk

0116 3057750

LADO / Allegations

CFS-LADO@leics.gov.uk

0116 305 4141

Leicestershire First Response Children's Duty (Tier 4 Same-day referrals)

0116 3050005

childrensduty@leics.gov.uk

First Response Children's Duty

Room 100b

County Hall

Championship Way

Glenfield

LE3 8RF

All other referrals including Early Help (Children & Family Wellbeing) Service
http://lrsb.org.uk/childreport

Early Help queries and Consultation Line
0116 3058727

Other authorities
Leicester City
0116 454 1004
Rutland
0116 305 0005
Nottinghamshire
0300 500 80 90
Derbyshire
01629 533190

And, if appropriate, the police:

Leicestershire Police
0116 222 2222, 101 or 999

All Other Police Forces
101 or 999

NSPCC help/whistleblowing line
•   0800 028 0285 (08:00 – 20:00, Monday to Friday)
•   help@nspcc.org.uk