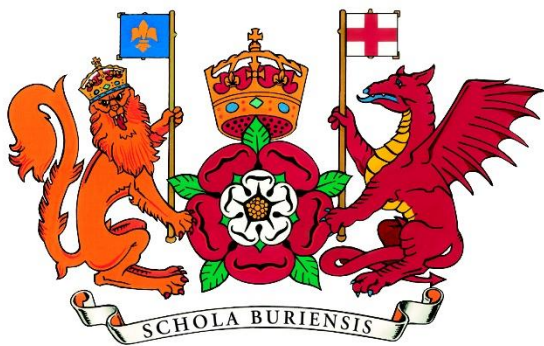




Curiosity | Care | Courage | Creativity

King Edward VI School

Safeguarding in Practice

Our Vision:

To be a vibrant learning community nurturing courage, care, curiosity and creativity in every young person, so that they flourish in the world with hope and self-belief.

Version Number:	Version 4
Drawn up by:	Tom Spillane - Designated Safeguarding Lead Sue Sweny - Safeguarding Officer/Deputy Safeguarding Lead
Reviewed by:	Tom Spillane - Designated Safeguarding Lead
Date reviewed:	September 2025
Committee	Curriculum and Standards
Date approved:	October 2025
Review Cycle:	1 year
Date of next Review:	September 2026

Document Control			
Date	Page	Update(s)	Notes
04/09/2025	2	Reviewed and updated list	
04/09/2025	3	Reviewed and updated Safeguarding team and date of Keeping Children Safe in Education 2025	
04/09/2025	4	Dealing with a Disclosure or Concern	
04/09/2025	4	updated lists	
04/09/2025	6	Updated wording	

This document outlines the procedures underpinning the school's Child Protection and Safeguarding Policy. [Policies - King Edward VI School \(king-ed.suffolk.sch.uk\)](http://king-ed.suffolk.sch.uk)

All children should feel safe and protected. It is the responsibility of all staff to safeguard and protect the welfare of the children in our care. Students have the right to personal safety and the staff have a duty to protect that right. Any member of staff who has a concern about the welfare of a child has a duty to pass that concern on to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSL).

If a student discloses information about possible abuse, then you need to listen and provide reassurance but avoid 'putting words into the student's mouth' and explain that what they say will need to be passed on to the safeguarding team.

Concerns may be about a number of issues (this list is not exhaustive):

- Physical Abuse
- Sexual Abuse
- Neglect
- Verbal disclosures/accusations
- Physical injury
- Child on child
- Inappropriate behaviour- with sexual or suggestive overtones
- Unusually withdrawn behaviour
- Sudden changes in behaviour.
- Disabled and has specific additional needs
- Special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Young carer
- Risk of modern slavery, trafficking or exploitation
- Showing signs of being drawn in to anti-social or criminal behaviour,
- including gang involvement and association with organised crime groups
- Frequently missing/goes missing from care or from home
- Risk of being radicalised or exploited
- Family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Misusing drugs or alcohol themselves
- Returned home to their family from care
- Privately fostered child
- Relates to staff conduct

It is the duty of the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSL) to collate all information and make a judgement about any necessary action.

Reliable and effective communication is essential at all levels to ensure that all reasonable steps are taken to safeguard the well-being of staff and students.

It is our policy to safeguard the welfare of all learners by protecting them from harm.

YOU MUST REFER, YOU MUST NOT INVESTIGATE

All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings and MyConcern documents), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Safeguarding or child protection?

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcome
(*Keeping Children Safe in Education 2025*)

At King Edward Vi School, the Designated Safeguarding Lead (DSL) is **Tom Spillane**. The Deputy Designated Safeguarding Leads are **Beverley Tucker**, **Sue Sweny** (Safeguarding Officer), **Rachel Pickering**, **Jason Post** and **Michaela Organ**.

Safeguarding Team

	Tom Spillane Assistant Headteacher, Designated Safeguarding Lead, Prevent Lead, Online Safety Lead and Designated Teacher for LAC/CIC	sp@king-ed.suffolk.sch.uk Ext. 203
	Sue Sweny Safeguarding Officer & Deputy Designated Safeguarding Lead	scs@king-ed.suffolk.sch.uk Ext. 287
	Beverley Tucker Deputy Headteacher, Deputy Designated Safeguarding Lead & Senior Mental Health Lead	tk@king-ed.suffolk.sch.uk Ext. 281
	Jason Post Deputy Designated Safeguarding Lead	po@king-ed.suffolk.sch.uk Ext. 260
	Rachel Pickering Deputy Designated safeguarding Lead, Teacher of Modern Foreign Languages & Professional Tutor	pg@king-ed.suffolk.sch.uk Ext. 216
	Michaela Organ Deputy Designated Safeguarding Lead	on@king-ed.suffolk.sch.uk Ext. 296

Alternative Provision Team

	Beverley Tucker Deputy Headteacher (Inclusion)	tk@king-ed.suffolk.sch.uk Ext 281 Gatekeeper of all referrals to Alternative Provision and co-ordinates the processes and procedures including reduced timetables
	Tom Spillane Assistant Headteacher	sp@king-ed.suffolk.sch.uk Ext 203 Co-ordinates the referral process including parental engagement with students
	Tahnee Burton Administrative Assistant - External Alternative Provision & SEND Support	tab@king-ed.suffolk.sch.uk Ext 263 Monitors the attendance of students daily, maintains the student folders and the provisions paperwork

Dealing with a Disclosure or Concern

If you have had a disclosure or you have seen something that worries you, then please follow the action points below:

Do	Don't
Stay calm, listen carefully and be supportive. Allow the child to speak without interruption.	Disbelieve what the child is telling you or be judgemental.
Ask open questions and remember TED: Tell/Explain/Describe.	Ask any leading questions, put ideas into the child's head or jump to conclusions.
Accurately record on My concern what was said, using the child's words.	Stop or interrupt a child who is recalling significant events.
Reassure the child that they have done the right thing by telling you and tell the child what you will do next.	Promise the child confidentiality or that you will keep it between yourselves.
Inform the DSL / DDSL of your concerns immediately.	Express an opinion about the alleged perpetrator of the abuse.
If the disclosure is upsetting always seek support for yourself from school.	Use your own words or opinions to describe events.
	Decide to investigate.
	View or forward possible illegal images of a child.

T – Tell

These encourage the child to start sharing information in their own words.

Tell me what happened.

Tell me what you mean by that.

Tell me how you felt when that happened.

Tell me more about that.

Tell me what you were thinking when that happened.

Tell me who was there.

Tell me again.....

E – Explain

These help the child provide reasons or rationale behind what they shared.

Explain what you meant when you said that.

Explain why you didn't want to go home?

Explain what makes you feel that way.

Explain how you got that mark.

D – Describe

These prompt the child to give more detailed sensory or emotional information

Describe what it looked like.

Describe how it made you feel.

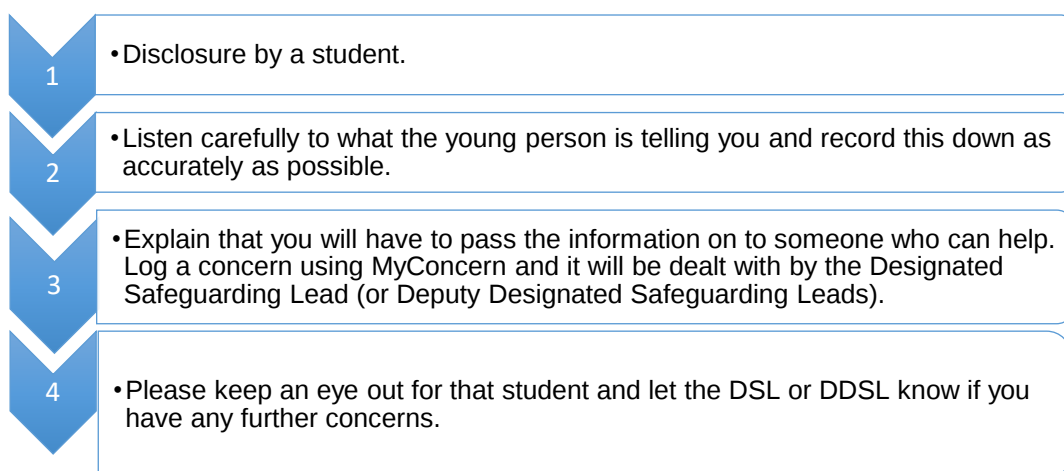
Describe what happened next.

Describe the place where it happened.

Describe what they said or did.

When a young person speaks to you about a concern, remember these key processes:

Scenario 1:



Scenario 2:

- 1

•Dealing with a concern that you have recognised (without disclosure).
- 2

•Do not approach the young person about your concerns.
- 3

•Log a concern on MyConcern or if you are unable to access My Concern, then inform reception that you need to speak to a member of the safeguarding team.
- 4

•Your concern will be dealt with by the DSL or DDSL. If you have a continued concern, please contact the DSL or DDSL.

Report a Concern – Parents and Students

A feature of our safeguarding procedures is the ‘Report a Concern’ button on the school website.

Staff must still refer all concerns through the MyConcern reporting system but students and parents can report a concern by pressing the Report a Concern button themselves on the website as shown in the screenshot below.

The button is available at the top of the homepage.

