

Norwich School Safeguarding and 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, Behaviour policy and safeguarding response to those pupils who are missing from education. 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 November 2018. It was revised to reflect changes in roles in April 2019. It is due for review again before July 2019.

Signature (Head Master):

Date:

Signature (Chair of Governors):

Date:

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Child Protection – Contact List and Terminology

Designated Safeguarding Lead (including EYFS) and Head of Welfare	Georgina Valpied	01603 728447 / 07496 124765 or 01603 732237 emergency/out of hours
Head Master	Steffan Griffiths	
Deputy DSLs	Cheryl Wood (4 th form) Andrew Rowlandson (5 th form) Craig Hooper (6 th form) Tracey Mounter (HsM) James Large (HsM) John Ingham (LS) Alex Wilson (LS) Lucy Smith (LS) Anita Barclay (LS)	All 01603 728430
Safeguarding (including Child Protection and Prevent) Governor	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
Senior Safeguarding Adviser – Education safeguarding NCC	Kelly Waters	Through Norwich Professional Development Centre 01603 307729
Early Help		01603 224101
Duty Desk	This is a team rather than an individual	01603 307797
Local Area Designated Officer (LADO)		01603 223473 LADO@norfolk.gov.uk

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Children's Advice and Duty Service (CADS)	Urgent and out of hours (for professionals only)	0344 800 8021 (Also a contact for Channel Team referrals)
NSPCC Childline		0808 800500 0800 1111
NSPCC whistleblowing helpline Childline		0808 028 0285 Email: help@nspcc.org.uk
Norfolk Safeguarding Children Board (NSCB)		01603 223409
Norfolk Police Family Protection Unit		01603 276300
Police Counter Extremism		0207 340 7264 Counter- extremism@education.gov.uk 101 (Police non-emergency)
Prevent or Channel queries	Kelly Waters	01603 307729
Harbour Centre Sexual Assault Referral Centre (SARC)		0845 456 4810 01603 276381 (24/7 helpline) 101 (Police non-emergency)
FGM Reporting		



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

Safeguarding and promoting the welfare of children and young people means we will always work to:

- protect children and young people at our school from maltreatment,
- prevent the impairment of health or development,
- ensure that children grow up in circumstances consistent with the provision of safe and effective care, and
- take action to enable all children and young people at our school 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, working if necessary with outside agencies. 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*', 2018.

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
- Discrimination and harassment policies
- E-safety
- Eating Disorder Guidance
- Educational visits

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- First aid and Medical Provision Policy
- Health and Safety
- ICT Acceptable Use
- Prevent
- Recruitment and Selection
- Self Harm Guidance
- 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).

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 and promote 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, tutor periods and tutor rooms.

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 help identify the risk of abuse and

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neglect including sexual abuse or exploitation, including sexual abuse and exploitation, and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of their going missing in the future, or 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' (2018) 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, concerns and fears will be taken seriously and children are encouraged to talk freely to, seek help from, or confide in, members of staff. We recognise that staff play a particularly 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 (HBV), radicalisation, peer on peer abuse, 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 identify risks, stay safe from abuse and include material to encourage children to develop resilience and essential life skills;
- 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

All staff through training and induction know how to recognise indicators of concern, how to respond to a disclosure from a child and how to respond and report this. 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.

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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.

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 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 is Georgina Valpied who is also the Head of Welfare and a member of the school's Senior Management Team. There are a team of Deputy DSLs who are pastoral leads for different areas of the school. They will report any safeguarding concerns in the first instance to the Designated Safeguarding Lead.

The DSL is responsible for making referrals to CADs and Children's Services where there is a concern that a child is at risk.

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.

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- The DSL maintain 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.

The DSL takes overall responsibility for all the strategic matters relating to safeguarding including policies and procedures as well as having oversight of the overall operational issues including pupil records and staff training. This includes submitting annual reports to the governing body.

Where there has been an allegation about a member of staff or abuse towards a child from a family member or another person the DSL will inform the Headmaster.

The Designated Safeguarding Lead will work with all relevant staff, and agencies for the benefit of the child or adult at risk. .

There will always be cover for the DSL role and the 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 activities delegated to them and 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 DSL will obtain details of the Local Authority Personal Adviser appointed to guide and support a child who is a care leaver.

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 Dee Willmott.

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;

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- The school contributes to inter-agency working in line with 'Working Together to Safeguard Children' (2018);
- A member of staff from the senior management team is designated as DSL, 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 activities delegated to them, and deal with any issues in the absence of the DSL;
- All new staff receive a safeguarding induction and are provided with a copy of this policy, the staff Code of Conduct, Behaviour policy and the safeguarding response to those pupils who are missing from education;
- 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);
- Ensure this policy includes detailed information on the procedures and processes to follow regarding peer on peer abuse, the recognition of it and the different forms it may take; and
- 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 with the appropriate status and authority within the school to carry out the duties of the post, and 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 delegate to or 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 who may undertake activities delegated to them, and/or 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
- Report any safeguarding concerns to 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, DSL, and Deputy DSLs have direct access to these files and child protection information will only be shared within school on the basis of

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'need to know in the child's interests' and on the understanding that it remains strictly confidential, and released by 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. 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 contents front cover, a 'Chronology Sheet', which will detail and reference any concerns, contact with parents and other agencies, information shared, case conferences, reports and other significant events in the child's life. 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, and it is not the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns 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), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, gender-based violence/sexual assaults, sexting and initiation /hazing type violence and rituals. It could be that the abuse takes place entirely online. 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 understand they must never tolerate or dismiss concerns relating to peer on peer abuse. (See Appendix 4)

We recognise that children with special educational needs (SEN) and/or disabilities (SEND) 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.

At Norwich School we recognise that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

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.

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

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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 being or 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 Deputy DSLs. If the concern relates to the DSL/Head of Welfare, 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.

In the normal run of a school day, if a child is deemed to be at risk, the referral will be made by the DSL but anybody can make a referral. Staff should feel able to contact early help or Children's Services themselves if they are concerned a child is at risk of immediate serious harm.

It is expected staff will usually follow the reporting procedure, but they may share information directly with Children's Services or the police if the situation is an emergency and the DSL or Headmaster is not available, or they are convinced that a direct report is the only way to ensure the child's safety. Staff can also contact the police if a crime has been committed.

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We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

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 Services (via CADS) 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 Service's via CADS 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 Services, 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 CADS (see **Appendix 3**).

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If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral in these circumstances. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headmaster. Concerns should always lead to help for the child at some point.

If a member of staff feels that concerns about a child have not been responded to appropriately and in accordance with the procedures in this policy, they should raise their concerns again with the Headmaster or Chair of Governors. If a member of staff does not feel the situation has been addressed appropriately at this point they can contact Children's services directly with their concerns.

Feedback

Within 24 hours Children's Services 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 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 Children's Services. 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.

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.

The school will follow local advice with regard to non-attendance and reporting children in education.



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.

Additional and early help maybe provided when additional needs of children are identified. This may include if they are a child who is:

- disabled and has specific additional needs or have special educational needs
- a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups,
- is frequently missing/going missing from home or care,
- is misusing drugs or alcohol themselves,
- is at risk of modern slavery, trafficking or exploitation
- 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.

Attendance – an important indicator of vulnerability

At Norwich School we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who are missing:

- An attendance register is taken at the start of the first session of each school day and once during the afternoon.
- We make every effort to contact parents and carers and follow up with the emergency contacts held.
- Staff will alert DSLs to any concerns raised regarding children who are absent from school;
- The DSLs will meet regularly with the Attendance Officer and other members of the pastoral team to ensure that each response is thorough and takes into account all the relevant information about individual children;
- We will follow the procedures outlined in our attendance policy including undertaking phone calls to parents and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
- When removing a child from roll at the standard and non-standard transition points we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files.

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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*' (2018) and "*Working Together to Safeguard Children*" (2018).

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

Case Conferences and Core Group Meetings

- 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 in the best interests of the child' principle on a case-by-case basis.

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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 and 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

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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 Record of all safer recruitment checks carried out. A senior member of staff or safeguarding governor will check this regularly to ensure that it meets statutory requirements. 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), Behaviour policy and safeguarding response to those pupils who are missing from education
- 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

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon the school to ensure all adults who work with or on behalf of our children are competent, confident and safe to do so.

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, this will include Educare online training.



- 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, prevent, peer on peer and child sexual exploitation training in September 2018 (see **Appendix 4**) and will receive refresher training annually. Kelly Waters, the Norfolk's Senior Adviser, Safeguarding, 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 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's Senior Adviser, Safeguarding 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.

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

Allegations against staff

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. 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', DfE (2018) are adhered to and will seek appropriate advice. The first point of contact for schools regarding LADO issues is via the Local Authority Duty Desk on 01603 307797. A Duty Advisor will give advice and guidance on next steps. If the advice is to make a referral to LADO then the form should be completed. Direct contact details for the LADO are- e-mail: LADO@norfolk.gov.uk or telephone 01603 223473.

If an allegation is made or information is received about any adult who works in our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headmaster immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headmaster, this should be reported to the Chair of Governors. In the event that neither the Headmaster nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headmaster or the Vice Chair of Governors.

The Headmaster or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headmaster or Chair of Governors should contact the LADO directly on 01603 223473. Further national guidance on whistleblowing can be found on the NSPCC website. 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

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed or dismissed from working (paid or unpaid) in regulated activity, or would have been removed or dismissed had they not left or resigned. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual (or they have left or resigned) in accordance with advice from the LADO and/or HR.



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 CADS 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 CADS 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

When a child leaves our school the DSL will make contact with the DSL at the new school. The school transfers any child protection information to children's new schools and asks for acknowledgement of receipt and we make contact by follow up phone call if this is not received. We retain evidence of how the file has been transferred, this maybe in the form of written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Services to Home Educators team within Norfolk County Council.

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.

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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 Safeguarding and Child Protection Policy and procedures are identified they will be addressed by the Governing Body, 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 located on 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 (2018)
- ['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 for sharing advice for practitioners \(July 2018\)](#)
- <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- ['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)
<https://www.legislation.gov.uk/ukpga/2002/32/contents>
- NSPCC website www.nspcc.org.uk

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- Revised Prevent duty Guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf
- Disqualification under the Childcare Act 2006 (as amended)
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>
- The use of social media online radicalisation (July 2015)
<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual violence and sexual harassment between children in schools and colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)



Appendix 1: Definitions of significant harm and indicators of abuse

Abuse is a form of maltreatment of a child. 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children (peer-on-peer abuse).

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another

- **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 fabricates/feigns the symptoms of, or deliberately causes or induces, ill health in a child.
- **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, (including exclusion from home or abandonment), failure to protect a child from physical or emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers) 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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **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, such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities,



encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can also take place between children by children. Women can also commit acts of sexual abuse.

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, including online safety. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head

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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;
 - Physical or verbal assault
 - Provocative behaviour
 - Damage to property
 - Derogatory name calling
 - Possession of prejudice-related materials
 - Prejudice-related ridicule or name calling
 - Inappropriate forms of address
 - Refusal to cooperate
 - Attempts to recruit to prejudice related organisations
 - Condoning or supporting violence towards others

If we identify worrying behaviour we encourage parents to look out for increased instances of a child expressing or manifesting:

- 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

- Tell me what happened
- Explain what you mean
- Describe 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

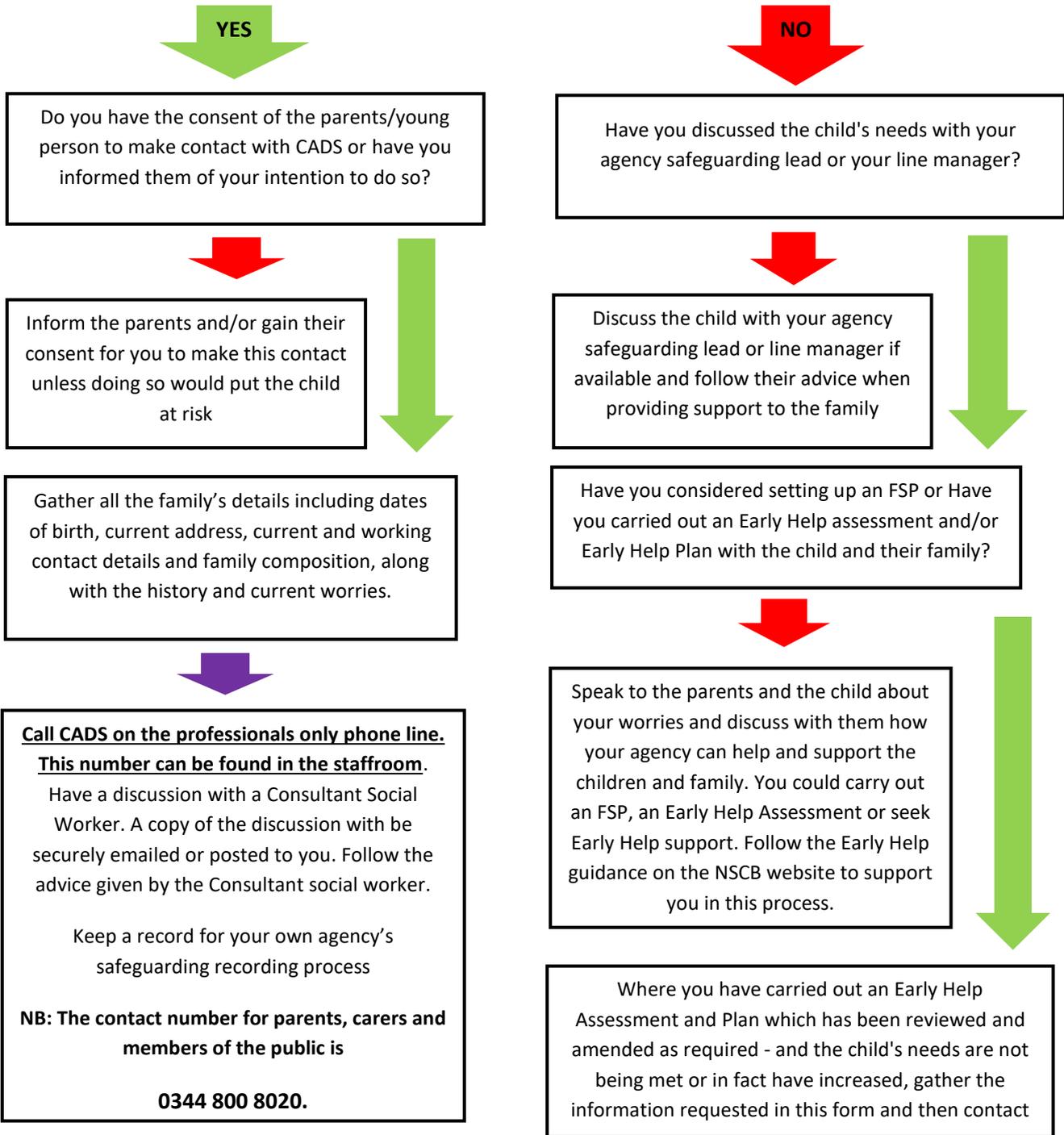
Make a written note of:

- 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 Procedures Children’s Advice and Duty Service- CADS

Before contacting CADS, please answer the following questions and follow the advice provided:





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 developmentally inappropriate or harmful sexual behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community (for example, the harmful Sexual Behaviour (HSB) team or The Harbour Centre Sexual Assault Referral Centre <http://www.theharbourcentre.co.uk/> were a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past).

Young people who display harmful sexual 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.

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).

Peer on Peer Abuse

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to peer-on-peer abuse therefore needs to consider the range of possible types of peer-on-peer abuse set out above and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach and by



ensuring that our response to incidents of peer-on-peer abuse takes into account any potential complexity.

Sexual Violence and Sexual Harassment between children:

We take our definition of sexual violence from the Sexual Offences Act 2003, which considers rape, assault by penetration and sexual assault all types of sexual violence. In addition, we define sexual violence as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual violence and sexual harassment can be between two children, or a group of children. Any gender may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment. We recognise that children with SEND are likely to be more vulnerable.

We are aware that online sexual violence or sexual harassment can be more complex, such as images shared at another school or across the internet, or the victim being excluded offline as well as online. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. We recognise that sexual violence and harassment can occur both online and offline, both physically and verbally and is never acceptable.

We make it clear that all forms of sexual violence and harassment are unacceptable and will not be tolerated and cannot be passed off as just 'banter'. Whilst not intended to be an exhaustive list, sexual harassment can include sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names, sexual "jokes" or taunting, physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (this may cross a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

We will work with other agencies as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren). Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to [The Harbour Centre Sexual Assault Referral Centre](#) (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Norfolk but the victim must live in Norfolk to access support. The SARC also has a 24/7 helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on The Harbour Centre website.

At Norwich School we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff are aware of the definition of contextual safeguarding and when reporting concerns, they

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include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

All staff are alert to the wellbeing of pupils and to signs of abuse, and will engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

The power dynamic that can exist between children is also very important when identifying and responding to their behaviour: in all cases of peer-on-peer abuse, a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

Like any safeguarding concern we would include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate);

- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves.
- take into account: that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider socio-cultural contexts - such as the child's/children's peer group (both within and outside the School); family; the School environment; their experience(s) of crime and victimisation in the local community; and the child/children's online presence. Consider what changes may need to be made to these contexts to address the child's/children's needs and to mitigate risk; and the potential complexity of peer-on-peer abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting;
- the views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/children and their parents and obtain consent to any referral before it is made. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

Peer-on-peer abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. As a result, Norwich School will be mindful of the need to explore the gender dynamics of peer-on-peer abuse within their settings, and recognise that these may play out differently in our environment.

Norwich School actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse (in particular sexual violence and sexual harassment) by training all governors, staff and volunteers, pupils, and parents about this issue. This includes educating children about the



nature and prevalence of peer-on-peer abuse via PSHE and the wider curriculum. All peer-on-peer abuse issues are fed back to the DSL so that they can spot and address any concerning trends and identify pupils who may be in need of additional support this is done in our weekly safeguarding meetings. Challenging the attitudes that underlie such abuse (both inside and outside the classroom) when these issues occur and taking forward the learning from this crucial. Working with staff, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community is important in maintaining a healthy approach. The school's PSHE programme and assembly schedule also are used to deliver these positive messages. When dealing with these kind of incidents the school attempts to create a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to whilst always taking cases of peer-on-peer abuse seriously.

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).

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 (any suspicions should be reported to the DSL or Norfolk LSCB via www.nscb.norfolk.gov.uk).

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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 Senior Safeguarding Adviser, Kelly Waters at the Norwich Professional Development Centre, or direct to CADs.)



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 DBS check, with barred list check for those engaged in regulated activity, and a prohibition from management check, where appropriate
- 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. The Headmaster and at least one governor have completed appropriate safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and 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 Safeguarding and 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). A senior member of staff or governor checks the SCR regularly to ensure it meets statutory requirements.

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 safeguarding and 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 safeguarding and 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.

There is a separate supervision policy for the Lower School which makes reference to EYFS. This policy specifically mentions that mobile phones and cameras are not to be present or used in the EYFS setting.

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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, WhatsApp, 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.

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.

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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:

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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"/>						

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

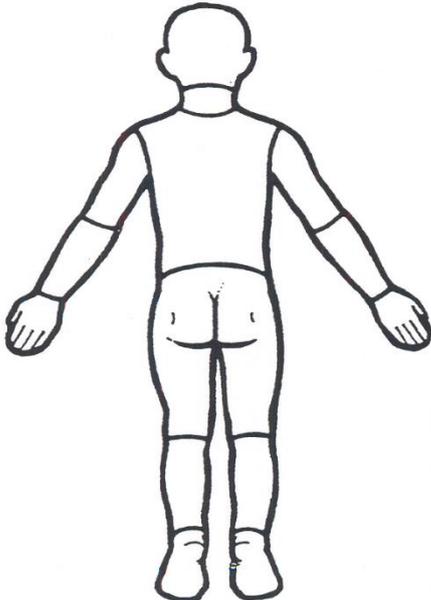
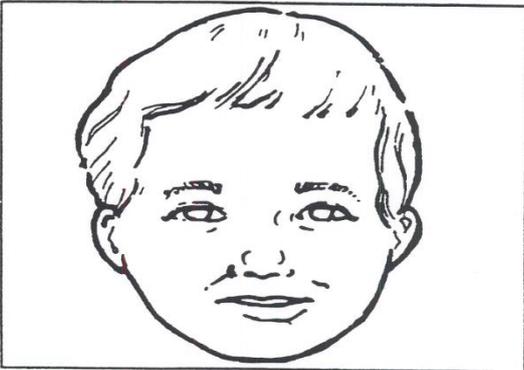
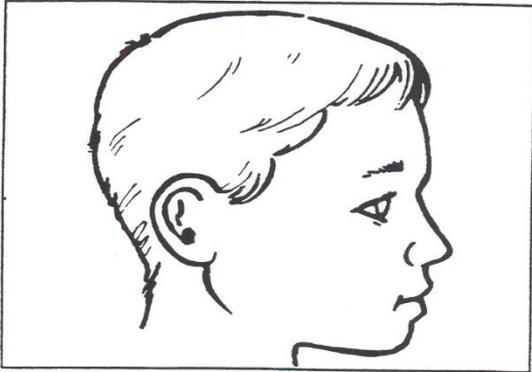
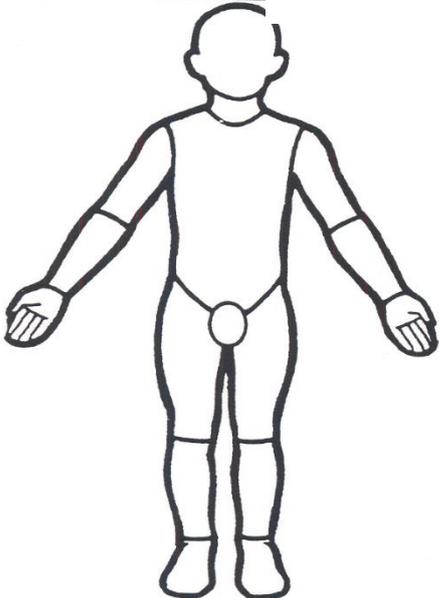
Full name:

DSL Signature:

Date:



Body plan for an Older Child



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

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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
CADS Norfolk Children's Advice and Duty Service
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
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 Safeguarding and Protection Policy for Senior School Pupils

SAFEGUARDING AND 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 Safeguarding and 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.

Georgina Valpied is the Designated Safeguarding Lead. There is a team of Deputy DSLs in the senior school; they are Mrs Wood, Mr Rowlandson, Mr Hooper, Mr Large 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

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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 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/Head of Welfare: gvalpied@norwich-school.org.uk**
- **School Counsellor, via the DSL**
- **Any member of staff**
- **Childline (0800 1111 or www.childline.org.uk)**

The full school Safeguarding and Child Protection Policy is on the school website



Appendix 11: Summary Child Protection sticker from staff calendars

Safeguarding Basics (update following KCSIE 2018)
Trinity Term 2019

Recognising concerns (including peer-on-peer abuse such as sexting and 'banter'):

- **Sexual abuse** – Has their behaviour changed? Are they withdrawn? Do they display or discuss sexually inappropriate behaviour?
- **Emotional abuse** – Do they display excessive dependence or display inappropriate responses over mistakes they have made?
- **Neglect** – Are they inadequately dressed? Are they struggling with excessive tiredness or hunger or are they obviously unkempt?
- **Physical abuse** – Are they aggressive? Do they offer inconsistent explanations? Do they refuse to discuss injuries or cover up?

Raising a concern: If you are concerned you must do the basics well.

- Do not promise secrecy, do not keep the disclosure to yourself and do not dismiss concerns.
- Record what you have been told. Complete a cause for concern form.
- Pass on concerns to the Designated Safeguarding Lead (GYV) and in her absence one of her deputies (CAW, AMR, CH, TMM, JPL, JKI, AW, LS).

Our responsibility:

- All staff must read and comply with the Code of Conduct (it can be found in the Policy handbooks on the L drive).
- 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 Head of Welfare.
- All staff are protected by the Whistleblowing policy.



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 due to risk/harm to a child, or leaves/resigns where they would have dismissed if they had not left/resigned, to the Disclosure and Barring Service and/or to the Teacher Regulation Agency (TRA) as appropriate; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Act as point of contact with the three safeguarding partners;
- 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 (especially pastoral support staff, school nurses, IT technicians and anyone with oversight for SEN) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies; and

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- 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
- Understand relevant data protection legislation and regulations, especially the Data protection Act 2018 and the General Data Protection Regulations
- Understand the importance of information sharing, both within the school, and with the three safeguarding partner, other agencies, organisations and practitioners.
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, online bullying, grooming, and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- 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;

Norwich School Safeguarding and Child Protection Policy



- 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.

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share information with the new school in advance of the child leaving. For example information that would allow the new school to continue supporting victims of abuse and have that support in place when the child arrives.

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 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.



Appendix 13: Safeguarding Posters

Double-click to hide white space

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)

Mrs ~~Valdies~~, Head of Welfare is the Designated Safeguarding Lead and has oversight of the school's safeguarding procedures. She's supported by Mrs Wood, Mr Rowandson, Mr Hooper, Miss Mounter and Mr Large in the senior school and Mr ~~Logbon~~, Mr Wilson and Mrs Smith in the Lower School. The DSL's job is to ensure the school's policy is put into practice.

What is Child Abuse?

Child abuse means 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.

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 'at, 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.

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

The full school Child Protection Policy is on the website
www.norwich-school.org.uk



NORWICH SCHOOL

What is physical abuse?

Physical abuse is when someone is hurting you. That could be 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.

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 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 Head of Welfare: gvalpied@norwich-school.org.uk
- School Counsellor, via the school nurse
- Any member of staff
- Childline (0800 1111 or www.childline.org.uk)

The full school Child Protection Policy is on the website



www.norwich-school.org.uk





NORWICH SCHOOL

Safeguarding Pupils at Norwich School 2018-19

We all have a legal duty to safeguard and promote the welfare of children; at Norwich School we take this responsibility very seriously.

Head of Welfare, Designated Safeguarding Lead
Including Child Protection and Prevent: Georgina Valpiel



Georgina Valpiel

Deputies: Cheryl Wood (4th Form), Andrew Rowlandson (5th Form), Craig Hooper (6th Form), Tracey Mounter (Housemaster), Lucy Smith (Lower School), Alex Wilson (Lower School), John Ingham (Lower School), James Large (Housemaster)



Cheryl Wood



Andrew Rowlandson



Craig Hooper



Tracey Mounter



Lucy Smith



Alex Wilson



John Ingham



James Large

Safeguarding Governor including Child Protection and Prevent: Tracy Yates



Tracy Yates

Head Master: Steffan Griffiths
Chairman of Governors: Patrick Smith



Steffan Griffiths



Patrick Smith

If you have any concerns about a child or young person that you are working with, you must share this information with the Designated Safeguarding Lead (DSL) or one of the deputies. It is important that you find out who these people are and the procedures within the school for reporting concerns during your time with us. Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – it is vital to pass on your concerns however small the matter seems.

If you think the matter may be related to child protection; for example, physical, emotional, sexual abuse or neglect, or suspected involvement in extremist and radical groups, you must find one of the designated professionals and provide them with a written record of your concern immediately. Any allegation concerning a member of staff, carer or volunteer who works with children should be reported immediately to the DSL.

If the allegation is regarding the DSL, you should pass this information to the Head Master. If the allegation is about the Head Master, you should pass this information to the Chair of the Governors. Alternatively, you can contact the Local Authority Designated Officer (LADO) on 01603 223473. The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk

Further information on safeguarding is available on our website, where contact details for the DSL and Head Master can be found.



NORWICH SCHOOL

SAFEGUARDING

We are all responsible for safeguarding



This means we should all be:



**SAFE
HEALTHY
TREATED WELL**

If you have any concerns or worries
for yourself or any other pupil in the school
or while outside the school, then please do
TELL US

**Courageous reporting is the right thing to
do**

WHO TO TALK TO

Any member of staff, including your Form Tutor



Mrs Valpied
Head of Welfare
Designated Safeguarding
Lead including Child
Protection and Prevent
gvalpied@norwich-school.
org.uk



Mr Rowlandson
Deputy Designated
Safeguarding Lead
arowlandson@
norwich-
school.org.uk



Mr Hooper
Deputy Designated
Safeguarding Lead
chooper@norwich-
school.org.uk



Mr Wilson
Deputy Designated
Safeguarding Lead
awilson@norwich-
school.org.uk



Mrs Smith
Deputy Designated
Safeguarding Lead
ismith@norwich-
school.org.uk

Childline: 0800 1111 • childline.org.uk



SUPERVISION & SECURITY

- If a pupil is worried or encounters difficulty during the school day then they should alert a member of staff, go to School End House (SEH), the Gatekeeper's hut or make their way to 71a. If it is out of school hours there are alert buttons which can be used in SEH or Daynes Sports Centre. Any concern should be reported with as much detail as you can remember.
- After school, pupils should be in the library if they are not in an organised activity. (The library is supervised until 6pm Monday - Thursday and 5pm on Fridays). After hours if you have urgent concerns you should call 101 and use the emergency contact details for Dardan, this is 01603 732237 which will trigger a response from the school.
- The Gate is manned from 8am until 6:30pm in the week.
- Please do be vigilant when walking around the Close and the city and in particular after dark. We would encourage pupils to walk in groups of two or more when leaving the school. We ask that pupils do not leave belongings on the bag racks overnight and that they take bags home and or use the internal bag racks.
- We would encourage pupils to discuss their plans for travel home with their parents, in particular on a Friday when plans might be different to the normal routine. In the unusual event when a child doesn't turn up at the expected location or time it can be helpful for the school to have pupil mobile phone numbers and important information regarding how they travel to and from school, this information is requested at the beginning of the academic year, please can pupils ensure that they update the school where appropriate.
- We continue to review this important area of Health and Safety and welcome feedback that any member of the community can offer in order guide the school with this matter.

Find more information at

 www.norwich-school.org.uk



WHERE TO FIND ADVICE

In school

**Peer Supporter
Head of Welfare**

**Tutor
Senior Master**

**House Master
Health Officer**

**Chaplain
Counsellor**

How to contact pastoral staff:

Chaplain (Rev Corin Child) – cchild@norwich-school.org.uk – Chaplaincy, 2nd Floor, School House

Head of Welfare (Mrs G Valpied) – gvalpied@norwich-school.org.uk – School House

Senior Master (Mr J Fisher) – jfisher@norwich-school.org.uk – School End House or Horse Fair House

Health Office (Mr K Oakes) – koakes@norwich-school.org.uk – Ground Floor, 71a

Counsellors (Andre Sloos & Angela Harris) – counsellors@norwich-school.org.uk Appointments made via Nurse

Out of school

<p>SEXUAL HEALTH</p>  <p>The RAP Project www.therapproject.co.uk</p>  <p>iCaSH Norfolk www.icashtnrfk.uk</p>	<p>EATING DISORDERS</p>  <p>Eating Matters www.eatingmatters.org.uk</p>  <p>B-Eat www.b-eat.co.uk</p>	<p>DRUGS & ALCOHOL</p>  <p>The Matthew Project www.matthewproject.org</p>  <p>Manorcroft Advice Project www.mapj.uk.net</p>
<p>STRESS & ANXIETY</p>  <p>Mind www.mind.org.uk</p>  <p>Young Minds www.youngminds.org.uk</p>	<p>BULLYING</p>  <p>ChildLine www.childline.org.uk</p>  <p>Think U Know www.thinkuknow.co.uk</p>	<p>BEREAVEMENT</p>  <p>Nelson's Journey www.nelsonsjourney.org.uk</p>  <p>Winston's Wish www.winstonswish.org.uk</p>

Find more information at  www.norwich-school.org.uk



Appendix 14: Sign and Indicators of Abuse

SIGNS AND INDICATORS OF ABUSE

Neglect	Emotional	Physical	Sexual
<ul style="list-style-type: none"> • Tired/listless • Unkempt • Poor hygiene • Untreated medical conditions • Medical appointments missed • Constantly hungry or stealing food • Over eats when food is available • Poor growth • Poor/late attendance • Being regularly left alone or unsupervised • Dressed inappropriately for the weather condition • Having few friends and/or being withdrawn • Ill equipped for school 	<ul style="list-style-type: none"> • Failure to thrive • Attention seeking • Over ready to relate to others • Low self esteem • Apathy • Depression/self harm • Drink/drug/solvent abuse • Persistently being over protective • Constantly shouting at, threatening or demeaning a child • Withholding love and affection • Regularly humiliating a child 	<ul style="list-style-type: none"> • Unexplained injuries • Injuries on certain parts of the body • Injuries in various stages of healing • Injuries that reflect an article used • Flinching when approached • Reluctant to change • Crying/ instability • Afraid of home • Behavioural extremes • Apathy/depression • Wanting arms and legs covered even in very hot weather 	<ul style="list-style-type: none"> • Age inappropriate sexual behaviour/knowledge/promiscuity • Wary of adults/ running away from home • Eating disorders/depression/self harm • Unexplained gifts/money • Stomach pains when walking or sitting • Bedwetting • Recurrent genital discharge • Sexually transmitted diseases

www.norwich-school.org.uk