

# Norwich School

## Child Protection Policy

---



### Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise the expertise our staff builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis. We therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance [‘Keeping Children Safe in Education’](#), DfE (2018).

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in June 2018. It is due for review before July 2019.

Signature (Head Master):

Date:

Signature (Chair of Governors):

Date:



Contents

**Child Protection – Contact List and Terminology..... 4**

**Introduction ..... 6**

**Other relevant policies and guidance..... 6**

**The policy..... 7**

**School commitment..... 8**

**Confidentiality ..... 8**

**Roles and responsibilities ..... 8**

**The Designated Safeguarding Lead (DSL)..... 9**

**The Deputy DSLs..... 10**

**The Governing Body..... 10**

**The Head Master..... 10**

**Records and monitoring..... 11**

**Recognising concerns/Indicators ..... 11**

**Responding to concerns ..... 14**

**Passing on concerns ..... 14**

**Further action – external referrals ..... 14**

**Vulnerable children - supporting pupils at risk..... 15**

**Joint working with other agencies..... 16**

**Information sharing ..... 18**

**Children’s Concerns ..... 18**

**Recruitment and selection of staff..... 18**

**Physical restraint/intervention ..... 20**

**Safe working ..... 20**

**Allegations against staff..... 20**

**Reporting concerns about other members of staff ..... 21**

**Whistleblowing..... 21**

**Allegations against pupils ..... 21**

**Parents ..... 22**

**Passing on information to new schools..... 22**



**Collecting information from previous schools..... 22**

**Policy review..... 22**

**Complaints procedure..... 22**

**Statutory framework ..... 23**

**Appendix 1: Definitions of significant harm and indicators of abuse..... 24**

**Appendix 2: Responding to concerns – disclosures ..... 28**

**Appendix 3: Local Safeguarding Referral Procedures 2016..... 29**

**Appendix 4: Important Safeguarding Issues (including FGM and Radicalisation)..... 30**

**Appendix 5: Safer Recruitment at Norwich School ..... 32**

**Appendix 6: Other important safeguarding matters..... 33**

**Appendix 7: Recording Form for Safeguarding Concerns ..... 35**

**Appendix 8: Visiting Speakers’ Checklist – Refer to our Visitors’ Policy for more detail  
..... 38**

**Appendix 9: A guide to safeguarding acronyms..... 39**

**Appendix 10: Summary of our Child Protection Policy for Pupils..... 40**

**Appendix 11: Summary Child Protection sticker from staff calendars..... 42**

**Appendix 12: Job Description for the DSL (taken from KCSIE 2018 update)..... 43**

# Norwich School

## Child Protection Policy

---



### Child Protection – Contact List and Terminology

<b>Designated Safeguarding Lead (DSL)</b>	<b>Lara Péchard</b>	<b>01603 728430</b>  <b>or 01603 732237</b> <b>emergency/out of hours</b>
<b>Head Master</b>	<b>Steffan Griffiths</b>	
Deputy DSLs	Cheryl Wood Andrew Rowlandson Craig Hooper Georgina Valpied Tracey Mounter John Ingham (LS) Alex Wilson (LS) Lucy Smith (LS)	All 01603 728430
Safeguarding (including Child Protection and Prevent) Governors	Alison Green Tracy Yates	As above
Chairman of Governors	Mr Patrick Smith	As above
School Counsellor's	Andre Sloos Angela Harris	As above
School Attendance Officer	Anne-Marie Andersen	As above
Adviser – Education safeguarding NCC	Kelly Waters	Through Norwich Professional Development Centre 01603 307729
Early Help		01603224101
Local Area Designated Officer (LADO)	This is a team rather than an individual	01603 223473 <a href="mailto:LADO@norfolk.gov.uk">LADO@norfolk.gov.uk</a>
MASH (Multi-Agency Safeguarding Hub)	Urgent and out of hours	0344 800 8020 (Also a contact for Channel Team referrals)
NSPCC Childline		0808 800500 0800 1111
Norfolk Safeguarding Children Board (NSCB)		01603 223409

# Norwich School Child Protection Policy

---



Norfolk Police Family Protection  
Unit

01603 276300

Police  
Counter Extremism

0207 340 7264

Counter-

[extremism@education.gov.uk](mailto:extremism@education.gov.uk)

Prevent or Channel queries

Kelly Waters

101 (Police non-emergency)

01603 307729

Harbour Centre  
FGM Reporting

0845 456 4810

101 (Police non-emergency)



### **Terminology (also see list of useful acronyms in the Appendix 9)**

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child Protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

**Significant Harm** – see **Appendix 1**

**Indicators of Abuse** – see **Appendix 1**

### **Introduction**

Norwich School fully recognises the contribution it can make to protect and support pupils in this school. The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. Pupil safety is of paramount importance in our aspirations. There is due regard to 'Keeping Children Safe in Education', 2018 (KCSIE 2018) and 'Working Together to Safeguard Children', 2015.

*Please note that for the purpose of timings with this policy the school has taken guidance from KCSIE 2018 which comes into effect on 3 September 2018, until after that time KCSIE 2016 will also be used.*

### **Other relevant policies and guidance**

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies, for instance:

- Anti-Bullying
- Attendance
- Behaviour Management
- Counselling Guidance
- E-safety
- Eating Disorder Guidance
- First aid and Medical Provision Policy
- Health and Safety
- ICT Acceptable Use
- Prevent
- Self Harm Guidance

# Norwich School

## Child Protection Policy

---



- Staff Code of Conduct
- Suicide Prevention
- Visitors
- Well Being, Mental & Emotional Health of Pupils
- Whistleblowing

The above list is not exclusive but when undertaking policy development the school will consider Child Protection and other safeguarding matters within each appropriate policy or guideline. All are updated annually, or more frequently as required.

This policy is drawn up in accordance with Norfolk Safeguarding Children's Board (NSCB) detailed guidance ([www.nscb.norfolk.gov.uk](http://www.nscb.norfolk.gov.uk)).

### The policy

There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, pastoral support to pupils and safe and appropriate working practice by staff, staff working to a code of conduct);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused or are at risk of being abused);
- **Collaboration** (with children and young people, parents and other agencies to promote safeguarding and wellbeing for all of our children and young people)

This policy gives clear direction to all staff, (including volunteers, governors and visitors to the school) and to parents about expected behaviour and our legal responsibility to safeguard the welfare of all children in our school. It applies to all pupils, staff, parents, guardians, governors, volunteers and visitors. It is available to parents on request and is published on the school website. We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures. This policy is made known to pupils through year group and section assemblies, PSHE lessons and tutor periods.

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 school or who go missing from education, particularly on repeat occasions. The Attendance Officer will regularly liaise with the Designated Safeguarding Lead to discuss any persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

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' (2015) and Norfolk Safeguarding Children Board (NSCB) procedures.



### **School commitment**

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place, “a safe environment” when there are difficulties. Children’s worries and fears will be taken seriously and children are encouraged to seek help from, or confide in, members of staff. We recognise that staff play an important role as they are in a position to identify concerns early and to provide help for children to prevent concerns from escalating. Staff recognise that when concerned about the welfare of a child, they must always act in the best interest of the child. All staff are advised to maintain an attitude of “it could happen here” where safeguarding is concerned.

This commitment applies to all areas of child protection and safeguarding, including issues relating to children with sexually harmful behaviour, sexual exploitation of children, FGM, forced marriage, honour-based violence, radicalisation and extremism/Prevent and children missing education (see **Appendix 4**).

Our school:

- Maintains an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensures that children know that there are adults in the school whom they can approach if they are worried or are in difficulty, and signposts how they can access help when outside school;
- Includes in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and develop resilience;
- Ensures every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children; and
- Ensures that staff are aware of how and when to act on concerns that they have, and work in a safe and appropriate manner at all times. The school has a Whistleblowing policy that is effective in supporting colleagues who wish to challenge and raise concerns about children or the behaviour of adults, or indeed their safety.

### **Confidentiality**

We recognise that all matters relating to child protection are highly confidential and the Head Master or DSL will share that information on a ‘need to know, what and when’ basis.

Concerns about individuals will not be discussed elsewhere, inside or outside the school unless in confidential meetings, organised for that purpose, or in confidential conversations by telephone. We have a full Confidentiality Policy and staff undertake confidentiality training.

We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

### **Roles and responsibilities**

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the



# Norwich School

## Child Protection Policy

---



responsibility to provide a safe environment in which children can learn. All adults working with or on behalf of children have a responsibility to be alert to possible abuse and to record and report concerns.

There are key people within the school and the Local Authority (LA) who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed at the start of this document.

All visitors to the school are given a Safeguarding flyer, this details who the DSL is and the visitors responsibilities towards safeguarding.

**The Designated Safeguarding Lead (DSL)** – also refer to Appendix 12 for further details

The Designated Safeguarding Lead (DSL) is an appropriate senior member of staff, from the school's leadership team who takes lead responsibility for safeguarding and child protection. The DSL carries out their role in accordance with Annex B of KCSIE 2018.

The DSL provides advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

- During term time the DSL or a deputy is always available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media, and a named deputy will also be available. There are deputies in each Key Stage.
- The DSL (or one of the deputies in the absence of the DSL) at Norwich School represents the school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.
- The DSL maintains written records and child protection files ensuring that they are kept confidential and stored securely.
- The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. The DSL ensures that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the school's agreed safeguarding training pack.

At Norwich School the DSL is the Principal Deputy Head (PDH), Lara Pechard. There will always be cover for this role and the PDH's PA and the School Receptionist/Attendance Officer will be made aware of who is deputising on any particular occasion:

- The names of the DSL and deputies are displayed in the window of School End House along with the duty team for any particular day.
- For trips and out of hours safeguarding concerns, the anchor team will be made aware of the duty DSL.



- Contact can be made with the duty DSL and/or other senior members of the school at any time out of hours using the emergency number at the front of this policy. This is also printed in the front of the school calendar provided termly to each pupil and parent.

**The Deputy DSLs** are appropriately trained to deal with any issues in the absence of the (DSL). There is always a named deputy as cover for this role during the DSL's absence or holidays.

### **The Governing Body**

The Governing Body of Norwich School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have two named governors who champion safeguarding within the school and have received appropriate safeguarding training. They are Tracy Yates and Alison Green.

The Governing Body ensures that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the NSCB policies and procedures;
- The school contributes to inter-agency working in line with 'Working Together to Safeguard Children' (2015);
- A member of staff from the senior management team is designated to take the lead responsibility for safeguarding and child protection and that there are deputy DSLs who are appropriately trained members of staff to deal with any issues in the absence of the DSL;
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff Code of Conduct;
- All staff undertake appropriate child protection training that is updated annually and on-line safety training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of '[Keeping Children Safe in Education](#)' DfE (2018);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

The Governing Body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. The report will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

### **The Head Master**

The Head Master is responsible for:

- Identifying a senior member of staff from the leadership team to be the DSL and this person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to



take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children;

- Identifying alternate members of staff to act as deputies for the DSL in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures; and
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.

### **Records and monitoring**

Child protection files/records are stored in a locked, secure location. They are referred to as “**double red dot**” files. Only the Head Master, PDH, DSL and Deputy DSLs have direct access to these files and will release them only when the reason for their release is known. Access is signed for and closely monitored and these files are regularly reviewed.

Well-kept records are essential to good child protection practice. The need to record and report concerns about a child or children within our school is made clear to all staff. The DSL is responsible for such records and for deciding at what point (in consultation with the Head Master) these records should be shared with, or transferred to, other agencies or schools.

Where necessary a double red-dot file with major child protection (CP) concerns will contain a ‘Chronology Sheet’, which will detail and reference any concerns, contact with parents and other agencies, information shared, case conferences and other events. The CP file will also contain all other relevant information.

The information in these files may be accessed and used as evidence by other agencies, when it is appropriate to share and at the discretion of the DSL and the Head Master, except where they are required to be produced by a court order.

Parents/guardians may also request to read a double red dot file in relation to their child but may not always be allowed access to the information in accordance with the school’s obligations under the Data Protection Act 2018, and their duty to act in the best interest of the child. Only factual information is recorded. If unsubstantiated information is recorded, it is indicated as such.

The DSL and Head Master share information when appropriate. Confidentiality is essential but it is understood that staff working with children can only provide effective support and monitor concerns if they are made aware of concerns.

### **Recognising concerns/Indicators**

School staff are particularly well placed to observe, and should be alert to, outward signs of abuse, changes in behaviour, persistent absence or failure to develop. In addition, senior pupils who hold positions of responsibility (eg, Peer Supporters and Prefects) will be briefed on appropriate action to take should they receive any allegations of abuse, or have reasons to suspect abuse. Senior pupils are in a particularly useful position to report any alleged peer-on-peer abuse. We provide training in listening (by the School Counsellor), confidentiality,



child protection and mental health awareness (MHFA training by YMCA) for our senior pupils. The summary of types of abuse and staff responsibilities are listed on a sticker (see Appendix 11) which is inserted in the front of staff calendars at the beginning of each term for ease of reference. A summary pupil version (see Appendix 10) is also displayed in every classroom and pupils discuss the contents of this with their tutor at the beginning of the school year.

Possible indicators:

**Sexual abuse** – behaviour changes – precocity - withdrawal – sexually inappropriate behaviour

**Emotional abuse** – excessive dependence – inappropriate emotional responses - over reaction to mistakes

**Neglect** - inadequate clothing - hunger- lack of sleep - lack of supervision

**Physical Abuse** – aggression - inconsistent explanations - refusal to discuss injuries

**It is important to note that these signs are not proof but can give rise to suspicion and these suspicions must be reported and logged, so that consideration can be given to whether further enquiries or an investigation is needed.**

A fuller list of possible indicators is contained in **Appendix 1**.

We also recognise that children are vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

We recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and we provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

# Norwich School

## Child Protection Policy

---



Since October 2015 there has been a mandatory reporting duty placed on teachers in respect of FGM. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Further guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: '[Mandatory Reporting of Female Genital Mutilation - procedural information](#)' (October 2015).

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Norwich School, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with [Norfolk Channel procedures](#) and will represent our school at Channel meetings as required.
- Through our curriculum, and in particular our PSHE programme, we will promote the spiritual, moral, social and cultural development of pupils.

**We recognise that children and in particular, those vulnerable due to safeguarding concerns, can be targeted for child sexual exploitation (CSE) and this can link to County Lines. County lines exploitation describes how gangs from large urban areas supply drugs to suburban and rural locations; using vulnerable children and young people to courier drugs and money.**

**Staff are trained to have an understanding of the possible indicators and consequences of a child becoming exploited.**



### Responding to concerns

#### 'Never Do Nothing'

Norwich School adheres to child protection procedures that have been agreed locally through the Norfolk Safeguarding Children's Board (NSCB). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Norfolk Local Assessment Protocol](#) and the [NSCB Threshold Guidance](#).

All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL immediately as outlined in **Appendix 2**. Wherever possible this information should be recorded on a single side of A4 (or using the draft recording form in **Appendix 7**) and be entitled 'Record of Concern' followed by the pupil's name, the name and position of the member of staff present, along with dates and times where possible. Concerns relating to marks or injuries could be recorded on a 'Body Map' outline, which should be attached to the 'Record of Concern Form'. Through regular training, guidance will be given to staff to help them to identify the need for early help and the difference between a concern for a child and a child being in immediate danger.

It is vital that staff do not:

- **dismiss** concerns or disclosures as insignificant, they may provide a vital link to other information
- **keep** such concerns to themselves
- **promise** secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially, in order to help keep the child safe.

It is unacceptable for any member of staff to keep child protection concerns to themselves, including concerns about the conduct of another member of staff.

### Passing on concerns

**In the first instance all concerns need to be passed to the DSL, or in her absence to the designated Deputy DSL. If the concern relates to the DSL, the Deputy DSLs or any other member of teaching staff, concerns must be passed to the Head Master immediately. In his absence the matter should be raised with the Chair of Governors. If the concern relates to the Head Master, staff or volunteers must inform the Chair of Governors and the LADO. Staff and volunteers will then be advised of the next step(s) to be taken.**

### Further action – external referrals

#### Considerations

After receiving a report of a child welfare concern, the DSL (or other appropriate person in accordance with this policy) should decide, taking advice from the LADO or the Norfolk Children's Social Care Team (via the MASH contacts) if needed, which of the following actions is appropriate:

- If it is considered that a pupil has suffered or is at risk of significant harm, or that the concern might constitute a criminal offence, a child protection referral should be made to



the Norfolk Children's Social Care Team (Children's Social Care) via the MASH contacts as soon as possible and, in any event, within 24 hours.

- If a child is considered to be in need of help a referral to Children's Social Care, if appropriate, is made.
- If it is considered that no further action should be taken at that time, she will make a record of the reasons for that decision. Other alternative help or referrals may be made, for example to the school counsellor, or to other support agencies.

The DSL will keep a record of all information collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making.

If a member of staff is convinced that a direct report is the only way to ensure a pupil's safety, they should report direct to MASH (see **Appendix 3**).

### **Child protection referrals**

If the school makes a child protection referral, the Norfolk Local Safeguarding Children's Board Procedure will be followed by the DSL. After a telephone referral, the DSL may send a written "NSCB 1" or "Confirmation of Referral" to the Social Care MASH Team, both within 24 hours. "Information Sharing: Advice for Practitioners" DfE March (2015) will be taken into account.

### **Feedback**

Within 24 hours the Social Care Team should report back by phone or email to the DSL and indicate their decision on future action. If there is no contact within 3 working days, the DSL will re-contact the Social Care Team to follow up.

Whatever the outcome of reported concerns the DSL will report back to the member of staff involved and apprise them of the situation as appropriate.

### **Consulting Parents**

If possible any concerns about a child's welfare will be discussed with parents/guardians provided that this will not:

- Possibly place the child at increased risk.
- Possibly place staff at risk.
- Be against the wishes of the young person if they are thought to be sufficiently mature to make an informed judgement.
- Cause a delay in referring if contact cannot be made.

If there are doubts or reservations about involving the parents, the DSL should seek advice from the Social Care team. Personal details need not be discussed unless the advice confirms a referral, in which case it will be agreed who will inform parents and when.

### **Vulnerable children - supporting pupils at risk**

Children may be vulnerable because, for example, they are experiencing some form of neglect or other abuse. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.

# Norwich School

## Child Protection Policy

---



If a child who is the subject of a Child Protection Plan is missing from school for 2 days without a verified valid reason the DSL will contact the assigned social worker.

In the same way if a child that the school has serious concerns about is missing from school without a valid reason for 2 days the school will consider making a child protection referral.

Staff need to be aware that many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of particularly vulnerable groups but is not exhaustive.

### **Joint working with other agencies**

This policy is written in line with Local Authority guidance and the requirements of the NSCB policies and procedures, and ISI Regulations.

The school recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. We are therefore committed to initiating and supporting inter-agency work such as the:

- Child protection Case Conferences, core groups and other multi-agency meetings; and
- Family Support Services

We work in line with '*Keeping Children Safe in Education*' (2016) and "*Working Together to Safeguard Children*" (2015).

This Child Protection Policy is reviewed annually by the Adviser – Education Safeguarding, currently Kelly Waters.

### **Case Conferences and Core Group Meetings**



# Norwich School

## Child Protection Policy

---



- The DSL and Head Master will ensure that the appropriate member(s) of staff will attend initial and review Case Conferences and core groups and provide written reports for these.
- Reports will be compiled after discussion with relevant staff such as class teachers/form tutors and Housemasters, etc.
- Feedback will be given to staff under the 'need to know' principle on a case-by-case basis.



### Information sharing

Information will be shared in line with the key principles outlined in the DfE publication: '*What to do if you are worried a child is being abused*', (2015). In cases involving possible child abuse the school has a duty to share information appropriately.

The DSL/Head Master will ensure that:

- factual information only is shared,
- the information is shared appropriately and confidentially with the appropriate professionals, and
- that this is logged in the child's file.

### Children's Concerns

The school recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child/young person will be listened to and acted upon in order to safeguard his/her welfare. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support.

Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum.

Safe school procedures including child protection matters will be discussed by the School's Consultative Committee to gather children's opinions about the support systems in place.

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and others, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

### Recruitment and selection of staff

We ensure that the DSL, the Head Master and others have completed appropriate safer recruitment training. At all times the Head Master will ensure that safer recruitment practices are followed in accordance with the requirements of "*Keeping Children Safe in Education*" (2018) and Part 4 of the Independent School Standards Requirements.

At Norwich School we use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We question the contents of application forms if we are unclear about them; we undertake Disclosure and Barring Service



checks and use any other appropriate means of ensuring we are recruiting and selecting the most suitable people to work with our children.

We maintain a Single Central Register of all safer recruitment checks. Safer recruitment interviews are carried out by safer recruitment trained staff, in line with statutory requirements. Further details on Safer Recruitment in summarised form can be found in **Appendix 5**.

### Induction

Every new member of staff or volunteer will receive safeguarding training during their induction period, usually within the first week of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record it, and the remit of the role of the DSL. The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

They will be given a copy of:

- Staff Code of Conduct (and other related policies including Whistleblowing)
- Part One of the statutory guidance "*Keeping Children Safe in Education*" (2018) and Annex A (for those with contact with children)
- This child protection policy
- Safeguarding Quiz which should be completed and kept on file
- All new staff will also be expected to complete the online educare training package

New staff are offered Prevent training and information on specific issues such as FGM, and child exploitation (see **Appendix 4**).

### Training

In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of '*Keeping Children Safe in Education (2018)*'. In order to achieve this we will ensure that:

- all members of staff undertake appropriate safeguarding training on an annual basis in accordance with NSCB advice and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff weekly briefings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- all regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of the identity of the DSL and deputy DSLs and the recording and reporting systems.
- all staff are reminded of the policy and procedures at the start of each term and at other times as required. All staff received child protection, preventing FGM and child exploitation training in September 2015 (see **Appendix 4**) and will receive refresher training annually. Kelly Waters, the Norfolk Safeguarding Officer, notifies us of updates to the NCC website.
- we actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance (they are made aware that Annex A of '*Keeping Children Safe in Education (2018)*' provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation,



and that in addition, local guidance can be accessed via Norfolk Safeguarding Children Board at [www.norfolkscb.org](http://www.norfolkscb.org) and within the Safeguarding Section of the Norfolk Schools website: <http://www.schools.norfolk.gov.uk/safeguarding>).

- the DSL and Assistant DSLs will complete, as a minimum, NSCB multi or core agency training/LA training, or similar, every 2 years. The DSL will complete training every two years in Prevent, the family support process and safe schools, etc and keeps up to date accessing e-courier and disseminating national and local updates to staff and attendance at DSL cluster meetings
- other staff in key pastoral roles complete “NSPCC” outreach learning and e-safety CEOP training, as appropriate, to broaden the expertise within the school.
- the Norfolk Safeguarding Officer is routinely invited to school CP training events.
- the Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school, where possible this training takes place annually. The Safeguarding Governors will also undertake additional training accessed from Norfolk Governor Services/NCC.

### **Physical restraint/intervention**

Staff will ensure that the school policy on physical restraint/intervention and restraint is followed and that any incidents requiring action will be logged with the Head Master or appropriate senior manager, and parents informed on the same day.

### **Safe working**

All staff should ensure that they do not behave in a way that will result in founded or unfounded allegations of inappropriate, abusive or dangerous behaviour.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. There are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#)' (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

All staff are encouraged to read and take on the information to be found in the staff Code of Conduct. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

The school follows the Childcare (Disqualification) Regulations 2009 (as amended).

### **Allegations against staff**

If the school needs to make a child protection referral involving a member of staff, we will always ensure that the procedures outlined in [Norfolk Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children](#) and Part 4 of '*Keeping Children Safe in Education (2018)*' are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO).

After a telephone referral, the DSL will send a written “NSCB 1” or “Confirmation of Referral” to the Social Care MASH Team and a copy to the LADO [LADO@Norfolk.gov.uk](mailto:LADO@Norfolk.gov.uk) or 01603 223473), as appropriate, both within 24 hours.



The following steps will be adhered to:

1. If a member of staff receives an allegation of inappropriate or abusive behaviour by a colleague, or feels required to make such an allegation, they should pass the information, without delay, to the Head Master in accordance with the school's Allegations of Abuse against Teachers and other Staff policy. This includes concerns relating to agency and supply staff and volunteers.

If the allegation is against the Head Master it should be referred to the Chair of Governors (or the LADO).

Any such matters will be dealt with in the strictest confidence and fairly, quickly and consistently.

2. The Head Master will, within one working day, contact the LADO and follow the statutory guidance in KCSIE (2018) and the Norfolk NSCB detailed procedures. The school understands its "duty to refer".

In the event that neither the Head Master nor Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head Master or the Vice Chair of Governors. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO. The LADO can be contacted on 01603 223473.

The school understands its responsibilities to report dismissals of teaching staff to the NCTL/DBS (as outlined in Teacher Misconduct: the Prohibition of Teachers (July 2014)).

### **Reporting concerns about other members of staff**

If a member of staff feels unable to discuss the issue with the Head Master s/he should contact the DSL, Deputy DSL, another senior member of staff or the LADO/DSL.

It is unacceptable for any member of staff to keep concerns about colleagues to themselves.

### **Whistleblowing**

All staff are required to report to the Head Master or the Chair of Governors any concerns or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. For further information, please see the school's Whistleblowing Policy.

### **Allegations against pupils**

A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's policy on behaviour, discipline and sanctions will apply. The school will take advice from MASH on the investigation of such allegations as appropriate and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.



If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the school will ensure that, subject to the advice of the MASH team, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult (see **Appendix 4**).

### **Parents**

We believe that our safeguarding and child protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies can be put in place wherever possible.

We ensure that parents are aware that we may need to make child protection referrals without their consent or knowledge.

Statements on the school's parent portal and web site inform parents about the school's duties and responsibilities for safeguarding and child protection.

The Child Protection Policy is available in full on the school website and parents are also made aware that the Child Protection Policy is available from the school and the name of the Child Protection Governors if they wish to raise any suggestions or queries about the policy or specific issues. Any such concerns will be taken into account when the policy is reviewed and responded to by the Child Protection Governors, DSL or Head Master.

### **Passing on information to new schools**

The school transfers any CP information to children's new schools and asks for acknowledgement of receipt/contact by follow up phone call if not received.

### **Collecting information from previous schools**

For all new entrants to Norwich School a request is made of a pupil's previous school for any Child Protection or SEN information. We will obtain and retain written confirmation of receipt of the file in line with KCSE 2018.

### **Policy review**

The DSL and governing body reviews this policy each year. The views of the children, parents, and staff will be taken into account in this review.

If at any time any deficiencies or weaknesses in the Child Protection Policy and procedures are identified they will be addressed by the Governing Body and DSL immediately and remedied.

### **Complaints procedure**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Head Master and Governors. An explanation of our Complaints Procedure can be made available from the school website.



Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

### **Statutory framework**

This policy has been devised in accordance with the following legislation and guidance:

- ['Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'](#), DfE (2015)
- ['Keeping Children Safe in Education'](#), DfE (2018)
- [Norfolk Safeguarding Children Board](#) procedures
- [Norfolk Safeguarding Children Board Protocol : Allegations Against Persons who Work with Children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (October 2015).
- ['What to do if you're worried a child is being abused'](#), DfE (March 2015)
- ['Information Sharing: Advice for practitioners'](#), DfE (March 2015)
- ['The Prevent duty: Departmental advice for schools and childcare providers'](#), DfE (2015)
- ['Mandatory Reporting of Female Genital Mutilation - procedural information'](#), Home Office (October 2015)
- Section 157 and 175(2), Education Act (2002)
- NSPCC website
- Disqualification under the Childcare Act 2006 (as amended)
- Prevent Duty Guidance: for England and Wales (March 2015) (Prevent)
- Prevent Duty – departmental advice for schools and child-minders (June 2015)
- The use of social media online radicalisation (July 2015)



### Appendix 1: **Definitions of significant harm and indicators of abuse**

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. This includes peer-on-peer abuse.

- **PHYSICAL ABUSE** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.
- **NEGLECT** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **EMOTIONAL ABUSE** is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.
- **SEXUAL ABUSE** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape or buggery) or non-penetrative acts. They may include non-contact activities, or encouraging children to behave in sexually inappropriate ways.

### **Indicators of Abuse**

IT IS IMPORTANT TO NOTE THAT THESE LISTS ARE POSSIBLE INDICATORS OF ABUSE. MANY OF THESE SIGNS COULD HAVE OTHER EXPLANATIONS.

Some of the signs are the same, so there will be duplications in the lists. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

### **Signs of Physical Abuse**

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather





- Fear of returning home
- Running away
- Fear of medical help
- Self-destructive tendencies
- Aggression toward others

### **Signs of Emotional Abuse**

- Physical, mental and emotional developmental lags
- Admission to punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation or self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Substance or alcohol abuse
- Running away
- Compulsive stealing or scavenging

### **Signs of Sexual Abuse**

- Sudden changes in behaviour or school performance
- Displays of affection in a sexualised manner inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with other adults e.g. a relative, baby-sitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night
- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and STIs
- Anorexia or bulimia
- Self-mutilation, attempted suicide, frequently running away
- Unexplained pregnancy
- Fear of undressing for gym
- Phobias or panic attacks

Not all sexually abused children will exhibit clear signs of disturbance. Some will be model pupils, displaying none of the characteristic effects of sexual abuse.

### **Signs of Neglect**



- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- No social relationships
- Running away
- Compulsive stealing or scavenging

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and, in very rare cases, has been a feature in the suicide of some young people.

All incidences of bullying, including cyber bullying and prejudice-based bullying should be reported to the DSL and will be managed through our anti-bullying procedures. Bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head Master and the DSL will consider implementing child protection procedures; especially where a child is suffering or likely to suffer significant harm.

### **Radicalisation and Extremism**

Children may be bullied into involvement in extremist and radical groups. The school is aware of its responsibilities to pupils in this regard and its duty to report. There are a number of signs we look out for:

- a) Changing their style of dress or personal appearance
- b) Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- c) Loss of interest in other friends and activities not associated with the extremist cause
- d) Attempts to recruit others to the group/cause
- e) Communications with others that suggest identification with a group, cause or ideology
- f) Using insulting or derogatory names for other groups
- g) Increase in prejudice-related incidents committed by that person. These may include;
  1. Physical or verbal assault
  2. Provocative behaviour
  3. Damage to property
  4. Derogatory name calling
  5. Possession of prejudice-related materials
  6. Prejudice-related ridicule or name calling
  7. Inappropriate forms of address
  8. Refusal to cooperate



9. Attempts to recruit to prejudice related organisations
10. Condoning or supporting violence towards others

If we identify worrying behaviour we encourage parents to look out for increased instances of:

- A conviction that their religion, culture or beliefs are under threat and treated unjustly
- A tendency to look for conspiracy theories and distrust of mainstream media
- The need for identity and belonging
- Being secretive about who they've been talking to online and what sites they visit
- Switching screens when you come near the phone, tablet or computer
- Possessing items – electronic devices or phones – you haven't given them
- Becoming emotionally volatile.
- Signs of CSE.

We will always report any worries to the Norfolk Channel Team at Norfolk Constabulary.



### Appendix 2: **Responding to concerns – disclosures**

- React calmly and promise CONFIDENTIALITY **not** SECRECY
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but only ask open-ended questions if you need to clarify but this may be better left to the DSL or others

### **The use of ‘TED’ questioning may be appropriate**

- **T**ell me what happened
- **E**xplain what you mean
- **D**escribe how...

Or open-ended questions e.g.

- What happened?
  - Where were you?
  - When did this happen?
  - Who was there?
  - How did it make you feel?
- 
- If you have difficulty in understanding the child or parent’s communication method, reassure them that you will find someone who can help
  - Tell the child or parent they have done the right thing by telling you
  - Avoid making comments or judgements about what is shared
  - Tell the child or parent what will happen next, and be honest

Make a written note of:

- What is said
- Who is present
- Anything else that happens after the child discloses
- Ensure legibility, full dates & clear signature
- Maintain strict confidentiality
- Pass the information to the DSL or Deputy DSLs on the same day



Appendix 3: Local Safeguarding Referral Procedures 2016



NHS Great Yarmouth and Waveney



NHS Norfolk



**NORFOLK**  
CONSTABULARY  
Our Priority is You

## NORFOLK MASH

### Multi-Agency Safeguarding Hub: Referral Procedures

Where an agency/organisation or worker has concern for the welfare or safety of a child they can make a telephone referral via Care Connect by telephone on 0344 800 8020.

A telephone referral must then be confirmed in writing using the form marked [NSCB1](#), within a maximum of 48 hours, ideally 24 hours. The completed NSCB1 can be:

- Faxed to the MASH Team on 01603 762445
- Posted to: The MASH Team Manager, Floor 5, Vantage House, Fishers Lane, Norwich, Norfolk, NR2 1ET
- NSCB1 forms can also be e-mailed to MASH via [mash@norfolk.gcsx.gov.uk](mailto:mash@norfolk.gcsx.gov.uk) but must only be sent from a secure email address.

### Safeguarding Consultation Line

You can request a professional consultation if you are not clear about how to support a family and require further advice about a child. This is provided by the MASH Team. In order to access this service call Customer Services on **0344 800 8020** and state that you request a professional consultation. This procedure replaces the consultation service previously offered by the local Duty Teams.

Please note that consultations should not be used in circumstances where you suspect immediate risk or harm to a child e.g. when the child has made a disclosure of abuse or you suspect the child is presenting with a non-accidental injury. In these circumstances, you should contact Customer Services and explain that you wish to make a referral.



### **Appendix 4 (Important safeguarding issues) Children with sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community (The Harbour Centre). Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

### **Sexual exploitation of children**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people; victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

### **Appendix 4: Important Safeguarding Issues (including FGM and Radicalisation)**

The school includes the risks of sexual exploitation in the PSHE curriculum. A common feature of child exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL (or direct to the Harbour Centre).

### **Female genital mutilation (FGM)**

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment, or a fine, or both. The



school understands its mandatory responsibility to report to the police issues related to FGM (any concerns should be raised with the DSL or Norfolk LSCB via [www.nscb.norfolk.gov.uk](http://www.nscb.norfolk.gov.uk)).

### **Forced marriage**

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

Since June 2014 forcing someone to marry has been a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014 (see DSL or Norfolk LSCB via [www.nscb.norfolk.gov.uk](http://www.nscb.norfolk.gov.uk)).

### **Radicalisation and extremism**

The Government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form but the school remains alert also to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

The school understands that parental consent, before making a Channel referral, is not necessary where there are grounds to believe a child is at risk of significant harm related to radicalisation or extremism.

(Issues of concern should be raised with the DSL or direct to the NSO, Kelly Waters at the Norwich Professional Development Centre, or direct to MASH.)



### Appendix 5: Safer Recruitment at Norwich School

Norwich School endeavours to ensure that we do our utmost to employ safe staff by following the guidance in '*Keeping Children Safe in Education (2018)*' together with the Norfolk LSCB information and the school's Safer Recruitment Policy and observation procedures (available from the school's HR Department).

Safer recruitment means that applicants will:

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role; this will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in the UK in addition to having EEA checks for teacher restrictions imposed in the European Economic Area
- be interviewed, if shortlisted

The school will also:

- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and staff behaviour policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the Child Protection Policy and Code of Conduct.

All relevant staff involved in after-school care for children under eight are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. Awareness of this is raised in a staff/volunteer briefing.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken; we build in all updates as they are released (recently this has included checks on new Senior Managers and Governors and the prohibition checks).





### **Appendix 6: Other important safeguarding matters**

#### **Site security**

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site in accordance with the Visitors Policy (some of which is in Appendix 8). Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. Senior Management will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

#### **Extended school and off-site arrangements**

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that there are appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

#### **Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent, through our Terms and Conditions, for photographs to be taken or published (for example, on our website or in newsletters or publications)
- seek parental consent
- avoid using pupils' names
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

#### **On-line Safety**

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram. Unfortunately, some adults and young people will use these technologies to harm children.

Cyber bullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

# Norwich School

## Child Protection Policy

---



Our e-safety guidance and ICT Acceptable Use Policy is available on request. Parents are asked to electronically sign to confirm they have read this and discussed it with their child.

All staff receive on-line safety training.

### **Admissions Register**

We inform the Local Authority when a child's name is deleted from the admissions register.

# Norwich School

## Child Protection Policy



### Appendix 7: Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to Norwich School if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

### 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:

Was there an injury? Yes / No

Did you see it? Yes / No

Describe the injury:

Have you filled in a body plan to show where the injury is and its approximate size?  
Yes / No

Was anyone else with you? Who?

Has this happened before?

Did you report the previous incident?

Who are you passing this information to?

Name:

Position:

**Your signature:**

**Time form completed:**

**Date:**

# Norwich School Child Protection Policy



Time form received by DSL:

Action taken by DSL:

Referred to...?

Attendance

Improvement Officer	Police	School Nurse	Children's Services	PSA	Guidance Adviser	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date:

Time:

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

Feedback given to...?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pastoral team	Tutor	Child	Person who recorded disclosure

Further Action Agreed:

*e.g. School to instigate a Family Support Process, assessment by Children's Services*

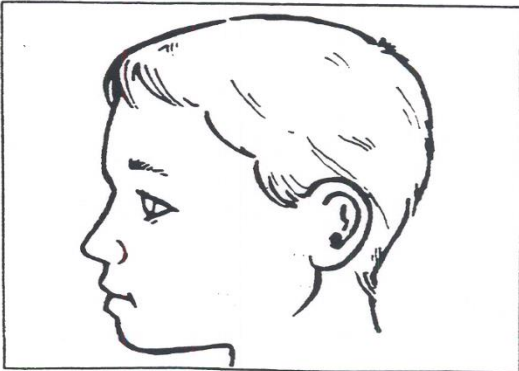
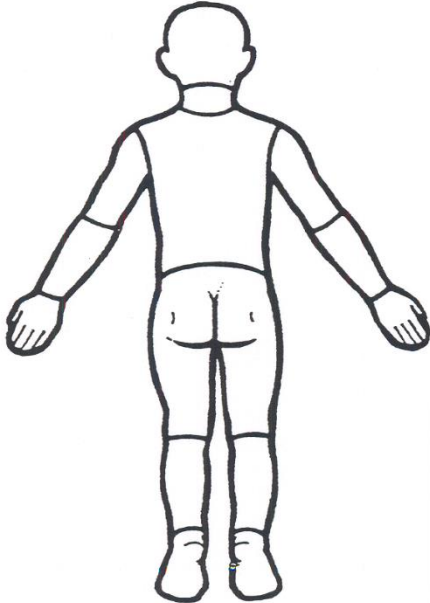
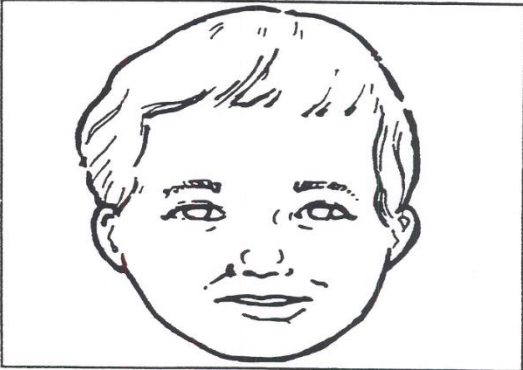
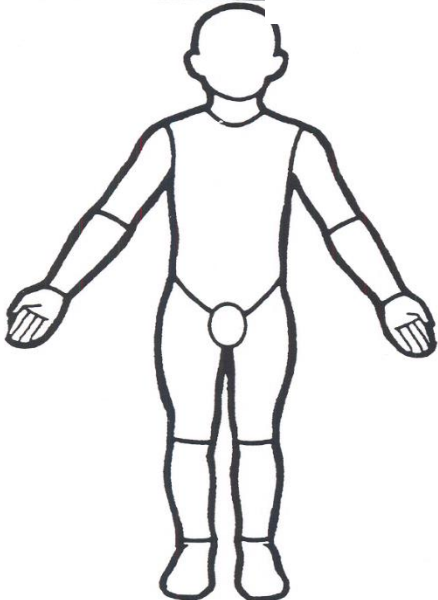
Full name:

DSL Signature:

Date:



**Body plan for an Older Child**





### Appendix 8: Visiting Speakers' Checklist – Refer to our Visitors' Policy for more detail

#### Hosting Speakers on School Premises

Through hosting external speakers, Norwich School provides a safe space for pupils to engage with a variety of issues and hear and debate different perspectives. We have a responsibility to ensure that the people we invite to speak are suitable and that all safeguarding procedures are followed. We are aware that the statutory guidance on the Prevent duty makes it clear that as part of our safeguarding policies, we should 'set out clear protocols for ensuring that any visiting speakers whether invited by staff or pupils themselves are **suitable** and appropriately supervised'. See below.

#### Risk assessment

(to be completed by the person responsible for the engagement of the speaker)

Name of visitor:		
Name of person responsible for the engagement of the speaker		
Reason for visit to school:		
Date and time of visit:		
Is the speaker already known to us? If so, how?		
Have we had a personal recommendation and if so from whom?		
Please conduct a check via internet search engines and across social media sites to assess suitability.	Concerns highlighted:  YES / NO  (If YES please bring to the attention of the DSL/Headmaster)	Date of searches:
Are you aware if he/she holds any extreme views? If so, what are they?		
Are you aware of any risks to the school's reputation or ethos?		
Who will check ID on arrival? (ID must be photographic i.e. passport/driving licence)		
Who will supervise the visitor throughout his/her visit?		
Have any further checks been performed e.g. references. If so please include details here.		

Signed by DSL or Head Master:  
Signed by HR (and held on record):

Date:  
Date:



### Appendix 9: A guide to safeguarding acronyms

AF Common assessment framework  
CAIUs Child abuse investigation units  
CAMHS Child and Adolescent Mental Health Services  
CEOP Child Exploitation and On-Line Protection Centre  
CIN Children in Need  
CLA Children looked after  
CME Child Missing Education  
CPC Child Protection Conference  
CRB Criminal Record Bureau (replaced by DBS in 2013)  
CSAS Catholic Safeguarding Advisory Service  
CSE Child Sexual Exploitation  
CSO Child Safety Order  
CT Children's Trust  
DASH Domestic Abuse, Stalking and Harassment and Honour-Based Violence  
DBS Disclosure and Barring Service (replaced CRB in 2013)  
DCS Director of Children's Services  
DCSF Department for Children, Schools and Families  
DFE Department for Education  
DH The Department of Health  
DPA Data Protection Acts  
DSL Designated Safeguarding Lead  
EHA Early Help Assessment  
EEA European Economic Area  
EPO Emergency Protection Order  
EYFS Early Years Foundation Stage  
FCO Foreign and Commonwealth Office  
FE Further Education  
FGCs Family Group Conferences  
FGM Female Genital Mutilation  
FII Fabricated or induced illness  
FIPs Family Intervention Projects  
GDPR General Data Protection Regulation  
GP General Practitioner  
ISA Independent Safeguarding Authority  
LADO Local authority Designated Officer  
N/LSCB Norfolk/Local Safeguarding Children Board  
MASH Multi-Agency Safeguarding Hub  
NICE The National Institute for Health and Clinical Excellence  
NSPCC National Society for the Prevention of Cruelty to Children  
PDH Principal Deputy Head  
PND Police National Database  
PSAs Parenting Support Advisers  
PSH(E)E Personal, Social and Health (and Economic) Education  
RSHOs Risk of Sexual Harm Orders  
SCRs Serious Case Reviews  
SEN Special Education Needs  
SFO Serious Further Offence  
SOPOs Sexual Offences Prevention Orders  
VISOR The Violent and Sexual Offenders Register



VOOs Violent Offender Orders Appendix 10: Summary of our Child Protection Policy for Senior School Pupils

### **CHILD PROTECTION POLICY - summary for pupils (updated following KCSIE 2018)**

**Aims** Norwich School recognises its responsibility for the safeguarding of the children in its care and its requirement to respond immediately to any aspect of concern relating to a child's safeguarding whether it happens within the school environment and community or outside.

**Objectives** The school recognizes that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, safe and predictable element in their life. When at school their behaviour may be challenging and defiant or they may appear withdrawn. In these instances, the school will endeavour to support the pupil through a variety of methods.

**Wider awareness of the Child Protection Policy** The full Child Protection Policy is available to all pupils, parents and staff members, in all roles, both electronically on the school's website and in hard copy in the School Office.

**Designated Safeguarding Lead (DSL)** Miss Pechard is the DSL and she is supported by Mrs Wood, Mr Rowlandson, Mr Hooper, Mrs Valpied and Ms Mounter. It is the DSL's job to ensure that the school's policy is put into practice.

#### **What is Child Abuse?**

Child abuse can mean a lot of different things such as neglect, physical, emotional or sexual abuse. Abuse can also take on the form of 'peer-on-peer' abuse, which can include sexting and 'banter' between peers. It's not always easy to know if you or someone you know is being abused, but the important thing to remember is that no-one has the right to hurt you or make you do anything that feels wrong.

**IF YOU OR SOMEONE YOU KNOW IS BEING ABUSED IN ANY WAY, THEN THE MOST IMPORTANT THING TO DO IS TALK TO SOMEONE ABOUT IT.**

**What is emotional abuse?** Emotional abuse is when someone tries to make you feel bad. This can be saying things to scare you, putting you down, embarrassing or humiliating you. This might be on purpose or without realising what they are saying or doing is making you feel bad. If someone is always telling you that you're ugly, or fat, or stupid, or worthless, or that they wish you'd never been born, that's emotional abuse. It's wrong, even if they are not doing it on purpose.

If this is happening to you, you might think that it's your fault. It isn't. No-one has the right to emotionally abuse you. If you speak out about it, there are people who care - they will listen to you and help you.

**What is physical abuse?** Physical abuse is when someone is hurting you. That could be hurting you with their hands, their feet, or an object - hitting, slapping, punching, pinching, kicking or suffocating you. It could include scalding or burning you or pulling your hair out. If someone makes you swallow something that hurts, or makes you ill, including giving you medicine when you are not ill or do not need it, that's physical abuse too. If this is happening





to you, you might think that it's your fault. It isn't. No-one has the right to hurt you. If you speak out about physical abuse, there are people who care - they will listen to you and help you.

**What is sexual abuse?** Sexual abuse is when:

- you're being touched in a way you don't like
- you're being forced to have sex
- you're forced to look at sexual pictures or videos
- you're made to watch someone do something sexual. This can include someone flashing or exposing themselves to you
- you're made to do something sexual to someone that feels uncomfortable or wrong. If this is happening to you, you might think that it's your fault. It isn't. No-one has the right to sexually abuse you, even your boyfriend or girlfriend. If you speak out about it, there are people who care - they will listen to you and help you. It doesn't matter who the person is that is making you do these things, they are sexually abusing you. It is possible to be sexually abused by someone you know and love. This does not make what they are doing OK.

**How do I know if I'm being neglected?** You could be suffering from neglect if:

- You don't have enough warm clothes or shoes
- You don't have enough to eat and drink
- You're left alone for a long time, or left in charge of family without adult help
- You're forced to sleep somewhere cold or uncomfortable
- No-one helps you when you're are ill or you've been hurt

If this is happening to you, you might think that it's your fault. It isn't. No-one has the right to neglect you. If you speak out about neglect, there are people who care - they will listen to you and help you.

**Who can I talk to?**

- **The Designated Safeguarding Lead: [Ipechard@norwich-school.org.uk](mailto:Ipechard@norwich-school.org.uk)**
- **School Counsellor, via the school nurse**
- **Any member of staff**
- **Childline (0800 1111 or [www.childline.org.uk](http://www.childline.org.uk))**

*The full school Child Protection Policy is on the website*



### Appendix 11: Summary Child Protection sticker from staff calendars

<b>Safeguarding Basics (updated following KCSIE 2018)</b>
<b>Recognising concerns (including peer-on-peer abuse such as sexting and 'banter'):</b>
<ul style="list-style-type: none"> <li>• <b>Sexual abuse</b> – Has their behaviour changed? Are they withdrawn? Do they display or discuss sexually inappropriate behaviour?</li> <li>• <b>Emotional abuse</b> – Do they display excessive dependence or display inappropriate responses over mistakes they have made?</li> <li>• <b>Neglect</b> – Are they inadequately dressed? Are they struggling with excessive tiredness or hunger or are they obviously unkempt?</li> <li>• <b>Physical abuse</b> – Are they aggressive? Do they offer inconsistent explanations? Do they refuse to discuss injuries or cover up?</li> </ul>
<b>Raising a concern: If you are concerned you must do the basics well.</b>
<ul style="list-style-type: none"> <li>• Do not promise secrecy, do not keep the disclosure to yourself and do not dismiss concerns.</li> <li>• Record what you have been told.</li> <li>• Pass on concerns to the Designated Safeguarding Lead and in her absence one of her deputies (CAW, AMR, CH, GV, TMM).</li> </ul>
<b>Our responsibility:</b>
<ul style="list-style-type: none"> <li>• All staff must read and comply with the Code of Conduct (it can be found in the Policy handbooks on the L drive).</li> <li>• If you are aware of or receive an allegation of inappropriate or abusive behaviour by a colleague you must pass it on to the Head or the PDH.</li> <li>• All staff are protected by the Whistleblowing policy.</li> </ul>



### Appendix 12: Job Description for the DSL (taken from KCSIE 2018 update)

#### Annex B: Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

#### Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

#### 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 where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or 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.

#### Work with others

- Liaise with the Head Master to inform him or 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) 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, advice and expertise for staff.

#### Undertake 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 might 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's 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 or college 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 any measures the school or college may put in place to protect them.

### **Raise Awareness**

- The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college'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 or 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 or college 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 or college ensure their child protection file is transferred to the new school or college 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) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.