



WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

St Nicholas Priory C.E. V.A. Primary School

'I did not come to be served but to serve.' Matthew 20.28

Policy Consultation & Review

This policy is referred to in our school and is available on request from the school office. We maintain an approach prospectus of 'It could happen here.' We also inform parents and carers about this policy when their children join our school and through our school newsletter. This policy is available on the school website. We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements. The policy was revised to reflect the changes in national guidance as a consequence of the publication of revisions to 'Keeping Children Safe in Education' in September, 2020.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was agreed by the Governing Body on 11th July, 2016. It was updated and reviewed in September 2016, October 2017, September 2018, September 2019 and September 2020. This policy is provided to all staff at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One and Annexe A of the Statutory Guidance Keeping Children Safe in Education DfE (September 2020).

Name **Date:**

Signature

(On behalf of the Governing Body)

Headteacher..... Date

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1. PURPOSE & AIMS

1.1 The purpose of St Nicholas Priory C.E. V.A Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have optimum life chances and enter adulthood successfully.
- Prevent radicalisation
- Ensure that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

1.5 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that safeguarding responses are in place for children who are absent from school or who go missing. The school will discuss all persistently absent pupils to reduce the risk of harm. Where an 'at risk' child is absent, the DSL or other senior leader is to be notified.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. We will make sure children will be able to talk freely. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something – pastoral support is given where needed.

2.2 All staff and regular visitors will, either through training or induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

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

We provide many opportunities for children to learn and identify risks for them to stay safe, including 'Stranger Danger' which develops their understanding of what could happen if they went with or spoke to a person unknown to them. We also include 'Good Touch', 'Bad Touch' which alerts children to the places any adult should not be touching or seeing on their bodies. Also included is internet safety and drug education, including the dangers of smoking and alcohol. Bullying is high on the addenda and is revisited many times throughout the year. Children will be taught about the dangers of radicalization through staff having undertaken the Prevent training. To keep children safe out of school we teach, road, rail, fire and water safety. This includes safety when out playing in the park or street e.g. if they were to find needles in the street. Basic first aid is also taught in all years with the lower school having an emphasis on the emergency services (how to call them etc.) The upper school is taught more basic first aid techniques, including the recovery position. Anger management is taught in all years. They learn how to control anger and what to do if anger or violence is aimed at them in school or at home. E Safety will be taught within ICT and in particular, pupil attitude and online behaviours which indicate they are at risk of potential harm. The school has suitable filtering systems in place to prevent children accessing unsuitable materials. The use of mobile phones by staff and pupils is closely monitored by the school.

THE CHILDREN'S WELFARE IS OF PARAMOUNT IMPORTANCE.

Everyone who comes into contact with children and their families have a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early. All staff are advised to think it could happen here.

2.4 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies. We are committed to working in partnership to ensure the safety of our pupils in line with 'Working Together to safeguard Children' (2019), the local authority, a clinical commissioning group and chief of police procedures.

2.5 The Headteacher will ensure the Designated Safeguarding Lead will receive appropriate training, time and support for the role.

3. ROLES AND RESPONSIBILITIES

| Role | Name | Contact details |
|------------------------------|---------------|--|
| Designated Safeguarding Lead | Roz Hazell | 07999433927 (01493) 843552 rhazell4nr4@nsix.org.uk |
| Headteacher & Alternate DSL | Maria Grimmer | (01493) 843552 head@st-nicholaspriory.norfolk.sch.uk |
| Named Safeguarding Governor | Mike Ward | mjtward19@gmail.com |

| | | |
|--|------------------------|--|
| Chair of Governors | Dr Harry Taylor | 07584627113 dr.h.m.taylor12@gmail.com |
| Maria Grimmer (Headteacher), Daniel Rust (KS2 Deputy Headteacher) & Linda Dyble (EYFS/KS1 Deputy Headteacher) are DSL trained | | |

3.1 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 procedure 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.

The Governing Body

3.2 The Governing Body of St Nicholas Priory C.E. V.A Primary 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 a named governor who champions safeguarding within the school.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is referred to in our school prospectus and has been written in line with Local Authority guidance and the requirements of the local authority, clinical commissioning group and chief of police policies and procedures. It will ensure the policy is available publicly through our website;
- An enhanced DBS check will be carried out for each member of the governing board. Where a governor also engages in regulated activity, a barred list check will also be requested. The school will also contact the TRA using Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check.
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there are alternate and appropriately trained members of staff identified to deal with any issues in the absence of the designated safeguarding lead (DSL);
- Safeguarding responses are put into place for pupils who come from nursery from school;
- The Governing body will ensure the policy is fully implemented and hold the SLT to account where appropriate;
- It is guaranteed that volunteers are properly supervised;
- The school contributes to wider agency working in line with 'Working Together to safeguard Children' (2019);

- A designated teacher is appointed to promote the educational achievement of LAC and ensure appropriate training;
- The designated teacher works with the virtual school on appropriate use of funding;
- All staff have undertaken appropriate child protection training, including governors which is updated annually, including online training as appropriate and are provided with a copy of this policy, staff code of conduct, behaviour policy and refer to Children Missing in Education;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- It will guarantee that procedures are in place to handle pupil allegations against other pupils;
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' (DfE 2020). We will ensure that the SLT and at least one Governor have completed appropriate Safer Recruitment Training;
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention;
- Staff members are appropriately trained to support pupils to be themselves at school e.g. LGBT;
- The Governing body must inform the LA of information on how their duties have been discharged and comply with its obligation under section 14B of the Childcare Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions;
- Procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including peer on peer abuse
- Statutory responsibilities are adhered to to check staff who work with children, taking proportionate decisions to ask for checks beyond what is required.

3.4 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. It 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
- Ensure that pupils are taught about safeguarding, including protection against dangers online as part of a broad and balanced curriculum

The Headteacher

3.5 At St Nicholas Priory C.E. V.A Primary School the Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for this role;
- Ensuring that policies adopted by the governing body are fully implemented and followed by all staff, particularly concerning referrals of cases of suspected abuse and neglect and those at risk from child sexual exploitation or radicalisation
- 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;
- Liaising with LADO in the event of an allegation of abuse being made against a member of staff
- Providing staff with the Child Protection and Safeguarding policy, the guidance on Safer Working Practice, part 1 of 'Keeping Children Safe in Education 2020' and the identity of all DSLs

The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is a senior member of staff from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out the role in accordance with the responsibilities outlined in Annex B 'Keeping Children safe in Education' (2020)

3.6 Any concern for a child's safety or welfare will be recorded in writing and given to the DSL. Through appropriate training, knowledge and experience our DSL will liaise with Children's Social Care Services (CSCS) and other agencies where necessary, and make referrals of suspected abuse to Children's Services. The DSL will provide support and advice for staff on child welfare and child protection matters.

3.7 The DSL will work closely with the safeguarding governor and governing body to ensure the policy is reviewed annually and procedures are updated regularly.

3.8 The DSL at St Nicholas Priory C.E. V.A Primary School will represent our school at child protection conferences and core group meetings and will be responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow.

3.9 The DSL will be alert to specific requirements of children in need, including those with SEND and young carers.

During term time, the DSL and deputy will always be available during school hours for staff to discuss safeguarding concerns. If the DSL or deputy are not available in person, we will ensure they are available through phone or any other relevant media.

3.9 The DSL will maintain detailed accurate written records and child protection files ensuring that they are kept confidential and stored securely.

3.10 The DSL will encourage a culture of listening to children.

3.11 The DSL will refer cases of radicalisation to the Channel Programme

3.12 The DSL will discuss with the headteacher to inform her/him of safeguarding issues, particularly under Section 47 of the Childcare Act, 1989

3.13 The DSL will keep cases of early help under constant review.

3.14 The DSL will have a working knowledge of how the LA conducts child protection cases and contribute effectively to them,

3.15 The DSL will ensure that a pupil's child protection file is copied when transferring to a new school

3.16 The DSL will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's [safeguarding training pack](#) provided by Children's Services.

LAC

3.17 The designated teacher has a responsibility for promoting the educational achievements of LAC and previously LAC and for children who have left care through adoption, special guardianship or child arrangement orders.

3.18 Hold the details of the LA advisors and discuss with them as necessary where support is needed for a child who is a care leaver

Other staff members have a responsibility to:

3.19 Safeguard pupils' well being

3.20 Provide a safe environment

3.21 Act in accordance with school procedures to eliminate unlawful discrimination

3.22 Maintain an attitude of 'It could happen here'

3.23 Be aware of signs of neglect and abuse

3.24 Be aware of the procedures and action them

3.25 If there is immediate risk to a child, make a referral to Social Services and Police

3.26 Support the DSL and social workers to take decisions about individual children

3.27 Maintain appropriate levels of confidentiality

3.28 Follow the school's procedures on Prevent and Radicalisation

4. TRAINING & INDUCTION

4.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy and told who our Designated Safeguarding Lead (DSL); for Safeguarding is. They will also be provided with the recording form, given information on how to complete it and who to pass it to. They will receive our 'Staff Code of Conduct' and part one and Annex A of 'Keeping Children Safe in Education 2020.' All staff must read these key documents and sign to say they have been understood. Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. New members of staff will receive all this information within 2 weeks of joining the school. The induction and training will also include information about whistle blowing in respect of concerns about another adult's behaviour and suitability to work with children. All regular visitors, temporary staff and volunteers in our school will be given safeguarding leaflets informing them of the DSL and referral procedures. Volunteers will receive the Volunteer Policy and guidelines. A photographic reference of staff with responsibility will be prominently displayed with an attitude of 'It could happen here.'

4.3 New staff who have not had any child protection/safeguarding training or staff who have had training more than three years ago will be provided with an introduction to safeguarding and will then be trained with the rest of the staff team at least annually. The DSL will provide annual training for safeguarding at the beginning of each academic year. Training for September 2019 will cover at a minimum the issues around sexual violence and harassment, contextual safeguarding, how to keep previously LAC safe, CSE.

4.4 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2).

4.5 All members of staff will undertake appropriate safeguarding training on an annual basis. The DSL, the deputy designated members of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Board at least once every 3 years. In addition to this, the DSL and alternate will attend *Safeguarding Children in Education* provided by the Local Authority every two years. All members of staff will receive regular safeguarding updates via email, staff meetings and weekly safeguarding meetings. The DSL will undergo Prevent Biannually

Awareness training. The DSL and deputies will undergo online safety training to help to recognise the additional risks that pupils with SEND face. Ongoing training will also be conducted for ALL staff members as part of the ongoing Safeguarding approach.

4.6 Our 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. Training for Governors to support them in their safeguarding role is available from [Norfolk Governor Services and by the Designated Safeguarding Lead at the school](#)

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. This can be accessed via Norfolk Safeguarding Children Board at www.norfolkschools.org and within the Safeguarding Section of the Norfolk Schools website: <http://www.schools.norfolk.gov.uk/safeguarding>. The DSL will also provide regular safeguarding updates for staff. Annex A of 'Keeping Children Safe in Education' provides links of issues such as child sexual exploitation and FGM. E learning is encouraged.

4.8 Our governing body will also undertake appropriate training to ensure they carry out their duty. Training is available from Norfolk Governor Services.

5. PROCEDURES FOR MANAGING CONCERNS

5.1 St Nicholas Priory C.E. V.A. Primary School adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Board and the DFE Guidance 'Keeping Children Safe in Education' September 2020 and 'Working Together To Safeguard Children' February 2019. We will carry out our responsibilities in accordance with Norfolk Local Assessment protocol and the NSCB Threshold Guidance. All staff are encouraged to report any concerns they have and NOT see them as insignificant. It is crucial staff record and pass on concerns immediately.

5.2 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. If the SDP is not available, the alternate DSL should be contacted regarding any concerns. In the absence of both, the concerns should be reported to the most senior available member of staff. If a member of staff has any concerns about a child's welfare, they will act on them immediately by speaking to the DSL or Deputy.

5.3 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. However, staff have a right to contact Children's Services directly if they have a concern that procedures haven't been followed. CADS number: 0344 800 8021

– the DSL should be informed as soon as possible.

- The school contributes to wider agency working as part of its statutory duty
- The school will work with CSCS, Police, Health and other services to protect the welfare of its pupils
- The school recognises the importance of sharing information between professionals and agencies to meet pupil needs

- Staff are aware that whilst the GDPR places a duty on the school to process information fairly and confidentially, it is NOT a barrier to sharing information where failure to do so could result in a pupil being placed at risk of harm
- The LA will make a decision on what action is required within 1 working day and notify the referrer
- If a pupil has committed a crime, the Police will be notified.

5.4 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1). All staff are encouraged to report any concerns they have. Concerns can be accumulated over a period of time and reporting allows the DSL to build up a picture over time. A reliance on memory without accurate records could lead to a failure to protect.

5.5 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented. If a pupil is in IMMEDIATE DANGER, a referral will be made to the CSCS and/or Police immediately.

5.6 All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 3.

5.7 Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.

5.8 Staff and volunteers should feel able to raise concerns about poor and unsafe practice in safeguarding.

5.9 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. 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 Headteacher. Concerns should always lead to help for the child at some point. The case will be kept under constant review.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

5.12 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by

children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse. The school will make referrals to the Harmful Sexual Behaviour Team (HSB team) as appropriate - see appendix 12.

- The school also recognises the particular importance of wider agency working in identifying and preventing Child Sexual Exploitation (CSE)

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

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

5.14 At St Nicholas Priory C.E. V.A. Primary School 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 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 multiagency liaison with police and children's social care.

5.15 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide 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).

5.16 Preventing Radicalisation

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At St Nicholas Priory C.E. V.A. Primary 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.
- Staff will be alert to change in pupil behaviour which could indicate they may be in need of help or protection

- 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. All staff will have access
- The DSL will make referrals in accordance with [Norfolk Channel procedures](#) and will represent our school at Channel meetings as required.
- Pupils will be taught about mutual respect and understanding for the diverse identities of the UK through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils, British values and democracy, government and law making
- The school will make referrals through the 'Person Vulnerable to Radicalisation' (VTR) form as required - see appendix 11
- The school will ensure they engage with parent and families as they are in a key position to spot signs of radicalisation unless to do so would place a child at risk

Risk indicators

- Pupils distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Family tensions
- Sense of isolation
- Low self esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and sexuality
- Migration
- Social community tensions
- Events affecting their country of origin
- Distance from UK values
- Sense of injustice through racism or discrimination
- Perception of injustice
- Rejection of civil life
- Involvement with criminal groups
- Experience of dealing with the Police

Making a judgement

Staff need to ask themselves the following questions:

- Does the pupil have access to extremist influence?
- Does the pupil access the internet for the purpose of extremist activities?
- Is there a reason to believe the pupil is involved with extremist organisations?
- Does the pupil have possession of or access to extremist literature or media?
- Does the pupil sympathise with illegal groups?
- Has the pupil experienced peer, social, family or faith group rejection?
- Have international events had a noticeable impact on the pupil?
- Any change in the pupil's outward appearance?
- Any conflict over religious beliefs, lifestyle or dress choices?
- Does the pupil openly support terrorist attacks?
- Has the pupil witnessed, or been a victim of racial or religious hate crime?
- Is there a problem of extended travel in the UK or abroad?
- Is the pupil socially isolated?
- Is the pupil a foreign national or refugee awaiting a decision on immigration status?
- Has the pupil suffered trauma as a result of war or sectarian conflict?
- Do adults in the pupil's family have extremist views or sympathies?

Critical indicators

- Has contact with extremist recruiters

- Support for extremist leaders/causes
- Extremist websites
- Extremist literature
- Use of extremist terminology
- Justifying use of violence
- Joining extremist organisations
- Radical changes to appearances and behaviour

The DSL will consider the seriousness of the situation and if emergency response is needed. A 999 call will be made and/or referral to the Channel programme which ensures that vulnerable children and adults receive support IRRESPECTIVE of faith, ethnicity or background. The Channel programme assesses risk factors and develops appropriate support plans and action which the school will co-operate with.

Extremist speaker

The school Guest Speaker policy prevents speakers who may promote extremist views from using school premises.

The school will use the following resources:

- Local Authority
- Clinical Commissioning Group
- Chief of Police
- Local Police
- DfE helpline: 0207 3407264
- The Channel Awareness programme
- Educate Against Hate website

5.17 Managing referrals

- The reporting and referral process outlined in Appendix 2 will be followed accordingly.
- All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.
- When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.
- The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.
- The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.
- Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.
- The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.
- Where CSCS decide that a statutory investigation is not appropriate, the school will give consideration to referring the incident again if it is believed that the pupil is at risk of harm.
- Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will give consideration to the use of other support mechanisms, such as early help and pastoral support.
- At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.
- Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.

The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support

6. WORKING WITH PARENTS & CARERS

6.1 St Nicholas Priory C.E. V.A. Primary School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

6.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is referenced in the school prospectus. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services. A copy is available on the school website.

6.3 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.

6.4 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.

6.5 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.

7. CHILD PROTECTION CONFERENCES

7.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

7.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible.

7.3 All reports for child protection conference will be prepared in advance using the guidance and education [report](#) template provided by NSCB. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

7.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

8. COMMUNICATION AND CONFIDENTIALITY

8.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay – staff will **NOT** promise the pupil confidentiality in any disclosure and will ensure that they are aware of what information will be shared, with whom and why.

- ALL child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies
- In any allegation or incident of sexual abuse or where the victim is entitled to anonymity by law, where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches prevented

8.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

8.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

8.4 When a child leaves our school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider and will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred. Where a parent elects to remove their child from roll to home educate, the school will pass on any safeguarding concerns to the Service of Home Educators Team within Norfolk County Council. The school will adhere to Norfolk County Council 'Guidance for Schools & Colleges: Transfer of Child Protection Records' – see appendix 13.

- Depending on the nature of concern, the DSL will discuss the concern with parents of the pupil involved
- Discussions with parents will NOT take place where they would potentially put a pupil at risk of harm
- External agencies will be invited to these discussions where necessary

9. SAFER RECRUITMENT

9.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of [Keeping Children Safe in Education \(2020\)](#).

9.2 At St Nicholas Priory C.E. V.A. Primary School we will 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 will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 We will keep and maintain a Single Central Record of all safer recruitment checks carried out in line with statutory requirements. The SCR will be checked and updated every half term and signed accordingly by the chair of governors and the safeguarding governor. We will use the recruitment and selection process to deter and reject unsuitable candidates and will adhere to the requirements of KEEPING CHILDREN SAFE IN EDUCATION 2020 and the DfE, DBS workforce guides

9.4 The SCR records all staff, including supply staff and teacher trainees on salaried routes, who work at the school

9.5 The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

9.6 For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

9.7 If any checks have been conducted for volunteers, this will also be recorded on the SCR

9.8 If risk assessments are conducted to assess whether a volunteer should be subject to a DBS check, the risk assessment will be recorded

9.9 Governors and SLT will check the SCR every half term to check that statutory requirements are being met

9.10 We will fully support the aim of the DBS to help us make safer recruitment decisions to protect young people from unsuitable adults including regulated activity and the use of volunteers. We will always ask questions on a regulated activity.

1. Is the activity carried out for the purpose of the school?
2. Does it give opportunity for contact with children?
3. Is the activity carried out regularly? i.e. once a week or month or more than 3 days in a 30 day period. If yes it is a regulated activity.
4. Are staff responsible on a daily basis for the care and supervision of childcare?

9.11 The school will adhere to the protocols set out in its Safer Recruitment Policy January 2018. An enhanced DBS check will be carried out for ALL staff engaged in regulated activity.

Pre-employment checks

9.12 The governing board will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [TRA Teacher Services' System](#).
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.

- 9.13 A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

Internal candidates

- 9.13 If an individual moves from a position within the school that did not involve the provision of education to one that does, it will be treated as if the individual were a new member of staff and all required pre-appointment checks will be carried out. Aside from this specific circumstance, the school is not required to request a DBS check or barred list check for staff moving roles internally.
- 9.14 References from internal candidates will always be scrutinised before appointment.

ITT candidates

- 9.15 Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.
- 9.16 Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

Those who have lived or worked outside of the UK

- 9.17 For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

- 9.18 An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.
- 9.19 If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.
- 9.20 Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

- 9.22 References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
- 9.23 References will only be accepted from a senior person and not from a colleague.
- 9.24 References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- 9.25 References will be obtained prior to interviews taking place and discussed during interviews.
- 9.26 Open testimonials will not be considered.
- 9.27 Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.
- 9.28 Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

Volunteers

- 9.29 No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.
- 9.30 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- 9.31 Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting washing, bathing and dressing for reasons of age, illness or disability.
- 9.32 A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- 9.33 The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- 9.34 Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.
- 9.35 A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Contractors

- 9.36 The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- 9.37** Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.
- 9.38 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

Data retention

- 9.39 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.
- 9.40 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

Referral to the DBS

- 9.41 The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

Staff suitability

- 9.42 All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009 (as amended).
- 9.43 A person may be disqualified if they:
- Have certain orders or other restrictions placed upon them.
 - Have committed certain offences.
- 9.44 The school adheres to the new Childcare Disqualification Regulations August 31st 2018 whereby relevant staff do NOT have to sign a self-declaration form
- 9.45 A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

10. SAFER WORKING PRACTICE

10.1 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 us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will have access to and be expected to know our school's Code of Conduct and policy for positive handling. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Norfolk Steps training will be kept by the Headteacher (see Appendix 10).

10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These 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](#), DFE 2020.

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.

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well being 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.

11.2 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.

11.3 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 within the Local Authority, clinical commissioning group and chief of police protocols re: allegations against persons who work with children and Part 4 of 'Keeping Children Safe in Education 2019' are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a consultation or to make a referral via email: LADO@norfolk.gov.uk. The telephone number for the LADO team is 01603 307797/223473 in the first instance which is the LA Duty Desk. Direct contact by phone is 01603 223473

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors.

In the event that the Headteacher or 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 Headteacher or the Vice Chair of Governors. Staff will follow the procedures as laid out in the school Whistleblowing policy.

11.5 The Headteacher 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.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01603 223473 or NSPCC Whistleblowing helpline 0800 0280285. If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this to CSCS.

11.7 The school will make referrals to the DBS if a person in a regulated activity has been dismissed or removed due to safeguarding concerns. The school has a legal duty to refer to the Disclosure & Barring Service anyone who has harmed or poses a risk of harm to a child, or if there is a reason to believe the member of staff has committed one of a number of listed offences and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If those 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 in accordance with advice from LADO and/or HR.

Where an allegation is substantiated and the individual is dismissed or resigns, the school will consider referring the matter to the Teaching Regulation Agency (TRA) for consideration of a prohibition order.

12 RELEVANT POLICIES

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Anti-Bullying
- Positive handling and managing behaviour
- Whistle-blowing
- Attendance
- E-safety/online safety
- Health and Safety including site security
- Single Equality Scheme (Disability & Inclusion, Reasonable adjustments for disabled pupils and Anti-Racist Policy)
- Intimate Care
- Educational visits including overnight stays
- Staff code of conduct
- First Aid
- SEND including Meeting the Needs of Pupils With Medical Conditions
- Safer Recruitment Policy
- Preventing Extremism and Radicalisation Policy
- Volunteer Policy
- Harassment and Discrimination including Racial Abuse

13. STATUTORY LEGAL FRAMEWORK

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

- Children's Act 1989
- Children's Act 2004
- Working Together to Safeguard Children February 2019
- Keeping Children Safe in Education September 2020
- The local authority, clinical commissioning group and chief of police protocols: allegations against persons who work with children
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2019
- What to do if you're worried a child is being abused DfE March 2015
- Information Sharing: Advice for Practitioners DfE March 2015
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers DfE 2015
- Mandatory Reporting of Female Genital Mutilation – procedural information – Home Office 2015
- The local authority, clinical commissioning group and chief of police procedures
- DfE – Child Sexual Exploitation 2017
- DfE – Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2018
- Safeguarding Vulnerable Groups Act 2006
- The Education Regulations 2012
- Sexual Offenders Act 2003
- General Data Protection Regulations (GDPR)
- The Childcare (Disqualifications) Regulations 2009

SUMMARY

As a school we are committed to trying to ensure the safety of the pupils and adults in our care. We are well placed to observe the outward signs of abuse because of our day to day work with children. As stated in the DfE Guidance Keeping Children Safe in Education (September 2020). Safeguarding children is a SHARED objective in the education service to help children and young people safe by contribution to;

- Providing a safe environment for children and young people to learn in an educational setting; and

Identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and at school.

MONITORING & REVIEW

The Governing body and Headteacher and/or the appropriate person will review the policy annually. The Headteacher is responsible for ensuring that the policy is operated within the framework of other policies. Any changes will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures

outlined in this policy as part of their induction programme. The next scheduled review for this policy is September 2021.

Appendix 1: Definitions

- 1.1. The terms **“children”** and **“child”** refer to anyone under the age of 18.
- 1.2. For the purposes of this policy, **“safeguarding and protecting the welfare of children”** is defined as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils' health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

- 1.3. For the purposes of this policy, the term **“harmful sexual behaviour”** includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

- 1.4. In accordance with the DfE's guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (2017), and for the purposes of this policy, the term **“sexual harassment”** is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

- 1.5. For the purpose of this policy, the term **“sexual violence”** encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

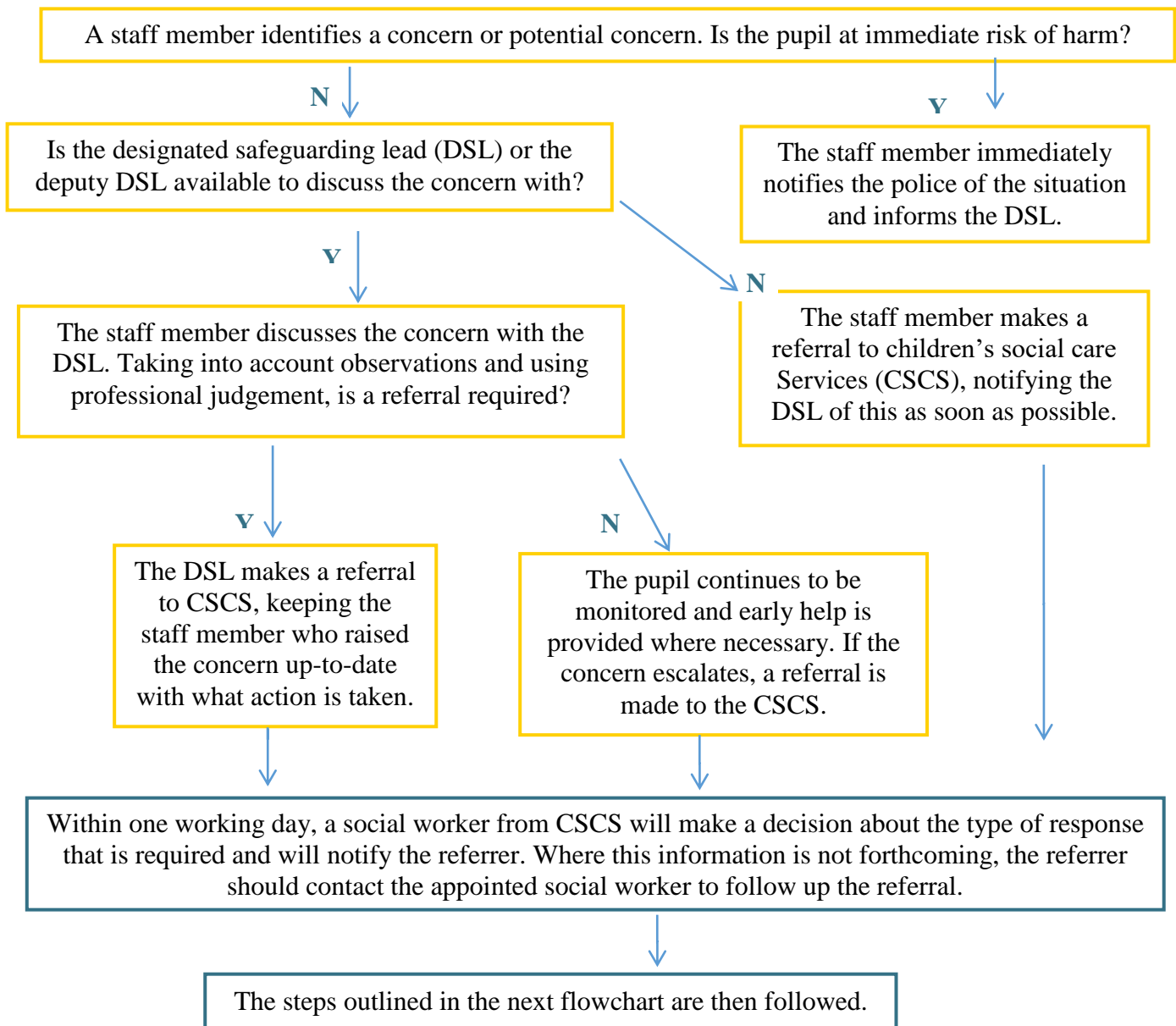
- 1.6. The term **“teaching role”** is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision

Appendix 2: Safeguarding Reporting Process

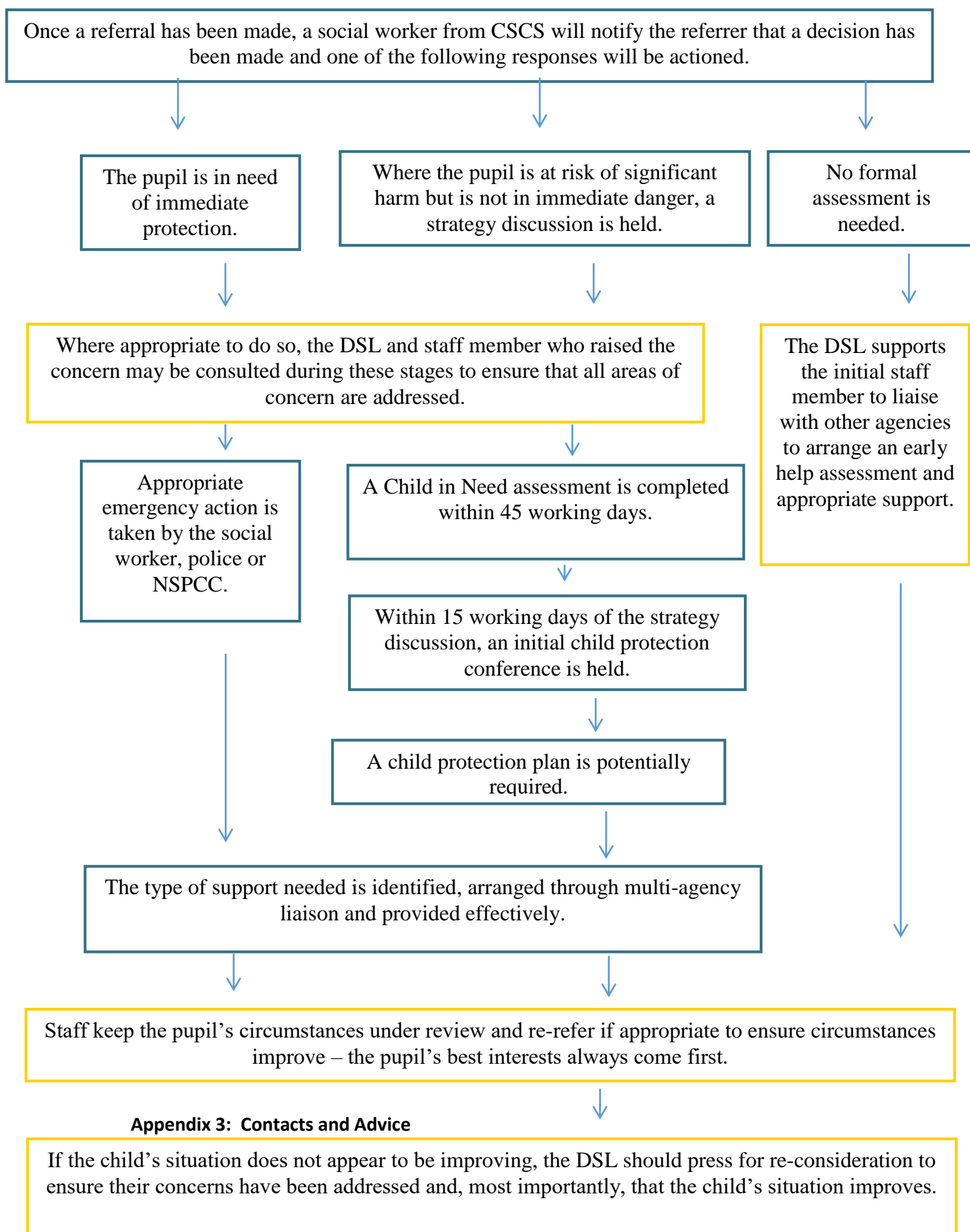
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After a referral is made



- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)

Support for victims

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

Further information on confidentiality and information sharing

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

Support for parents

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

Appendix 4: Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to the DSL 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. | |
| | |
| 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: Date: Position: Time: | |
| Your signature: | |
| Date: | |
| | |

Action taken by DSL

Referred to...?

Attendance
Improvement
Officer

Police

School Nurse

Children's
Services

Integrated
Youth Service

Parents

Other

☐☐☐☐☐☐☐

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

Feedback given to...?

☐

Pastoral team

☐

Tutor

☐

Student

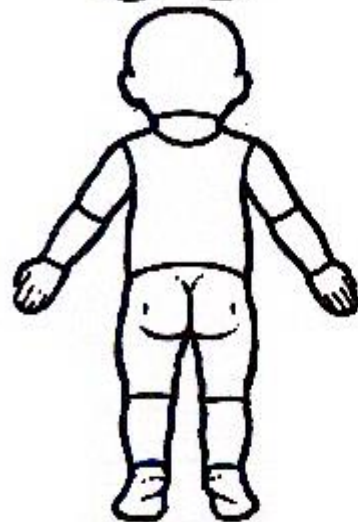
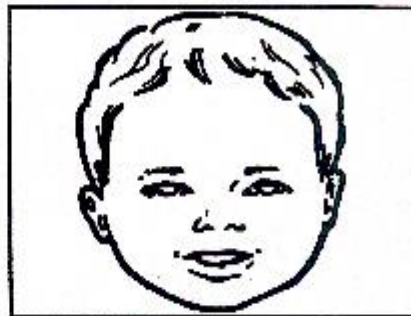
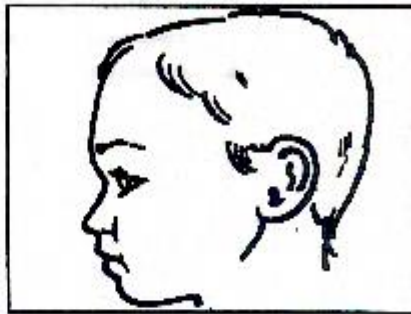
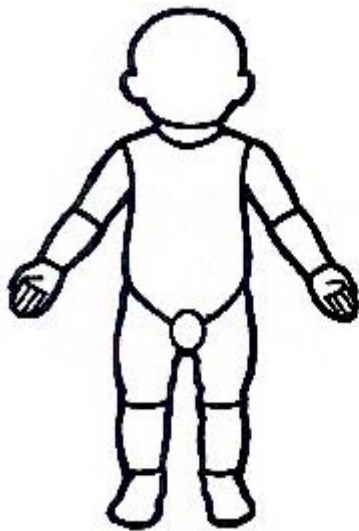
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Person who recorded disclosure

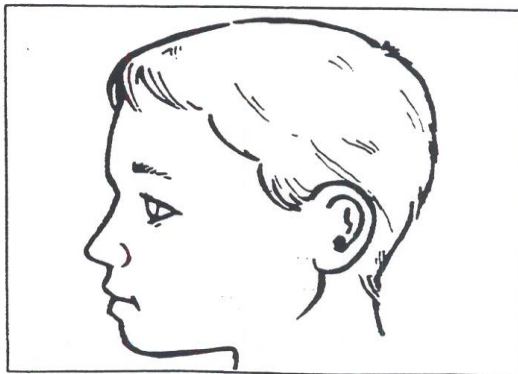
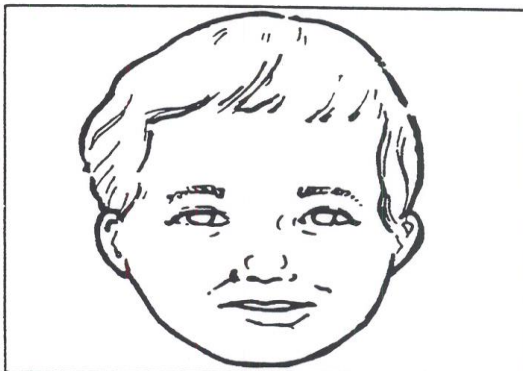
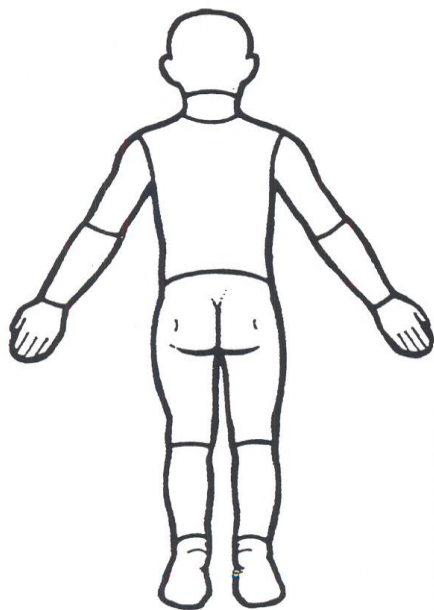
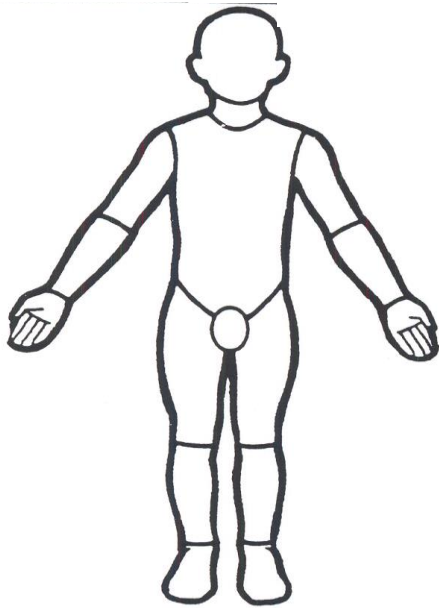
Full name:

DSL Signature:

Young Child



Older Child



Appendix 5: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

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

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

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

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

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

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Designated Officer on 01603 223473. The NSPCC whistleblowing helpline is also available to schools who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 0280285. Lines are available 8am to 8pm, Monday to Friday or via email: help@nspcc.org.uk

The people you should talk to in school are:

Designated Safeguarding Lead: Roz Hazell

Location of office: Ground floor near to Reception Unit playground ahead on the left as you face the playground

Contact Number: 07999433927 (01493) 843552

Head Teacher: Maria Grimmer

Location of office: Ground floor near to Reception Unit playground on the right as you face the playground

Contact Number: (01493) 843552

Chair of Governing Body: Dr Harry Taylor

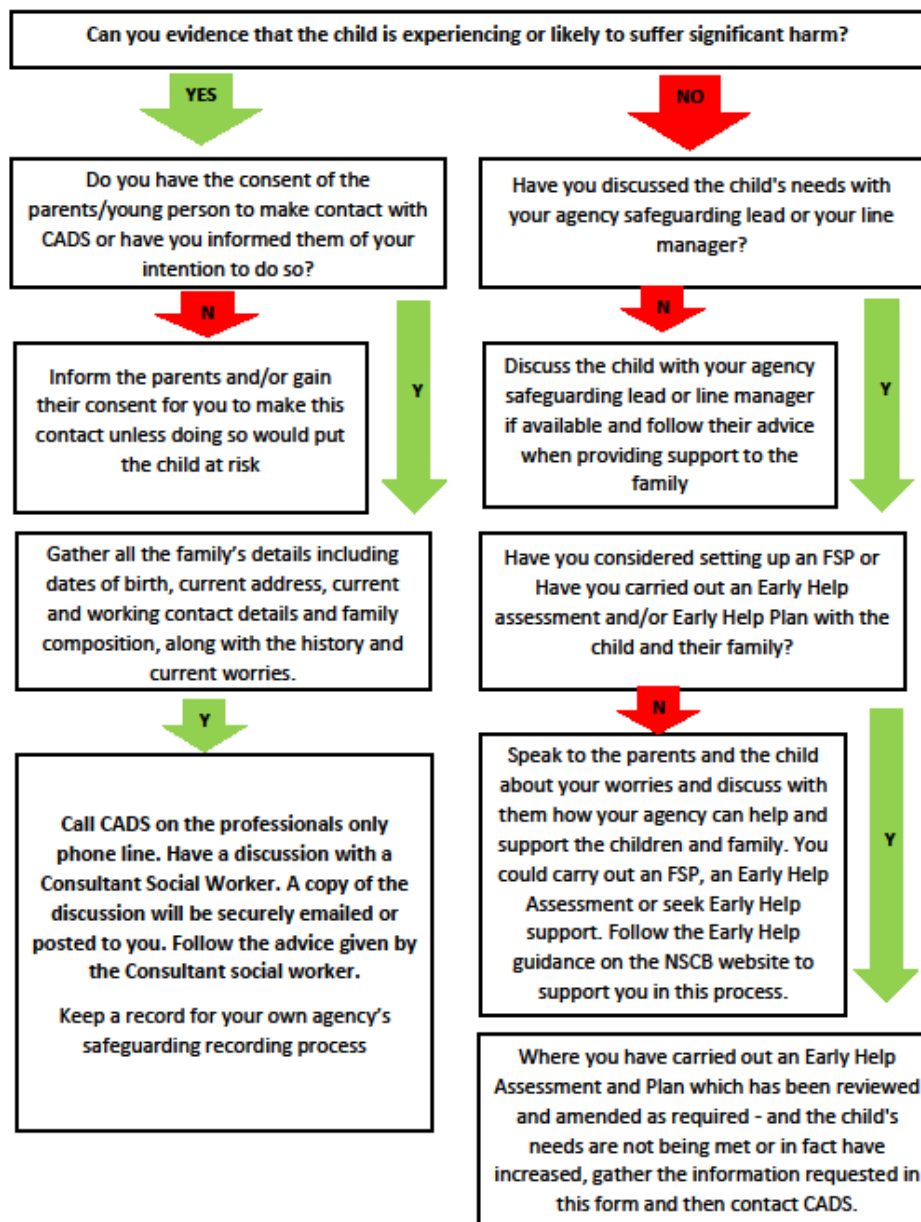
Contact Number: 07713444289

At St Nicholas Priory C.E. V.A. Primary School we strive to safeguard and promote the welfare of all of our children.

Appendix 6: Local Safeguarding Referral Procedures

Children's Advice and Duty Service- CADS

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



PROFESSIONAL USE ONLY – CALL CADS ON 0344 800 8021

Appendix 7: DEFINITIONS OF ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children in a family, institutional or community setting by those known to them or, more rarely, by others e.g. via the internet.

Physical abuse: a form of abuse which 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 the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 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, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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 |

Appendix 9: SPECIFIC SAFEGUARDING ISSUES

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example the NSPCC offers information for schools and colleges on its website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Bullying including cyberbullying
- Child sexual exploitation (see below)
- Domestic violent
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) (see below)
- Forced marriage (see below)
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Peer on peer abuse (see below)
- Private fostering (see below)
- Radicalisation (see below)
- Sexting
- Teenage relationship abuse
- Trafficking
- Homelessness
- Children Missing in Education
- County Lines Criminal Activity
- Pupils with family members in prison
- Pupils required to give evidence in court
- Contextual Safeguarding

Child sexual exploitation (CSE): CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Other signs of CSE feature in appendix 5. Child sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Where CSE, or risk of it is suspected, staff will discuss with the DSL. We will consult with the Harmful Sexual Behaviour (HSB) Team as required. If a child discloses rape or sexual assault, a referral will be made to the Harbour Centre Sexual Assault Referral Centre (SARC); a 24 hour helpline is available 01603 276381 for pupils and staff

Honour Based Violence (HBV) and Female Genital Mutilation (FGM): ‘Honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse. 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. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Anxiety linked to future absence, sudden unauthorised absence and physical presentation related to FGM are all potential indicators. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Teachers have a mandatory duty to report disclosures on FGM about / from females under 18 to the police. Teachers failing to report such cases will face disciplinary action.

Teachers will NOT examine pupils and will report to the Police where an act of FGM appears to have been carried out. They should discuss with the DSL, management and CSCS as appropriate.

Indicators that show FGM could take place:

- The socio economic position of the family and level of integration into UK society
- Any girl with a mother or sister who has been subject to FGM
- Any girl withdrawn from PHSE
- The risk increases when a female family elder visits from country of origin
- A girl may confide that she is to have a special procedure or a ceremony to become a woman
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl or her family member may talk about a long holiday to her country of origin or another country where the practice is prevalent

Other FGM indicators:

- Difficulty walking or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods away from a classroom with bladder or menstrual problems
- Prolonged or repeated absence from school followed by withdrawal or depression
- Reluctance to undergo normal medical examination
- Asking for help but not being explicit due to fear or embarrassment

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. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime

and Policing Act 2014. 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. Signs of a forced marriage include becoming anxious, depressed, low self-esteem, mental health disorders, sudden decline in performance, regular absences, family history of siblings leaving education early and marrying early. Concerns must be discussed with the DSL.

Peer on Peer Abuse: Children, particularly living away from home, are also vulnerable to physical, sexual and emotional bullying and abuse by their peers or siblings. Incidents of sexting may represent abuse, and will be investigated in accordance with 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (UKCCIS 2016). Such abuse will always be taken as seriously as abuse perpetrated by an adult. The same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm from an adverse source. Children and young people who abuse others including their siblings will be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Allegations of abuse against other pupils (peer-on-peer abuse)

Sexual harassment

1.1. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another pupil.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence

1.2. Sexual violence refers to the three following offences:

Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Harmful sexual behaviours

1.3. The term **harmful sexual behaviour** is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex.

1.4. Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not).

A preventative approach

- 1.5. In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.
- 1.6. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

- 1.7. Pupils are allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

Awareness

- 1.8. All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
- 1.9. All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
- 1.10. All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.
- 1.11. LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- 1.12. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Support available if a child has been harmed, is in immediate danger or at risk of harm

- 1.13. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.

- 1.14. Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

Support available if early help, section 17 and/or section 47 statutory assessments are appropriate

- 1.15. If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

Support available if a crime may have been committed

- 1.16. Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.
- 1.17. Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.
- 1.18. The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

Support available if reports include online behaviour

- 1.19. Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.
- 1.20. If the incident involves sexual images or videos held online, the [Internet Watch Foundation](#) will be consulted to have the material removed.
- 1.21. Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Managing disclosures

- 1.22. Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

1.23. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

1.24. Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

1.25. All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and [UKCCIS sexting advice](#).
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

1.26. The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

1.27. The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

1.28. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

1.29. The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Anonymity

1.30. There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

1.31. When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk assessment

1.32. The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

1.33. Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

1.34. Risk assessments will be recorded (either on paper or electronically) and kept under review.

Taking action following a disclosure

1.35. The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

1.36. Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

1.37. For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

1.38. For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

1.39. In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Managing the report

1.40. The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

1.41. There are four likely outcomes when managing reports of sexual violence or sexual harassment:

1. Managing internally
2. Providing early help
3. Referral to CSCS
4. Reporting to the police

1.42. Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

1.43. The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Managing internally

1.44. In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Providing early help

1.45. The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in

addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referral to CSCS

- 1.46. If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.
- 1.47. The school will not wait for the outcome of an investigation before protecting the victim and other children.
- 1.48. The DSL will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.
- 1.49. If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.
- 1.50. If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

- 1.51. Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.
- 1.52. Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.
- 1.53. The DSL and governing board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.
- 1.54. The DSL will be aware of local arrangements and specialist units that investigate child abuse.
- 1.55. In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Bail conditions

- 1.56. Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.
- 1.57. The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.
- 1.58. The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.
- 1.59. Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

Managing delays in the criminal justice system

- 1.60. The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.
- 1.61. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The end of the criminal process

- 1.62. Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.
- 1.63. The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).
- 1.64. Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be

substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

1.65. The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

Ongoing support for the victim

1.66. Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

1.67. Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

1.68. Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

1.69. The school will provide a physical space for victims to withdraw to.

1.70. Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

1.71. Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

1.72. If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

1.73. If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

1.74. When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

1.75. When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

1.76. If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

1.77. The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

1.78. Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

1.79. The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

1.80. The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

1.81. Disciplinary action and support can take place at the same time.

- 1.82. The school will be clear whether action taken is disciplinary, supportive or both.

Shared classes

- 1.83. Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.
- 1.84. Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.
- 1.85. Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.
- 1.86. Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.
- 1.87. Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.
- 1.88. In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents and carers

- 1.89. In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

- 1.90. The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.
- 1.91. Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.
- 1.92. Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other children

- 1.93. Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.
- 1.94. It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.
- 1.95. The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.
- 1.96. As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

Private Fostering Arrangements:

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). If school staff are aware of or suspect a child may be in a private fostering arrangement they should pass on their concern using the recording form (appendix 1). The DSL / Deputy DSL will inform the local authority of children in such arrangements (mandatory duty).

Radicalisation & Prevent Duty: Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways. Extremism is 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas settings.

Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme (Channel provides support at an early stage to people who are identified as being vulnerable to being drawn into terrorism). From 1 July 2015 specified authorities, including all schools, were subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the **Prevent** duty.

Children missing education:

- A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.
- Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.
- The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

- Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.
- The school will notify the LA within five days of when a pupil's name is added to the admissions register.
- The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

- Two emergency contact details will be held for each pupil where possible.
- Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.
- If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
 - The full name of the parent with whom the pupil will live
 - The new address
 - The date from when the pupil will live at that address
- If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:
 - The name of the new school
 - The date on which the pupil first attended, or is due to attend, that school
- Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.
- In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:
 - Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
 - Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
 - Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
 - Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
 - Have been permanently excluded.
- The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's

whereabouts after making reasonable enquiries into their attendance.

- If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:
 - The full name of the pupil
 - The full name and address of any parent with whom the pupil lives
 - At least one telephone number of the parent with whom the pupil lives
 - The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
 - The name of the pupil's new school and the pupil's expected start date there, if applicable
 - The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)
- The school will work with the LA to establish methods of making returns for pupils back into the school.
- The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.
- The school will also highlight any other necessary contextual information including safeguarding concerns.

Homelessness:

- The DSL and deputies will be aware of contact details and referrals made to the Local Housing Authority so that concerns over homelessness can be raised as early as possible
- Indicators may include:
 - Household debt
 - Rent arrears
 - Domestic abuse
 - Anti-social behaviour
 - Any member of the family moving home because they have to
- Referrals to the LHA do NOT replace referrals to the CSCS where a child is being harmed or at risk of harm.

County Lines Criminal Activity:

- County Lines Criminal Activity refers to criminal networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns

- Staff will be made aware of pupils history episodes who may have been trafficked for the purpose of transporting drugs
- Staff must refer all concerns to the DSL
- The DSL will consider referral to the National Referral Mechanism on a case by case basis

Pupils with family members in prison:

- Pupils with a family member in prison will be offered pastoral support as necessary
- They will receive a copy of 'Are You a Young Person With a Family Member in Prison?' from Actions for Prisoners' Families where appropriate

Pupils required to give evidence in court:

- Pupils required to give evidence in court will be offered appropriate pastoral support
- Pupils will be offered a booklet 'Going to Court' from HM Courts and Tribunals Service

Contextual Safeguarding:

- Safeguarding incidents can happen OUTSIDE school. The DSL and other staff will consider the context of incidents – known as 'Contextual Safeguarding'
- Assessment of pupils' behaviour will consider where there are wider environmental factors that are a threat to their safety and welfare
- The school will provide as much contextual information as possible when making referrals to the CSCS

Pupils with SEND:

- The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.
- Staff will be aware of the following:
 - Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
 - Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
 - Communication barriers may exist, as well as difficulties in overcoming these barriers
- When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.
- When managing a safeguarding issue relating to a pupil with SEND, the [DSL](#) will liaise with the school's [SENCO](#), as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

Alternative Provision:

- The school will remain responsible for a pupil's welfare during their time at an alternative provider.
- When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

Homestay exchange visits:**School-arranged homestays in UK**

- Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.
- In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.
- Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.
- In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad

- The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.
- The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.
- The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.
- Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

- Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

Private fostering:

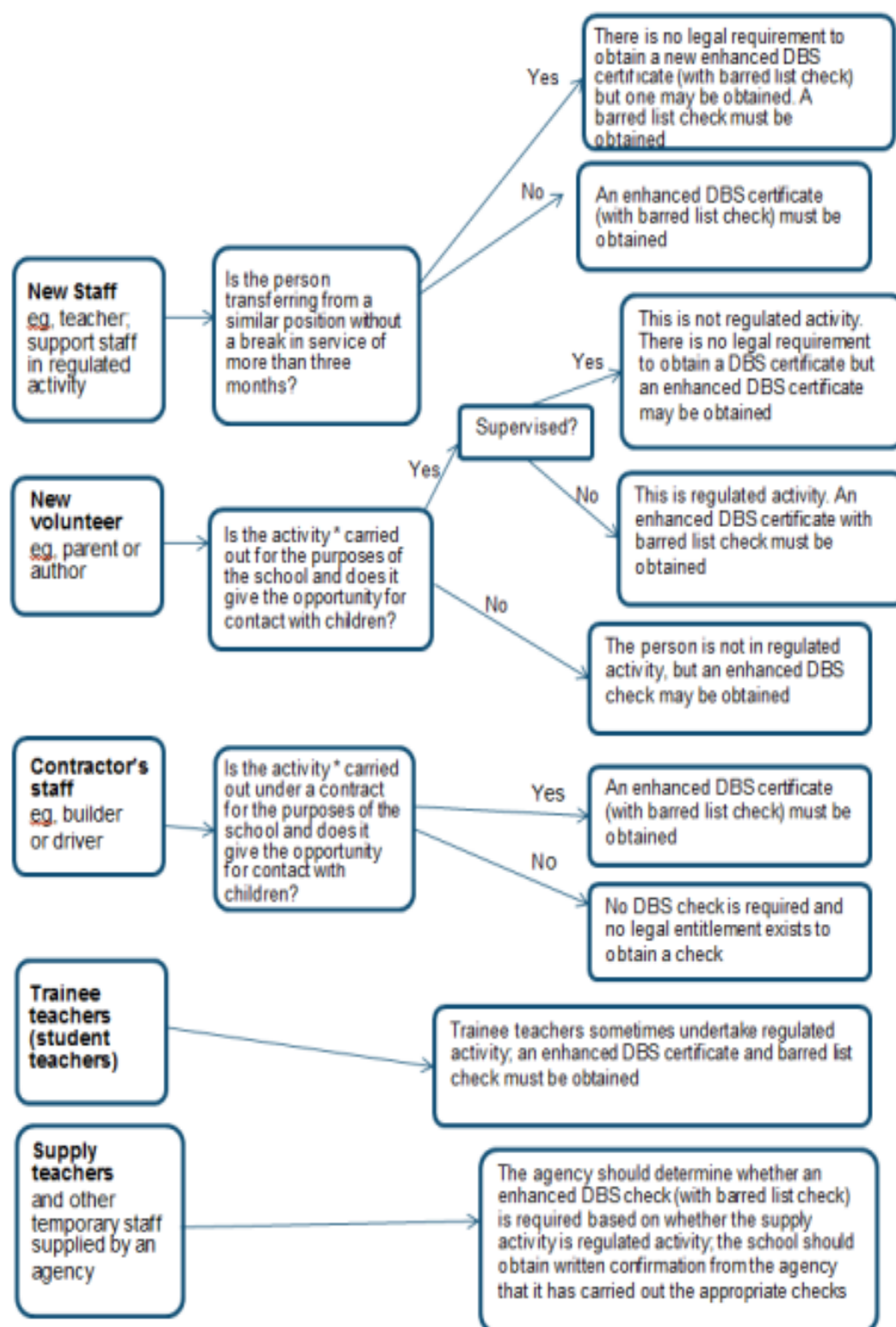
- Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

Early Help:

- Early help means providing support as soon as a problem emerges, at any point in a child's life.
- Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:
 - Are disabled and have specific additional needs.
 - Have SEND (whether or not they have a statutory EHC plan).
 - Are young carers.
 - Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
 - Are frequently missing/going missing from care or from home.
 - Misuse drugs or alcohol.
 - Are at risk of modern slavery, trafficking or exploitation.
 - Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
 - Are returned home to their family from care.
 - Show early signs of abuse and/or neglect.
 - Are at risk of being radicalised or exploited.
 - Are privately fostered.
- Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.
- All staff will be made aware of the local early help process and understand their role in it.
- The DSL will take the lead where early help is appropriate.

Appendix 10

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Appendix 11: General Cause For Concern form

INCIDENT / INFORMATION / ACTION RECORD

Pupil Name: _____ Year: _____

Recorded By: _____ Date: _____

Please Complete Page 2

(Please continue on separate sheet if necessary)

Action Taken by Referrer:

Action Needed: (Please detail what action is needed and by whom)

Signed: _____ Date: _____

Action Taken by BIC Staff:

Signed: _____ Date: _____

Name: _____

Appendix 12: A Visitor's Guide



St Nicholas Priory C.E.V.A Primary School



Safeguarding (Child Protection) A visitor's guide

'The school's work to keep pupils
safe and secure is good, with
robust procedures in place to keep
pupils safe.'

Ofsted June 2014





At St Nicholas Priory the Designated Safeguarding Leads are:

Mrs M Grimmer - Head Teacher

Roz Hazell -Designated Safeguarding Lead

Mr M Ward - Safeguarding Governor

Concerned about a child?

It is very important to take action straight away if you think a child you know is being harmed or is at risk of harm. The longer abuse goes on, the longer it will take for a child to recover. If you have any doubts about sharing or reporting your concerns, just think for a moment what life is like for the child you are worried about.

You could:

- Talk to the designated safeguarding leads at the school
- Phone the Norfolk Children's services Department or contact the police (contact details on the back of this leaflet).

Children and Young people

A child is anyone under the age of 18. A young person is in the upper age ranges of the official definition of a child. Child abuse can take four forms, all of which can cause long term damage to a child:

- Physical abuse
- Emotional abuse
- Neglect
- Sexual abuse

Abuse is **always** wrong and it is never the young person's fault.

It is essential that all visitors to the school register at the main reception area. You will be provided with an ID badge—this must be worn at all times whilst on site.

What St Nicholas Priory School should have and do:

The school should have a Safeguarding Policy— **It has.** Available on request or via our website.

The school should have a trained person responsible for safeguarding— **It has.**

It is recommended that the trained person should have a deputy to help and stand in when they are absent— **They have**

The school should have a responsible Governor for safeguarding— **It has,** Mr M Ward

All staff should receive training on Safeguarding— **They do.**

DBS checks (details checked with the police) are carried out on all staff— **They are.**

Positive working relationships with appropriate agencies such as health, school nurse, police etc should be set up— **They are**

If you have concerns regarding the behaviour of any adult at school, this should be reported directly to the Head teacher. If the concern is about the Head teacher, please contact the chair of Governors (contact details available on request). You can also contact the Designated Officer employed by the local authority directly on 01603 223473/01603 307797

At St Nicholas Priory we treat all our children with respect , appreciate individuality and celebrate their successes. We recognise that pupils need an environment where they feel secure and encouraged to talk and be listened to. We take the attitude 'It could happen here.'



**Don't think what if I am wrong?— think what
if I am right?**

Useful telephone numbers and contacts

| | |
|---------------------|--------------|
| St Nicholas Priory | 01493 843552 |
| Children's Services | 03448008020 |
| Childline | 08001111 |
| Police | 101 |

**At St Nicholas Priory we are
committed to safeguarding our young
people.**



Appendix 13: List of staff who have received Norfolk Steps training

To be updated shortly

THINK SAFEGUARDING THINK PREVENT

Prevent Team contact details:

Email: Prevent@norfolk.pnn.police.uk

NORFOLK
 Po Donna Flanagan
 Email: Donnaflanagan@norfolk.pnn.police.uk
 Call: 07779 434626

SUFFOLK
 T/De Kay Loney
 Email: kay.loney@suffolk.pnn.police.uk

Po Faruk Ullah
 Email: Faruk.ullah@suffolk.pnn.police.uk
 Call: 01473 613088 Ext. 5400

NORFOLK
CONSTABULARY
Our Priority is You

PREVENT

Stopping people becoming terrorists or supporting terrorism by supporting people vulnerable to radicalisation

Useful Links

E-Learning training on Prevent <https://www.preventingterrorism.gov.uk>

Channel Duty Guidance https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/443163/Channel_Duty_Guidance_April_2015.pdf

The Prevent Strategy https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/443163/prevent-strategy-review.pdf

Let's Talk About It (www.letsinfo.org) which has practical help and advice on Prevent.

When interacting with members of the public please consider:

NOTICE - if you NOTICE someone showing a combinations of the signs on the next page.

CHECK - with a colleague / Supervisor / Prevent lead / Athena and also the subject. If it is appropriate, ask the subject what they mean or if they understand where they are saying.

SHARE - with the Prevent team by completing a Vulnerable To Radicalisation (VTR) form and send it to the MASH, detailing your concerns and why you think the subject is vulnerable / susceptible to radicalisation.

The VTR form is available on the Constabulary internet site and also on the Norfolk Local Safeguarding Adult / Children Good Interest website:
www.norfolk.safeguardingadultsboard.info and www.norfolklocal.org.uk

Our Prevent Duty under Counter—Terrorism and Security Act 2015:
'Have due regard, in the exercise of its functions, to the need to prevent people from being drawn into Terrorism'

How to identify someone who may be vulnerable in becoming involved in extremism or terrorism

Appendix 15: The Harmful Sexual Behaviour Team - Briefing



The Harmful Sexual Behaviour Team - Briefing

The Context

Harmful Sexual Behaviour (HSB) is:

"Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult." (Hackett, 2014).

Sexual abuse committed by children and young people is not a rare phenomenon. At least one third of all sexual offences against children and young people in the UK are committed by other children and young people, and the extent of sexual abuse may be much higher (NSPCC, 2016). In Norfolk HSB has been identified as a key priority area following a number of serious case reviews involving sibling on sibling abuse. In addition, emerging statistics in Norfolk has identified that 50% of sexual offences against children and young people are committed by other children and young people (Norfolk Constabulary, 2017). Despite increasing evidence on the scale, nature and complexity of the problem, service provision across the UK remains patchy and relatively uncoordinated. Levels of professional confidence and competence to address the challenge vary across services. There is therefore a need for a more coordinated and consistent approach to the issue, that recognises both the risks and needs of children displaying harmful sexual behaviours.

Project Description

Norfolk & Suffolk NHS Foundation Trust (NSFT) and the Norfolk Youth Offending Team (YOT) have formed a partnership to develop a Norfolk response to HSB.

We know that young people with harmful sexual behaviour have frequently experienced trauma, disruption and difficulties. The Norfolk HSB Team believes a holistic approach is most suitably taken with such young people, in order that their needs are addressed and focus is retained on both risk and vulnerability. We wish to promote the potential of young people to form positive social and sexual relationships. In addition our vision is to support the development of a skilled and confident workforce who are able to assess and intervene at all levels of the HSB Continuum (Hackett, 2010) as well as feel equipped to work with children and young people displaying HSB.

The Norfolk HSB Team

The HSB Team currently comprises of a Specialist Clinical Psychologist and a HSB Specialist. The team has significant skills and experience in working with sexual violence, trauma, sexually appropriate behaviour, child sexual exploitation and harmful sexual behaviour.

HSB Case Consultations

The Norfolk HSB Team also provides case consultations to any agency/professional where there are worries or concerns around HS. A Harmful Sexual Behaviour Case Consultation can be requested for any child or young person aged under 18 living in Norfolk or Waveney where there are:

- Worries or concerns amongst professionals around harmful sexual behaviour, including inappropriate or problematic sexual behaviour which has not resulted in police involvement.
- Or
- Where there has been a Police investigation but there has been a "No Further Action" outcome from the Police but there are ongoing worries and concerns around harmful sexual behaviour

Requests for consultations are considered from any agency that has a child or young person fitting the above criteria. The consultation service offers advice on the following areas:

- identifying and defining areas of concern in regard to HSB
- developing an understanding of the child/young person's needs
- Safety Planning for the child/young person with HSB
- identifying resources and interventions to use with children with HSB
- identifying appropriate training they can access through the HSB team

HSB Training

The HSB Team also offer training from identifying, assessing and intervening with HSB to more specialist and bespoke training for particular teams.



Contact Details

To discuss the project or to request a HSB Case Consultation please contact:
Dr Romana Farooq (Specialist Clinical Psychologist) or Francesca Burgess/Richard Hinton (HSB Specialists) on hsbproject@norfolk.gcsx.gov.uk

Appendix 16 : Guidance for Schools & Colleges: Transfer of Child Protection Records

1. Introduction

1.1 Keeping Children Safe in Education' (2020) states that it is the responsibility of the Designated Safeguarding Lead to ensure that, *'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.'*¹

1.2 This guidance has been devised in order to support schools and colleges to fulfil their responsibilities in this area. This guidance should be followed by all educational establishments in Norfolk that provide education to children and young people up to the age of 18 years. These establishments include schools maintained by the Local Authority, Free Schools, academies, special schools, independent schools and sixth-form and further education colleges.

1.3 The responsibility for the transfer of records lies with the original setting, as the receiving setting may not otherwise know that child protection concerns exist. It is important that all child protection records are transferred at each stage of a child's education up until the age of 18 years and includes a child's transfer into post-16 education.

2. Retention of child protection records

2.1 When children transfer from your establishment and records of child protection/welfare concerns have been made, these should be copied and the originals sent to the receiving school as soon as possible. Schools *may* wish to keep a copy of the file themselves; this will provide the school of evidence of what the school knew and the actions they took to safeguard and promote the welfare of the child. If a school or college decides to retain a copy of any child protection records they have transferred, these should be stored securely and destroyed once the retention period has expired as detailed below.

2.2 It is recommended that child protection records are retained until a child's 25th birthday (6 years after the subject's last contact with the Authority). Records should then be securely disposed of and a record of disposal kept. Paper records should be shredded and electronic records deleted. This recommendation is in line with the [Information and Records Management Society Guidance](#).

3. Procedures for Transfer

3.1 When a pupil transfers from one school to another, their child protection file should be forwarded to the new school without delay, and in any case within five school days². **This transfer should be arranged separately from the main school file.** Such information sharing should occur between Designated Safeguarding Leads (DSLs) and/or Head Teachers. Records of this nature should never be transferred by unsecure means including the use of the parent/carer as a courier.

3.2 The Designated Safeguarding Lead from the transferring school should make telephone contact with their counterpart in the receiving school to discuss the case and agree a means of transfer of the records as soon as is practicable.

¹ Annex B of 'Keeping Children Safe in Education', DfE, (2018)

² This recommendation is in line with the findings of a national Serious Case Review.

3.3 Whenever a file is transferred, schools should retain evidence of the transfer of the record and request confirmation of receipt of the file. Schools may wish to use the template 'Record of Child Protection File Transfer' (Appendix 1) as a basis for collating this evidence. The transferring school should maintain a log of files transferred alongside evidence of confirmation of receipt of the file; this evidence should be stored securely along with other child protection information.

3.4 Where feasible, records can be delivered by hand from one Designated Safeguarding Lead to another as part of the transition process. Files should only be transferred electronically if a secure electronic system is used. Evidence of the transfer of records should be retained even where records are delivered by hand.

3.5 If child protection files are sent by post, it should be by secure, recorded delivery to a named individual. The receiving school should receive a telephone call in advance to notify them that a child protection file(s) is being sent. The envelope should be marked as 'Strictly Confidential' and for the attention of the named Designated Safeguarding Lead only. A record of transfer form should be included with the file and the receiving school should be asked to sign the form return that to the sending school confirming that they have received the file.

3.6 When a pupil transfers to a Further Education or 6th Form College, the school must follow the procedures as described above and transfer the child protection file to the college as part of the transition process. If a school does not have a confirmed destination for a pupil post-16, they should contact the Participation & Transition Strategy Team at cs.rpaqueries@norfolk.gov.uk or by contacting Mark Horton, Tracking Co-ordinator directly on 01603 638464 for support. Colleges are advised to contact the previous school if they have concerns about a young person and are not in receipt of a child protection file.

3.7 Dual Registration

Where children are dual registered (e.g. on roll at a mainstream school, but receiving education in another establishment, such as a Short Stay School or a Specialist Resource Base), details of any existing child protection records should be shared with the new establishment prior to the agreed start date to enable them to support the child appropriately.

Guidance for Schools & Colleges: Transfer of Child Protection Records

4. Introduction

1.1 Keeping Children Safe in Education' (2020) states that it is the responsibility of the Designated Safeguarding Lead to ensure that, *'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.'*³

1.2 This guidance has been devised in order to support schools and colleges to fulfil their responsibilities in this area. This guidance should be followed by all educational

³ Annex B of 'Keeping Children Safe in Education', DfE, (2019)

establishments in Norfolk that provide education to children and young people up to the age of 18 years. These establishments include schools maintained by the Local Authority, Free Schools, academies, special schools, independent schools and sixth-form and further education colleges.

1.3 The responsibility for the transfer of records lies with the original setting, as the receiving setting may not otherwise know that child protection concerns exist. It is important that all child protection records are transferred at each stage of a child's education up until the age of 18 years and includes a child's transfer into post-16 education.

5. Retention of child protection records

2.1 When children transfer from your establishment and records of child protection/welfare concerns have been made, these should be copied and the originals sent to the receiving school as soon as possible. Schools *may* wish to keep a copy of the file themselves; this will provide the school of evidence of what the school knew and the actions they took to safeguard and promote the welfare of the child. If a school or college decides to retain a copy of any child protection records they have transferred, these should be stored securely and destroyed once the retention period has expired as detailed below.

2.2 It is recommended that child protection records are retained until a child's 25th birthday (6 years after the subject's last contact with the Authority). Records should then be securely disposed of and a record of disposal kept. Paper records should be shredded and electronic records deleted. This recommendation is in line with the [Information and Records Management Society Guidance](#).

6. Procedures for Transfer

3.1 When a pupil transfers from one school to another, their child protection file should be forwarded to the new school without delay, and in any case within five school days⁴. **This transfer should be arranged separately from the main school file.** Such information sharing should occur between Designated Safeguarding Leads (DSLs) and/or Head Teachers. Records of this nature should never be transferred by unsecure means including the use of the parent/carer as a courier.

3.2 The Designated Safeguarding Lead from the transferring school should make telephone contact with their counterpart in the receiving school to discuss the case and agree a means of transfer of the records as soon as is practicable.

3.3 Whenever a file is transferred, schools should retain evidence of the transfer of the record and request confirmation of receipt of the file. Schools may wish to use the template 'Record of Child Protection File Transfer' (Appendix 1) as a basis for collating this evidence. The transferring school should maintain a log of files transferred alongside evidence of confirmation of receipt of the file; this evidence should be stored securely along with other child protection information.

3.5 Where feasible, records can be delivered by hand from one Designated Safeguarding Lead to another as part of the transition process. Files should only be transferred electronically if a secure electronic system is used. Evidence of the transfer of records should be retained even where records are delivered by hand.

⁴ This recommendation is in line with the findings of a national Serious Case Review.

3.5 If child protection files are sent by post, it should be by secure, recorded delivery to a named individual. The receiving school should receive a telephone call in advance to notify them that a child protection file(s) is being sent. The envelope should be marked as 'Strictly Confidential' and for the attention of the named Designated Safeguarding Lead only. A record of transfer form should be included with the file and the receiving school should be asked to sign the form return that to the sending school confirming that they have received the file.

3.6 When a pupil transfers to a Further Education or 6th Form College, the school must follow the procedures as described above and transfer the child protection file to the college as part of the transition process. If a school does not have a confirmed destination for a pupil post-16, they should contact the Participation & Transition Strategy Team at cs.rpaqueries@norfolk.gov.uk or by contacting Mark Horton, Tracking Co-ordinator directly on 01603 638464 for support. Colleges are advised to contact the previous school if they have concerns about a young person and are not in receipt of a child protection file.

3.7 Dual Registration

Where children are dual registered (e.g. on roll at a mainstream school, but receiving education in another establishment, such as a Short Stay School or a Specialist Resource Base), details of any existing child protection records should be shared with the new establishment prior to the agreed start date to enable them to support the child appropriately.

3.8 Permanent Exclusion

When a child is permanently excluded, it is important that the establishment providing all or a substantial amount of a child's education following the exclusion has any child protection records relating to the child as soon as possible. The excluding school should make arrangements for child protection information to be transferred to the education provider as soon as possible – this should not be delayed until after the exclusion hearing or appeal. If an exclusion is not upheld, the education provider will need to make arrangements to transfer the information back to the home school.

3.9 Whenever a child leaves a setting outside of normal transition times, settings should follow Norfolk County Council [Children Missing Education Procedures](#). When a child leaves and the new school is not known, child protection files should be retained by the setting and transferred to the new setting, once known, or destroyed once the retention period has expired as detailed in Section 2 above. Where a child is subject to a Child Protection Plan and the receiving school's identity is not known, the DSL should also contact the child's allocated social worker without delay.

3.10 Home Education

Where a parent elects to remove their child from a school roll to home educate, any safeguarding concerns should be detailed on the Services to Home Educators (SHE) Notification Form in line with [LA guidance](#). If the child has a child protection file, a copy of this should be sent to the Lead Teacher - Services to Home Educators, Children's Services, Professional Development Centre, 144 Woodside Road, Norwich, NR7 9QL using the secure processes outlined above. Services to Home Educators will store and transfer child protection files as detailed in this guidance.

3.11 Requests for information from another agency

If at any stage child protection files are requested by another agency for the purposes of conducting a criminal investigation or Serious Case Review, the school or college must make and retain copy of the file before providing this information. The setting should also retain evidence of who the information was passed to and for what purpose.

Appendix 17: FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by sending/transferring school or college

| | |
|------------------------------------|--|
| NAME OF CHILD: | |
| DOB: | |
| NAME OF SCHOOL SENDING CP FILE: | |
| ADDRESS OF SENDING SCHOOL: | |
| METHOD OF DELIVERY: | BY HAND SECURE POST ELECTRONICALLY |
| DATE FILE SENT: | |
| NAME OF DSL TRANSFERRING FILE: | |
| NAME OF PERSON TRANFERRING TO: | |
| SIGNATURE: | |

PART 2: To be completed by receiving school or college

| | |
|---------------------------------------|--|
| NAME OF SCHOOL RECEIVING FILE: | |
| ADDRESS: | |
| DATE RECEIVED: | |
| NAME OF PERSON RECEIVING FILE: | |
| DATE CONFIRMATION OF RECEIPT SENT: | |
| SIGNATURE: | |

Transferring School: Please ensure that the child protection file is passed to the Designated Safeguarding Lead at the receiving school using a secure method of delivery with Part 1 of this form completed. **Receiving School:** Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.