

# Whole school policy for Safeguarding, incorporating Child Protection and Prevent

|                        |  |
|------------------------|--|
| Status                 | Statutory  |
| Authority              | Delegated to Acting Headteacher  |
| Policy Owner           | Jane Maclennan, Acting Headteacher   |
| Updated by             | Jane Maclennan, Acting Headteacher   |
| Chair of Governors/CEO | Daniel Childerhouse  |
| Date Amended           | 30 April 2021<br>Revised to reflect KCSIE Jan 2021 Post<br>EU Exit Updates |
| Target Review Date     | September 2021   |

| Section                             | Changes  |
|-------------------------------------|--|
| Throughout                          | All references to 'Keeping Children Safe in Education' have been removed and replaced with reference to 'Keeping Children Safe in Education' (January 2021 update)   |
| Front page                          |  |
| 1. Purpose & Aims                   | 1.1 Clarified that both mental and physical health are relevant to safeguarding.   |
| 2. Ethos                            | 2.4 In the 'Curriculum coverage' sub-section, replaced the reference to PSHE education with a reference to relationships education / relationships and sex education. The latest version of the UKCIS guidance recommends covering sexting issues in these subjects (along with computing, which we already referred to here)  |
| 3. Roles & Responsibilities         | Acting Head Teacher updated to Jane Maclennan<br>Chair of Governors updated to Daniel Childerhouse<br>SENCO and Deputy DSL Joe Harkness added as Deputy DSL  |
| 4. Training & Induction             | No changes   |
| 5. Procedures for Managing Concerns | 5.10 Added a sentence to say staff should share details of any actions they've taken with the DSL as soon as possible if they have concerns about a child to make it clear that any action taken should be shared with the DSL as soon as possible.  |
| 6. Contextual Safeguarding          | 6.1 Amendments made to reflect the additional detail and staff knowledge related to extra-familial harms taking a variety of different forms and children can be vulnerable to multiple harms<br>6.3 Added further reference to looked-after and previously looked-after children to provide extra signposting.<br>New section to reflect needs of pupils with a social worker To reflect new paragraphs 109 to 112 in KCSIE<br>6.4 - 6.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): County Lines<br>Amendments made to ensure staff are clear of the interconnectivity between CSE and CCE. |

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|                                  | <p>6.7 Changed wording from 'honour-based violence' to 'honour-based abuse' to reflect wording change in Annex A of KCSIE</p> <p>6.10 – 6.12 Updated to include information on the significance of mental health when working with students. New section on what staff should do if they have a mental health concern that is also a safeguarding concern to reflect new paragraphs 34 to 38 in KCSIE</p> <p>6.13 Updated definitions in 'Preventing radicalisation' section to reflect new wording in Annex A of KCSIE</p> <p>6.17 Updated definition of sexting to reflect the updated definition provided by UKCIS that references the sharing of nude or semi-nude images, videos or live streams</p> <p>Sexting: Updated the list in the first bullet point of what staff must not do with the imagery The latest version of the UKCIS guidance states that staff must not 'view, copy, print, share, store or save the imagery'</p> <p>In certain cases throughout the 'Initial review meeting' sub-section, replaced 'imagery' with 'images and videos' To reflect changes to wording in the latest version of the UKCIS guidance</p> <p>At the end of the 'Initial review meeting' sub-section, added that the decision about whether to involve the police or children's social care will be made and recorded in line with the procedures set out in the child protection policy To clarify how the DSL and other relevant staff will make the decision</p> |
| 7. Records & Information Sharing | No change   |
| 8. Working with Parents          | No change   |
| 9. Child Protection Conferences  | No change   |
| 10. Safer Recruitment            | <p>10.2 In the 'New staff' sub-section, removed reference to teacher sanctions or restrictions imposed by an EEA authority – replaced with new information on further checks to conduct on staff who have lived or worked outside of the UK To</p>  |

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|   | reflect the updated paragraph 172 of KCSIE (following the UK's exit from the EU, you can no longer use the Teaching Regulation Agency's Teacher Services system to check for sanctions in EEA member states – KCSIE now suggests alternative checks)   |
| 11. Safer Working Practice                          | No change  |
| 12. Managing Allegations Against Staff & Volunteers | <p>Added wording to make it explicitly clear that this section also applies to supply staff to reflect a change of wording in paragraph 56 of KCSIE .</p> <p>Added bullet points to list the circumstances in which you'll need to follow procedures for managing allegations To reflect a new bullet point in paragraph 211 of KCSIE</p> <p>Added a sentence to say that a referral will be made to the DBS if an allegation is substantiated and it is thought that the individual has or may have engaged in conduct that has harmed or is likely to harm a child, or that they might pose a risk of harm to a child. It is a legal requirement for employers to make a referral to the DBS in this case</p> <p>12.2 Information added to highlight transferrable risk from behaviours that may happen outside of school.</p> <p>12.6 New paragraph added to reflect the role of schools in the management of allegations against supply staff. Subsequent numbering altered.</p> |
| 13. Relevant Policies                               | Added designated teacher policy to the list of policies, This has become a required policy   |
| 14. Statutory Framework                             | <p>'Keeping Children Safe in Education' (2020) has been replaced with 'Keeping Children Safe in Education' (Jan 2021).</p> <p>Added the following links to guidance documents:</p> <ul style="list-style-type: none"> <li>• Child sexual exploitation: guide for practitioners, DfE (February 2017)</li> </ul>   |

|            |   |
|------------|---|
|            | <ul style="list-style-type: none"> <li>• Mental Health and Behaviour in Schools, DfE (November 2018)</li> <li>• Data protection: toolkit for schools, DfE (September 2018)</li> </ul> |
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## **Appendices**

- 1 Recording form for reporting concerns**
- 2 Induction checklist for staff & volunteers**
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- 4 Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting**
- 5 COVID-19 school closure arrangements for Safeguarding and Child Protection at Future Education**

## **Policy Consultation and Review**

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

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 and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DFE (2020), updated January 2021 (Post EU Exit)

This policy will be reviewed in full by the Governing Body on an annual basis.

Signature: J.Maclennan

Acting Headteacher:

Date: 30/04/2021

Signature: Daniel Childerhouse Chair of Governors:

Date: 30/04/2021

## 1. Purpose and aims

1.1 The purpose of the Future Education school 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 mental 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 the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about 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 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

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

## 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. 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.

2.2 Everyone who comes into contact with children and their families has 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 and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.**

When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.3 All staff and regular visitors will, through training and 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.

2.4 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. Teaching pupils about how to stay safe and behave online, including identifying risks and how and when to seek support is crucial. Further information can be found in the DfE guidance '[Teaching online safety in School](#)':

The school offers a broad and balanced curriculum which not only focuses on the core subjects, but also on equipping young people to become positive members of their local and national communities who actively engage to promote their wellbeing and that of others.

**ART** – tolerance, diversity, celebrating the individual, self-reflection, discrimination, drugs, violence, alcohol, domestic abuse, sexual identity and the role of women in society.

**IT** – Internet safety, cyberbullying, predators, viruses, hackers, personal information, risk and rules, sexting

**ENGLISH** – prejudice, acceptance, relationships, suicide, identity, accents, 'kids in care'.

**GEOGRAPHY** – risk out of Future Education – family planning and birth control

**PE** – using equipment, healthy active lifestyles, healthy choices, risk awareness, being safe, rules and laws, commitment and trust, teamwork.

**RSE (Relationships Education / Relationships and Sex Education)** - – internet, sexting, personal health, diet, exercise, risk in sexual health, identity theft, personal data, healthy relationships, diversity and discrimination, neglect and safeguarding, drugs and alcohol, use of the road, first aid, risk assessing, use of internet – evaluate use of good and bad sites, road safety, signs & signage, abortion, contraception, prejudice and discrimination, crime and punishment, anti-social behaviour

**SCIENCE** – Safe working practice in lab and general areas, personal cleanliness and hygiene, personal health, diet, exercise, signs & signage, adaption to safe eating (red, black and yellow), medicine and health care, smoking

Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people’s feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and [Norfolk Safeguarding Children Board procedures](#).

2.6 As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect; • is at risk of being radicalised or exploited;
- is a privately fostered child.

### 3. Roles and Responsibilities

| Role                               | Name                              | Contact details   |
|------------------------------------|-----------------------------------|---|
| Designated Safeguarding Lead (DSL) | Jane MacLennan                    | 07709324635<br><a href="mailto:j.maclennan@futureeducation.org.uk">j.maclennan@futureeducation.org.uk</a>   |
| Deputy DSL                         | Julie Edwards<br><br>Joe Harkness | 01603 251310<br><a href="mailto:j.edwards@futureeducation.org.uk">j.edwards@futureeducation.org.uk</a><br><br>07940435753<br><a href="mailto:j.harkness@futureeducation.org.uk">j.harkness@futureeducation.org.uk</a> |
| Acting Headteacher                 | Jane MacLennan                    | 07709324635<br><a href="mailto:j.maclennan@futureeducation.org.uk">j.maclennan@futureeducation.org.uk</a>   |
| Named Safeguarding Governor        | Daniel Childerhouse               | 01603 250505  |
| Chair of Governors                 | Daniel Childerhouse               | 01603 250505  |

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 policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at

this school. This includes the responsibility to provide a safe environment in which children can learn.

## **The Governing Body**

3.2 The Governing Body of FUTURE EDUCATION 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 available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Board policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.
- All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the school's safeguarding response for those pupils who go missing from education as detailed section 6 of this policy.
- All staff undertake appropriate child protection training that is updated annually and on-line safety training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (Jan 2021);

This policy includes detailed information on the procedures and processes to follow regarding peer on peer abuse, the recognition of it and the different forms it may take.

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.



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.

### **The Headteacher**

3.5 The Headteacher at Future Education Independent school is responsible for:

- Identifying a senior member of staff from 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 the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff or volunteer.

### **The Designated Safeguarding Lead (DSL)**

3.6 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 their role in accordance with the responsibilities outlined in Annex B of ['Keeping Children Safe in Education' 2020](#).

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

3.8 During term time the DSL and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and/or any other relevant media.

3.9 The DSL at Future Education School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Advice and Duty Service (CADS) and other agencies where necessary, and make referrals of suspected abuse to Children's Advice and Duty Service (CADS), take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

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

3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They 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 Advice and Duty Service (CADS).

3.12 The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

## 4. Training and Induction

4.1 When new staff 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 along with the staff code of conduct, Part one and Annex A of '*Keeping Children Safe in Education*' and told who the Future Education Designated Safeguarding Lead (DSL) and Deputy DSLs are within the school. They will also receive a copy of the behaviour policy and the school's response to children who go missing from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with the safeguarding recording form, given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within the first week of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record, the processes for referral to Children's Advice and Duty Service (CADS) and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

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

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least

annually, to provide them with relevant skills and knowledge to safeguard children effectively;

- Safeguarding is discussed weekly through staff reflection meetings
- Termly refresher training will be part of our schools in house training programme
- Clear and concise information relating to safeguarding concerns and procedures are displayed throughout the school (e.g. flowcharts etc.)

4.4 All regular visitors, temporary staff 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).

All temporary and volunteer staff are given a leaflet and flowchart on their first day before they begin teaching or supporting our students, which explains our safeguarding procedure.

4.5 The DSL, any alternate designated member(s) 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 three years. The DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The DSL attends serious case reviews run by the Norfolk Safeguarding Children Partnership and accesses the weekly e-courier online publication by Norfolk County Council to stay abreast of current issues and this is then underpinned by the dissemination of national and local updates to staff as required.

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 the schools E-Learning Educare package.

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, Annex A of ['Keeping Children Safe in Education'](#) DfE (Jan 2021) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Board and within the Safeguarding Section of the Norfolk Schools website:

<http://www.schools.norfolk.gov.uk/safeguarding>.

Staff are also advised to complete the Safeguarding refreshers provided on Future Educations Educare E-Learning platform.

## 5. Procedures for managing concerns

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

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

5.3 All staff are encouraged to report any concerns that they have even if they deem them to be insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 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.

5.5 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. 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.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1).

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Advice and Duty Service (CADS) as



required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Norfolk Children's Advice and Duty Service (CADS) procedures as outlined in Appendix 3.

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 Advice and Duty Service (CADS) immediately.

Anyone can make a referral in these circumstances. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

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 Advice and Duty Service (CADS), or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable any action taken should be shared with the DSL as soon as possible.
- 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 they 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 they should contact Children's Services directly with their concerns.

## **6. Specific Safeguarding Issues**

## Contextual safeguarding

6.1 At Future Education School we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff are aware of the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

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

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

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

In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Joe Harkness, Deputy Designated Safeguarding Lead, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

### **Pupils with a social worker**

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

### **Child Sexual Exploitation (CSE)**

6.4 At Future Education School we train staff to recognise that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

## **Child Criminal Exploitation (CSE) County Lines**

6.5 At Future Education we recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology.

6.6 At Future Education we understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in county lines, a referral to the Children's Advice and Duty Service (CADS) will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

### **'So called Honour-based violence' (including Female Genital Mutilation and Forced Marriage)**

6.7 At Future Education 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' abuse (HBA) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBA 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.

6.8 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](#) Home Office (December 2015)

6.9 At Future Education Norwich we recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. The Forced Marriage Unit has [statutory guidance](#) and [Multi-agency guidelines](#) and can be contacted for advice or more information: Contact 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

## Mental Health

6.10 At Future Education all staff are made aware, through training, that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

6.11 We understand that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, through training, staff are aware of how children's experiences, can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child that is *also* a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead. If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

6.12 At Future Education we have clear systems and processes in place for identifying possible mental health problems alongside our therapy offer and work with other agencies as required to respond to these concerns. Designated Safeguarding Leads make reference to the [Mental Health and Behaviour in Schools' DfE guidance for further support](#).

## Preventing radicalisation and extremism

6.13

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

**Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

**Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

### **Peer on peer abuse**

6.15 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers to remember the impact on both 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; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

6.16 At Future Education School all staff are trained so that they are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- upskirting
- sexting (also known as youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams; and
- initiation/hazing type violence and rituals.

## **Sexting**

### **6.17 Your responsibilities when responding to an incident:**

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

## **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children’s social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children’s social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through our Safer Schools Officer or if they are unavailable by dialling 101

### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 7 of this policy also apply to recording incidents of sexting.

### **Homelessness**

6.18 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

6.19 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about peer on peer abuse. The DSL will respond to any concerns related to peer on peer abuse in line with guidance outlined in Part five of 'Keeping Children Safe in Education' and '[Sexual violence and sexual harassment between children in schools and colleges](#)' (May 2019). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

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

### **Safeguarding responses to children who go missing**

6.21 At Future Education School all staff should be aware of the safeguarding responsibilities for children who are missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

6.22 At Future Education we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who missing:

- An attendance register is taken at the start of the first session of each school day and once during the second session;
- We make every effort to contact parents and carers and follow up with the emergency contacts held;
- We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible.
- Staff will alert DSLs to any concerns raised regarding children who are absent from school;
- The DSLs will meet regularly with the Attendance Lead, SENCo and other members of the pastoral team to ensure that each response is thorough and takes into account all the relevant information about individual children;
- We will follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.

- If a cessation of placement is necessary at standard and non-standard transition points we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files

The following actions are taken as part of our attendance procedures:

- Daily phone call to all young people concerned.
- Home visit occurs within 1-5 days depending on various factors and case history. A home visit would be undertaken within a maximum of 5 days after first day of absence.
- Letters requesting reason for absence for previous week sent weekly (and below 96% letters sent when child reaches that threshold)

Regarding children who are missing in education Future Education School follows the above procedures and reports in line with the Norfolk County Council guidance <http://www.schools.norfolk.gov.uk/Behaviour-and-safety/Children-missing-education/index.htm>

We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

## **7. Records and information sharing**

7.1 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.

7.2 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.

7.3 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.

7.4 When a child leaves our school, the DSL 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; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Services to Home Educators Team within Norfolk County Council.

## **8. Working with parents and carers**

8.1 Future Education 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.

8.2 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 available on the school website. 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 Advice and Duty Service (CADS).

8.3 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.

8.4 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 Advice and Duty Services (CADS) in those circumstances where it is appropriate to do so.

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

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

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or

where a parent has given permission and the school has been supplied with the adult's full details in writing.

8.6 At Future Education we are working in partnership with Norfolk Constabulary and Norfolk Children's Advice and Duty Service (CADS) to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Norfolk Multi-agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s). On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this should be silent or overt.

All information sharing and resulting actions will be undertaken in accordance with the 'Norfolk Joint Agency Protocol for Domestic Abuse' – Notifications to Schools'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

## 9. Child protection conferences

9.1 Children's Advice and Duty Service (CADS) 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.

9.2 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; any member of staff may be required to contribute to this process.

9.3 All reports for child protection conferences will be prepared in advance using the guidance and template [report](#) provided by the 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.

9.4 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 Advice and Duty Service (CADS) 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.

## 10. Safer Recruitment

10.1 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'*, DfE (Jan 2021). At least one person involved in conducting an interview will have received safer recruitment training.

10.2 At Future Education we will use the recruitment and selection process to deter, reject or identify unsuitable candidates who might abuse children. 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. We will carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:

- For all staff, including teaching positions: criminal records checks for overseas applicants
- For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked

## 11. Safer working practice

11.1 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.

11.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. 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.

11.3 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.

11.4 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'](#) (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

## **12. Managing allegations against staff members and volunteers**

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

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

12.2 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. There may also be circumstances where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.



12.3 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 in [Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons who Work with Children](#) and Part 4 of 'Keeping Children Safe in Education', DfE (Jan 2021) are adhered to and will seek appropriate advice. The first point of contact for schools regarding LADO issues is via the Local Authority Duty Desk on 01603 307797. A Duty Advisor will give advice and guidance on next steps. If the advice is to make a referral to LADO then the form should be completed. Direct contact details for the LADO are- e-mail: [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk) or telephone 01603 223473.

12.4 If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff (including supply staff and volunteers) receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher as sole proprietor of an Academy the procedure described in 12.3 should be followed.

12.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff (including supply staff and volunteers) or the governing body will undertake further investigations before receiving advice from the LADO.

12.6 When using a supply agency, we inform the agency of our process for managing allegations against staff and keep them up to date with any policy developments. Where concerns are raised about an individual and the school is not their employer, we recognise that we still have responsibility to ensure allegations are dealt with properly. In order to achieve this, we will liaise with relevant parties including the LADO to determine a suitable outcome. Whilst the supply agency should be fully involved and co-operate with any enquiries from the LADO, police and/or children's services, we recognise that the school will usually take the lead in conducting an investigation as we have direct access to any affected children and other school staff to collect the facts.

12.7 Any member of staff (including supply staff and volunteers) who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01603 223473. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

12.8 The School has a legal duty to refer to the Disclosure and Barring Service anyone where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child or if there is reason to believe the member of staff (including supply staff and volunteers) 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 these circumstances arise in relation to a member of staff (including supply staff and volunteers) 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 the LADO and/or HR.

### **13. Relevant Policies**

13.1 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:

- Staff Code of Conduct
- Anti-Bullying (within the behaviour policy)
- Behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance
- Health and Safety including site security
- Supporting Students with medical conditions
- First aid
- Educational visits including overnight stays
- KCSIE (Jan 2021)
- Equality and Diversity
- Sex and Relationship Education
- Designated teacher for looked-after and previously looked-after children

## 14. Statutory Framework

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

- [‘Working Together to Safeguard Children’](#) DfE (July 2018)
- [‘Keeping Children Safe in Education’](#) DfE (Jan 2021)
- [Norfolk Safeguarding Children Board](#) procedures
- [Norfolk Safeguarding Children Board Protocol : Allegations Against Persons who Work with Children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (May 2019).
- [‘What to do if you're worried a child is being abused’](#), DfE (March 2015)
- [Information sharing: advice for practitioners providing safeguarding services](#), DfE (July 2018)
- [‘The Prevent duty: Departmental advice for schools and childcare providers’](#), DfE (June 2015)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)
- [Sexual violence and sexual harassment between children in schools and colleges’](#), DfE (May 2018)
- [‘Teaching online safety in school’](#) DfE (June 2019)
- [Child sexual exploitation: guide for practitioners](#), DfE (February 2017)
- [Mental Health and Behaviour in Schools](#), DfE (November 2018)
- [Data protection: toolkit for schools](#), DfE (September 2018)

# Appendix 1: Example Recording Form for Safeguarding Concerns

## RECORD OF CONCERN

Number. . . .

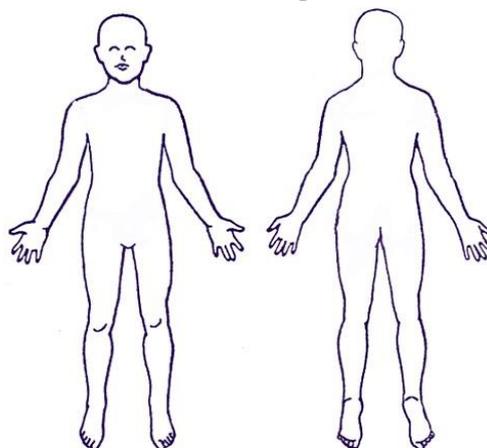
Tier 1. 2.3.4.

|   |  |   |                       |                  |  |                                      |  |                         |  |  |  |   |  |
|---|--|---|-----------------------|------------------|--|--------------------------------------|--|-------------------------|--|--|--|---|--|
| <b>Pupil Name</b>   |  |   |                       |                  |  |                                      |  |                         |  |  |  |   |  |
| <b>Pupil DOB:</b>   |  |   |                       |                  |  |                                      |  |                         |  |  |  |   |  |
| <b>Type of concern (pick one)</b>   |  |   |                       |                  |  |                                      |  |                         |  |  |  |   |  |
| <b>Physical</b>   |  | <b>Sexual</b>   |                       | <b>Neglect</b>   |  |                                      |  |                         |  |  |  |   |  |
| <b>E-safety</b>   |  | <b>Radicalisation/extremism</b>   |                       | <b>Self-Harm</b> |  |                                      |  |                         |  |  |  |   |  |
| <b>Emotional</b>  |  | <b>Other - Specify</b>  |                       |                  |  |                                      |  |                         |  |  |  |   |  |
| <b>Date and Time of Concern:</b>  |  |   |                       |                  |  |                                      |  |                         |  |  |  |   |  |
| <b>Your account of the concern</b> (please include where you were, what you saw, and as far as possible use the 'actual words' the child used)  |  |   |                       |                  |  |                                      |  |                         |  |  |  |   |  |
| <p>Alleged Harm</p> <table border="1"> <tr> <td><b>To another child/young person</b></td> <td></td> <td><b>Towards an adult</b></td> <td></td> </tr> <tr> <td><b>From another child/young person</b></td> <td></td> <td><b>From and adult</b> <small>If this is self-disclosure please annotate the box with the initial SD</small></td> <td></td> </tr> </table> |  |   |                       |                  |  | <b>To another child/young person</b> |  | <b>Towards an adult</b> |  | <b>From another child/young person</b> |  | <b>From and adult</b> <small>If this is self-disclosure please annotate the box with the initial SD</small> |  |
| <b>To another child/young person</b>  |  | <b>Towards an adult</b>   |                       |                  |  |                                      |  |                         |  |  |  |   |  |
| <b>From another child/young person</b>  |  | <b>From and adult</b> <small>If this is self-disclosure please annotate the box with the initial SD</small> |                       |                  |  |                                      |  |                         |  |  |  |   |  |
| <b>Your response: (What did you say following the concern/disclosure)</b>   |  |   |                       |                  |  |                                      |  |                         |  |  |  |   |  |
| <b>Was there an injury? Describe it and mark on the plan overleaf.</b>  |  |   |                       |                  |  |                                      |  |                         |  |  |  |   |  |
| <b>Your Name:</b>   |  |   | <b>Your Position:</b> |                  |  |                                      |  |                         |  |  |  |   |  |

|   |                          |  |                           |              |
|---|--------------------------|--|---------------------------|--------------|
| <b>Your Signature</b>                                   |                          | <b>Date and time of this recording</b> |                           |              |
| <b>Action and response of DSL</b>                       |                          |  |                           |              |
| <b>Referred to which agencies (tick all that apply)</b> |                          |  |                           |              |
| <b>CADS</b>   | <b>Police</b>            | <b>Social Worker</b>                   | <b>Parents</b>            | <b>Other</b> |
|   |                          | <b>Yes</b>                             |                           |              |
| <b>Feedback/Informed?</b>                               |                          |  |                           |              |
| <b>Parent Y/N</b>                                       | <b>Pastoral team Y/N</b> | <b>Person who completed ROC – Y/N</b>  | <b>Young person Y / N</b> |              |
| <b>Name .....</b>                                       |                          |  |                           |              |
| <b>Date .....</b>                                       |                          |  |                           |              |
| <b>DSL informed. ....</b>                               |                          |  |                           |              |
| <b>Date .....</b>                                       |                          |  |                           |              |

**PHYSICAL MARKINGS**

Please record any physical marks (describing size, colour and severity) or areas of concern on the diagram below





## **Appendix 2: 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 (DSL) 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 main school office and also in the Safeguarding officer folder on-line 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 Local Authority Duty Desk on 01603 307797. [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).



The people you should talk to in school are:

Designated Safeguarding Lead: Jane Maclennan (Acting Headteacher)  
Contact Number: 07398 639926

Deputy Designated Safeguarding Lead: Julie Edwards  
Contact Number: 01603 251310

Deputy Designated Safeguarding Lead: Joe Harkness  
Contact Number: 01603 251310

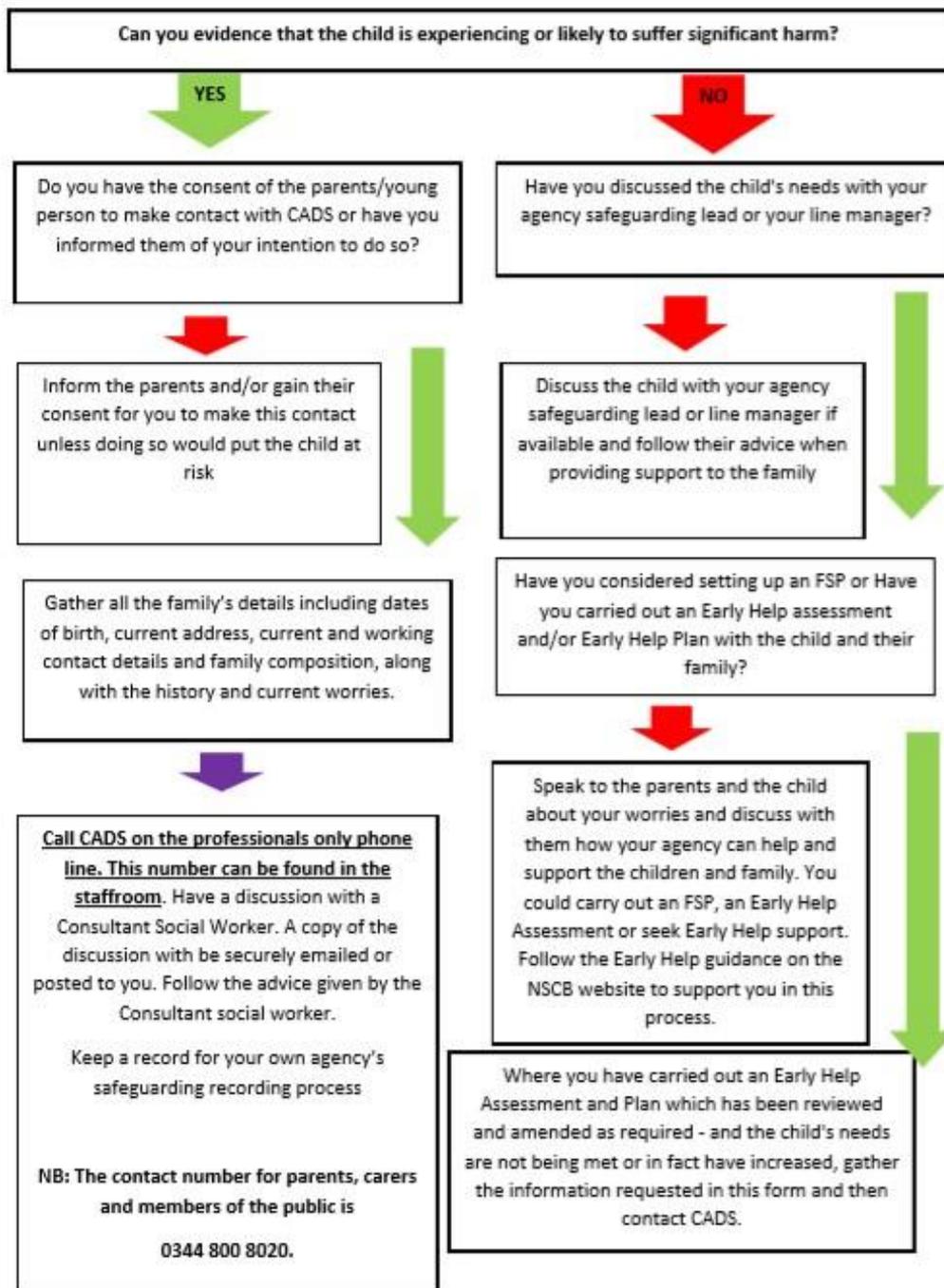
Chair of Governing Body: Daniel Childerhouse  
Contact Number: 01603 01603 250505

**At Future Education school we strive to safeguard and promote the welfare of all of our children.**

## Appendix 3: Local Safeguarding Referral Procedures

### Children's Advice and Duty Service- CADS

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



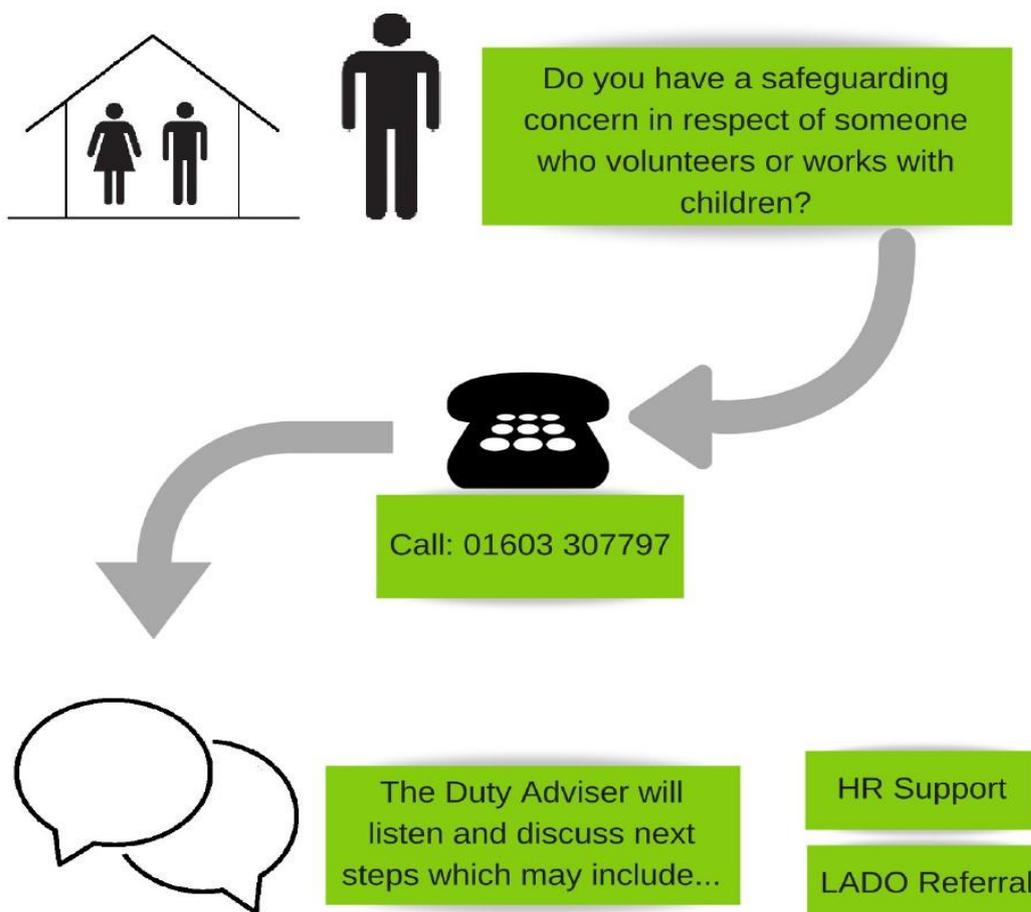
## Appendix 4: Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting



### Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk



## **Appendix 5: COVID-19 school closure arrangements for Safeguarding and Child Protection at Future Education (Following a lockdown)**

This section of the whole school policy was created in response to Covid-19 and agreed by the Governing Body on 30/04/2020. It will be kept under review as circumstances continue to evolve in line with national and local guidance and should be read in conjunction with the full policy document.

Signature: Jane MacLennan    Acting Headteacher    Date: 30/04/2021

This addendum to our Safeguarding and Child Protection Policy contains additional information about our safeguarding arrangements in the following areas:

- 5.1 Context
- 5.2 Key Contact Information
- 5.3 Vulnerable children
- 5.4 Attendance monitoring
- 5.5 Designated Safeguarding Lead
- 5.6 Reporting a concern
- 5.7 Staff Safeguarding Training and induction
- 5.8 Safer recruitment/volunteers and movement of staff
- 5.9 Children Moving Schools
- 5.10 Online safety

## 5.1 Context

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open to provide care for a limited number of children; children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

It is crucial that all staff and volunteers understand the continued importance of acting immediately on any safeguarding concerns that arise. The key principles of our approach to safeguarding and promoting the welfare of children and young people at our school remain the same. This guidance has been developed to give clear direction to staff, volunteers, visitors and parents about our safeguarding procedures in light of the current national and local situation. This appendix should be read in conjunction with the whole school safeguarding policy and not as a standalone document. Unless otherwise stated within this guidance, our normal safeguarding procedures should be adhered to.

## 5.2 Key Contact Information:

| Role  | Name                         | Contact details incl. those when working remotely:                  |
|---|------------------------------|---|
| Designated Safeguarding Lead (DSL)            | Jane Maclennan (Acting Head) | 01603 251310 07398<br>639 926<br>j.maclennan@futureeducation.org.uk |
| Deputy DSL                                    | Julie Edwards                | 01603 251 310<br>j.edwards@futureeducation.org.uk                   |
| Other contactable DSL(s)/and or deputy DSL's. | Joe Harkness                 | 07940435753<br>j.harkness@futureeducation.org.uk                    |
| Acting Headteacher                            | Jane Maclennan               | 07398 639 926<br>j.maclennan@futureeducation.org.uk                 |
| Named Safeguarding Governor                   | Daniel Childerhouse          | 01603 250505  |
| Chair of Governors                            | Daniel Childerhouse          | 01603 250505  |

### **5.3 Providing School places for Vulnerable Children**

For the purposes of this guidance, vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, in line with the [DfE guidance](#).

At Future Education we will risk assess the needs of all pupils with an EHC plan in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. In line with Government guidance, we appreciate that many children and young people with EHC plans can safely remain at home.

At Future Education our Designated Safeguarding Leads and other Senior Leaders will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school staff will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID-19, school staff and/or the child's allocated social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Our Designated Safeguarding Leads know who our most vulnerable children are. As a school, we have the flexibility to offer a place to other pupils we identify as being vulnerable who may be on the edge of receiving children's social care support.

### **5.4 Attendance monitoring**

In line with the DfE guidance, we will not be following our usual day to day attendance procedures at this time. We will however be submitting daily attendance data to the DfE in line with [supplementary guidance](#) and Local Authority as requested.

At Future Education our DSLs will liaise with allocated social workers and will agree with parents/carers whether children in need should be attending school. School staff will then follow up on any pupil that we were expecting to attend, who does not. We will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

At Future Education, during a lockdown we will offer a remote package to all our students. This means that students will be receiving two telephone calls a day and an additional call for therapy if requested. Where there are concerns about a student we will undertake a home visit to ensure that they are safe. All concerns are immediately communicated with children's services or the child's social worker.

To enable us to effectively support the attendance of vulnerable children, we will ask parents/carers to confirm that emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

### **5.5 The Designated Safeguarding Lead**

We have identified key designated contacts for safeguarding at our school in section 4.2. of this guidance.

At Future Education we aim to have a trained DSL (or deputy) available on site whenever possible. We recognise however that this may not be possible, and where this is the case, we will endeavour to ensure that a trained DSL or deputy from the school or college can be available to be contacted via phone or online when they are working remotely from home. In some circumstances we might also work with other settings to share trained DSLs or deputies with other schools or colleges (who should be available to be contacted via phone or online video).

We will continue to work in partnership with children, parents and other agencies to safeguard and promote the welfare of children. Our DSLs will keep up to date with the latest [Norfolk Safeguarding Children Partnership advice](#) and guidance from the LA.

Our DSLs will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely in line with the NSCP guidance on attending and contributing to [child protection conferences](#) and [Developing Child Protection Plans](#).

In line with the Department for Education guidance, for the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

### **5.6 Procedures for Reporting Concerns**

The principles for responding to safeguarding concerns as outlined in Section 5 of the main body of the safeguarding policy still apply. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.



During this unprecedented time, when the majority of children will not be physically attending school, staff are reminded of the need to report any concern immediately and without delay in line with our usual procedures.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk including at risk from peer on peer abuse and exploitation. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children's social care and as required the police.

At Future Education we have set up a remote safeguarding system that all staff have been trained in. Where a concern arises, the member of staff will contact a DSL who will record the concern on our already established Record of Concern form. This record will be filed securely within our electronic system that only DSL's have access to. The DSL will take appropriate action according to the issue and in line with Keeping Children Safe in Education 2020. This could be a home visit, contacting a social worker or reporting to police, CADS or mental health services,

Staff are also reminded of the need to adhere to our Staff Code of Conduct and safer working practices guidance. Staff should continue to report any concerns they have about adults who are working with children in line with Section 12 of the safeguarding policy.

## **5.7 Staff Training and induction**

All existing staff and volunteers have received a safeguarding induction and training. They have read part 1 of Keeping Children Safe in Education (2021, January Update) and are expected to continue to follow this guidance. The DSL will ensure that all existing staff receive this addendum to the safeguarding policy and will communicate any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers join our school, they will continue to be provided with a safeguarding induction as outlined in Section 4 of the main policy. If staff are deployed from another education or children's workforce setting to work in our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic. This means that on arrival to our school, we will verify that they have received safeguarding training and they will be given a copy of our safeguarding policy and information about our procedures including information about our DSL arrangements.

## **5.8 Safer recruitment of staff & volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow our safer recruitment and selection policy, the procedures outlined in Section 10 of the safeguarding policy and Part 3 of Keeping Children Safe in Education (2021).

In those circumstances where we continue to use volunteers in our school, we will continue to follow the checking and risk assessment processes as set out in paragraphs 167 to 172 of KCSIE and our own safer recruitment and selection policy. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

If staff are deployed from another education or children's workforce setting to work in our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic. This means that we will risk assess the movement of staff and seek written assurances from the current employer that the individual has undergone all the safer recruitment required checks as set out in Part 3 of KCSIE and there are no concerns about their suitability to work with children.

At Future Education we will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult in accordance with 'Keeping Children Safe in Education' (January 2021, Update).

We will also continue to make referrals to the Teaching Regulation Agency (TRA) in line with statutory guidance and understand that during the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk).

Whilst acknowledging the challenge of the current environment, Future Education understand that it is essential from a safeguarding perspective that, on any given day, we are aware of which staff/volunteers will be in the school, and that appropriate checks have been carried out. We will continue to keep the single central record (SCR) up to date and use this as a means to log everyone that will be working or volunteering in our school or college on any given day, including any staff who may be on loan from other institutions. The SCR will also be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

## 5.9 Children moving schools and colleges

Whilst we will endeavour to keep our school open, in some circumstances our pupils may need to attend another setting. In order to support children attending another setting during this time, the DSL will endeavour to contact the DSL at the receiving school to provide any relevant welfare and child protection information including any arrangements in place to support them. We will continue to pay regard to data protection and GDPR but these do not prevent the sharing of information for the purposes of keeping children safe.

As a minimum, we will ensure that the receiving setting has access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This will ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Where it is not possible for this exchange of information to occur between DSLs the identified senior leaders will take responsibility for this.

## 5.10 Online Safety

At Future Education we recognise that it is more important than ever that we provide a safe environment for pupils including online. We will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online via our IT systems and/or recommended resources.

The safety of pupils when they are asked to work online is of paramount importance. The same principles as set out our staff code of conduct must be applied to all online teaching.

All staff should ensure that they have read the staff code of conduct and associated [safer working practice guidance](#) and are clear about the acceptable use of technologies, staff pupil/student relationships and communication including the use of social media.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

We will ensure that children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes to key school staff, we will also signpost children to age appropriate practical support from external organisations such as:



- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

We will also communicate with parents to reinforce the importance of children being safe online. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access as well as who from the school or college (if anyone) their child is going to be interacting with online.

Where parents and carers choose to supplement the school's online offer with support from online companies and in some cases individual tutors, we will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

We will signpost parents and carers to advice what will help them keep their children safe online including:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers