



WHOLE SCHOOL POLICY FOR KEEPING CHILDREN SAFE

incorporating Safeguarding, Child Protection and Safer Recruitment.

This policy applies to all stakeholders.

DATE OF GOVERNOR APPROVAL	November 2021
REVIEW FREQUENCY	Annually
REVIEW DUE	September 2022
STATUTORY REQUIREMENT	YES
AMENDMENTS	
Date	Summary of Amendment/s
August 2019	Comply with KCSIE 2019 Remove GB as Deputy DSL. Add HB as Deputy DSL. Equality Impact Assessment.
April 2020	Addition of Appendix 5 COVID-19 in response to school closure arrangements
September 2020	Comply with KCSIE 2020 Equality Impact Assessment completed
February 2021	Comply with Covid19: safeguarding in schools, colleges and other providers & 'Restricting attendance during the national lockdown in schools (Jan 2021)
April 2021	Amendments to DSL and Deputy DSL
September 2021	Comply with KCSIE 2021 and necessary updates Equality Impact Assessment completed
November 2021	Low level concern policy added and associated adjustments

Policy Consultation and Review

This policy is on the school website and is also available on request from the school office. We inform parents and carers about this policy when their children join our school and through our school newsletter, and a copy is attached to the Parents and Visitors noticeboard.

We recognise the expertise our staff builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis. We therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements. Views are sought in regard to how policy and procedures could be further strengthened.

The policy is shared and accessible to all staff and volunteers at induction alongside our staff code of conduct and other relevant policies. Staff and visitors are provided with Part One of the statutory guidance 'Keeping Children Safe in Education' DfE 2021.

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1. Purpose and Aims

The purpose of this policy is to ensure that every child registered as a pupil in our school is safe. Our school recognises the contribution it can make to supporting and promoting the welfare of our children and to protecting them from harm.

This means we will always work to:

- protect children at our school from maltreatment
- prevent impairment of our children's mental and physical health or development
- ensure that our children grow up in circumstances consistent with the provision of safe and effective care
- enable our children to have the best outcomes

This policy applies to all pupils, staff, parents, governors, volunteers and visitors. It will give clear direction to them about expected behaviour and about our legal responsibility to safeguard and promote the welfare of our children at all times.

We will ensure 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 (Headteacher/ DSL) is responsible for being aware of persistently absent pupils and those who go missing in order 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. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

2. Ethos and Values

At Aldborough Primary School we aim to ensure that:

- the child's welfare and feeling of safety and security is of paramount importance
- safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- every child has a right to be protected from abuse and neglect
- our school is a safe place in which children can learn and develop
- we establish and maintain an environment where children feel their viewpoints are valued, are encouraged to talk, and are listened to
- children know that they can talk freely to any member of staff at our school if they are worried or concerned about something
- when there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- the systems we have in place are well-promoted, easily understood and accessible for children to confidently report abuse, knowing that their concerns will be taken seriously and that they can safely express their views and give feedback
- 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.
- throughout our broad and balanced curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and

others to stay safe (this includes online). The RSE and Health Education will cover relevant topics in an age and stage appropriate way, through a planned developmental curriculum enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline,. This will provide further reinforcement to help children identify risks, how when to seek support and develop skills to ask for help from trustworthy, reliable sources. Further information can be found in the DfE guidance *'Teaching online safety in school'* and *Relationships Education, Relationships and Sex Education and Health Education'*.

- through the curriculum we will raise the children's awareness and build confidence so that they have a range of strategies to ensure their own protection, prepare for the responsibilities of adult life and understand the importance of protecting others. Safeguarding workshops will take place for KS2 and NSPCC assemblies will be delivered to KS1 and KS2 when available.
- we understand that it is crucial to teach pupils about how to stay safe and behave online including identifying risk and how and when to seek support. Further information can be found in DfE guidance 'Teaching online safety in school'. Staying safe on the internet will be taught to all classes on an annual basis; children will have ongoing opportunities to develop awareness about the potential use and abuse of the internet, including individual responsibility. This will be linked specifically to responsible use of mobile phones in upper KS2, including a visit to Crucial Crew to develop their understanding of online safety.
- we monitor the use and content of the VLE and internet, ensuring appropriate safeguarding measures are in place. Information and resources are made available to parents to keep children safe.
- we work with Parent Support Advisors to help families who would benefit from intervention in the early stages of any problem or issue
- we work in partnership and endeavour to establish effective working relationships with parents and carers, and colleagues from other agencies in line with 'Working Together to Safeguard Children' (2018) and Norfolk Multi Agency Safeguarding Partnership arrangements.

All staff, governors, visitors and volunteers 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.

We recognise that everyone who comes into contact with the children and their families has a role to play in safeguarding children. Staff (teaching and non-teaching) play a particularly important role because of their day to day contact with children. They are in a good position to observe early signs of abuse, changes in behaviour or failure to develop appropriately, and to prevent concerns escalating.

We provide a co-ordinated offer of early help when additional needs of children are identified.

This may include if a child:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory EHCP)
- has a mental health need
- is a young carer
- is showing signs of being drawn into anti-social/criminal behaviour
- is frequently missing from home or care
- 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
- is showing early signs of abuse/neglect
- is at risk of 'honour'-based abuse such as FGM or Forced Marriage
- is at risk of being radicalised/exploited
- is a privately fostered child
- has a family member in prison, or is affected by parental offending
- is persistently absent from education, including persistent absences for part of the school day

3. Roles and Responsibilities

	Name	Contact details
Designated Safeguarding Lead	Mrs Helen Bearman Headteacher	01263 761264
Deputy DSL	Mrs Jemma Gowers	The School office will forward contact details upon request
Mental Health Lead	Mrs Jemma Gowers	
Safeguarding Governor	Mrs Jan Legge	
Chair of Governors	Mr Richard Hembling	

It is the responsibility of every member of staff, volunteer, governor and regular visitor to our school to ensure that they carry out the requirements of the policy and work in a way that will safeguard and promote the welfare of all the children in our school. This includes the responsibility to provide a safe environment in which our children can learn.

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 inappropriate promises to any child and we will not agree to keep secret any concerns voiced by a child. Every child will know what the adult will have to do with any information they have chosen to disclose.

a) Responsibilities of the Governing Body

The governing body of Aldborough Primary School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although the governing body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named lead governor for safeguarding, child protection and safer recruitment within the school.

The governing body will ensure that:

- the safeguarding policy is in place and is reviewed annually, is available via the school website and has been written in line with the latest DfE guidance, local authority guidance and the requirements of the Norfolk Safeguarding Children Partnership policies and procedures
- the school contributes to inter-agency working in line with *'Working Together to Safeguard Children' 2018*
- a senior member of staff is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL who is an appropriately trained member of staff who can deal with any issues in the absence of the DSL. There will always be cover for this role. The role will be explicitly evidenced in the role holder's job description.

- all staff receive a safeguarding induction and are provided with a copy of this policy, Part One of 'Keeping Children Safe in Education' (2021), the Behaviour Policy, the staff code of conduct (School Protocols, Annual Reminders) and the school's response for those children who go missing from education as detailed in section 6 of this policy.
- all staff undertake appropriate child protection training that is updated annually, including on-line safety training.
- all regular visitors and volunteers receive a safeguarding induction
- procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance
- safe recruitment procedures are followed in accordance with the requirements of 'Keeping Children Safe in Education' (2021)
- they remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention
- appropriate monitoring of this policy takes place including governor visits to the school and governor monitoring reports to the full governing body
- there are records of all safeguarding training that has taken place (staff, governors, visitors) and of any safeguarding activity that has taken place including meetings attended and reports written. These records will not identify individual children.
- the Head teacher acts in accordance with The Prevent duty: 'Departmental advice for schools and childcare providers' DfE (2015).

b) Responsibilities of the Head Teacher/Designated Safeguarding Lead (DSL)

At Aldborough Primary School the Head teacher is the DSL.

As the Head teacher she is responsible for:

- identifying another member of staff to be Deputy DSL in order to ensure that there is always cover for this 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 that such concerns are addressed sensitively in accord with agreed whistle-blowing procedures
- liaising with the Designated Officer from the local authority (LADO), Norfolk County Council, in the event of an allegation of abuse being made against a member of staff
- acting in accordance with The Prevent duty: 'Departmental advice for schools and childcare providers' DfE (2015).

As the DSL she will act in accordance with the responsibilities outlined in Annex C of 'Keeping Children Safe in Education' (2021). The DSL is responsible for:

- providing advice and support to other staff on child welfare and child protection matters. Any concerns for a child's safety or welfare will be recorded in writing and given to the Head teacher in her role as DSL.
- ensuring that during term time the DSL or Deputy will always be available during school hours for staff in school to discuss any safeguarding concerns. If a DSL is not available, they will be available via telephone/other media.
- representing the school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience the DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other inter-agency meetings and contribute to the assessment of children.

- maintaining written records and child protection files ensuring that they are kept confidential and stored securely.
- ensuring that all staff members and volunteers are aware of the school's safeguarding policy and the procedures they need to follow. The DSL will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's Safeguarding Training Pack provided by Children's Services.
- obtaining the details of the Local Authority Personal Advisor if they are appointed to guide and support a child who is a care leaver.
- taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement.

We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL will ensure that staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort. Teaching staff will be supported to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

4. Training, Induction and Information

Every new member of staff or volunteer will receive essential safeguarding training during their induction period within a term. The training will include:

- basic safeguarding information relating to signs and symptoms of abuse
- how to manage a disclosure from a child including reassuring victims that they are being taken seriously and that they will be supported and kept safe
- how to record incidents
- the processes for referral to Children's Services
- issues relating to confidentiality
- the remit of the role of the DSL and Deputy DSL
- information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children
- on-line safety training as part of the overarching safeguarding approach of our school

At induction all staff will be given a copy of Part One 'Keeping Children Safe in Education' (2021) and will be expected to read these key documents. They will also receive a copy of the Behaviour Policy and the school's response to children that go missing in education (see section 6). They will also be provided with a copy of safeguarding recording form and given information on how to complete it and who to pass it to.

In addition to the initial 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 1 of 'Keeping Children Safe in Education' (2021). In order to achieve this we will ensure that:

- all members of staff receive appropriate safeguarding training on an annual basis in accordance with Norfolk Safeguarding Children Partnership advice and we will evaluate the impact of this training;
- all staff receive regular safeguarding and child protection updates at staff meetings or by other appropriate means as necessary to provide them with the relevant skills and knowledge to safeguard children effectively;
- policies, procedures and reporting forms related to safeguarding can be found in a clearly marked designated area in the staffroom. Information is also available in a folder on PUBLIC as well as the school website.
- all regular visitors, volunteers and temporary staff to the school are provided with a safeguarding leaflet containing details about the DSLs and what to do if they have a concern. Copies are handed out by office staff and are freely available in reception.
- the DSL, the Deputy DSL and other senior staff who may be in a position of making referrals or attending child protection conferences or core group meetings will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children Partnership at least once every three years. In addition to this, the DSL and Deputy DSL will attend 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 developments relevant to their role.
- the governing body will also undertake appropriate training to ensure that they are able to carry out their duty to safeguard the pupils.
- all our staff keep up to date with the most recent local and national safeguarding advice and guidance. Annex A 'Keeping Children Safe in Education' (2021) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, the local guidance can be accessed via Norfolk Safeguarding Children Partnership at www.norfolkscb.org and within the Safeguarding Section of the Norfolk School's website <http://www.schools.norfolk.gov.uk/safeguarding>. The DSL will also provide regular safeguarding updates for staff.

5. Procedures for Managing Concerns

Aldborough Primary School adheres to child protection procedures that have been agreed locally through the Norfolk Safeguarding Children Partnership. 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 [Norfolk Safeguarding Children Partnership Threshold Guidance](#). When concerned about the welfare of a child, staff members should always act in the interests of the child; they have a responsibility to take action as outlined in this policy.

All staff are encouraged to report any concerns that they have and never to see them as 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 staff must record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and to access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concerns could lead to a failure to protect.

It is *not* the responsibility of school staff to investigate welfare concerns or to determine the truth of any disclosure or allegation. All staff however, have a duty to recognise concerns and to pass the information on in accordance with this policy.

The DSL should be used as a first point of contact for concerns and queries. Any member of staff or visitor to the school who receive 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 Deputy DSL. In the absence of the above the matter should be brought to the attention of the Deputy Head teacher or the next most senior member of staff.

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

Following receipt of any information raising a concern, the DSL will consider what action to take and seek advice from the Norfolk Children's Advice and Duty Service (CADS) as required. All information and actions taken, including the reasons for any decision made, will be fully documented. All referrals will be made in line with the Children's Services procedures as outlined in Appendix 3.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Norfolk CADS as required. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL. Concerns should always lead to help for the child at some point.

Staff should always follow the appropriate reporting procedures in the first instance.

However, they may also share information directly with Norfolk CADS, or the police if:

- the situation is an emergency and the DSL or the Deputy DSL are not available
- they are convinced that a direct report is the only way to ensure the pupil's safety

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the appropriate procedures should raise their concerns with the Head teacher or the Chair of Governors. If any member of staff does not feel that situation has been addressed appropriately at this point he/she should contact Norfolk CADS directly with their concerns.

6. Specific Safeguarding Issues

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside 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, they 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 an assessment to consider all the available evidence and the full context of any abuse.

We recognise that children with **special educational needs (SEN)** and/or disabilities can face additional safeguarding challenges and these are discussed in staff training. This 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 can have additional communication barriers and difficulties in overcoming these barriers.

At Aldborough we also recognise that a **previously looked after child (post LAC)** potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously LAC safe. When dealing with LAC and post LAC, it is important that all agencies work together and prompt action is taken when necessary.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): County Lines.

We recognise that both CSE and CCE are forms of abuse and occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This can be (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. While 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 that exploitation as well as being physical can be facilitated and/or take place online. CSE does not always include physical contact: it can also occur through the use of technology. We understand that some children may not realise they are being exploited e.g. they may believe they are in a genuine romantic relationship.

We recognise 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 of being at risk or involved in county lines, a referral to Norfolk CADS will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

We understand that children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. We will treat these children as victims understanding that they have been criminally exploited even if the activity appears to be something they have agreed or consented to. We recognise the experience of girls who are criminally exploited can be very different to that of boys and that both boys and girls being criminally exploited may be at high risk of sexual exploration.

Staff are aware of the indicators and risk factors which may signal a child is vulnerable to or involved with serious violent crime. We make reference to the Home Office's *Preventing youth violence and gang involvement* and *Criminal exploitation of children and vulnerable adults: county lines* guidance for more information. If a child is suspected to be at risk or involved in county lines, a referral to 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' (HBV) (including Female Genital Mutilation (FGM) and Forced Marriage).

Our school staff are well placed to identify concerns and take action to prevent children from becoming victims of **Female Genital Mutilation (FGM)** and other forms of so-called 'honour-based' violence (HBV) and we provide guidance on these issues through our safeguarding

training. If the staff has a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures using existing national and local protocols for multi-agency liaison with police and children's social care.

Since 31st October 2015 there has been a mandatory reporting duty placed on teachers to report when FGM has taken place. Those failing to report such cases will face disciplinary sanctions. Teachers must report to the police where they discover (either through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18. We will provide guidance and support to our teachers on this requirement and further information can be found in the following Home Office guidance 'Mandatory reporting of FGM' Home Office (December 2015).

We recognise that forcing a person into a marriage is a crime in England. A forced marriage is one entered into without the full 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 fmufco.go.uk.

Preventing radicalisation and extremism

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We have a duty to have 'due regard' to the 'need to prevent people from being drawn into terrorism' and must have regard to statutory 'Prevent' guidance. This guidance includes risk assessment, working in partnership, staff training and IT policies (see The Prevent duty: 'Departmental advice for schools and childcare providers' DfE (2015)).

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

Children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. We recognise that abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that staff and volunteers are equipped to recognise and support the victim of such abuse, and to provide support for the child exhibiting the harmful behaviour. The same safeguarding procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff will not tolerate or dismiss concerns relating to peer-on-peer abuse.

We understand that abuse can occur in intimate personal relationships between peers and that consensual and non-consensual sharing of nude and semi-nude images and/or videos are a form of peer-on-peer abuse. (UKCIS guidance: *Sharing nude and semi-nude images advice for education settings*).

We understand that, even if there are no reports in our setting it does not mean it is not happening; it maybe just not being reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some case, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard. Such abuse will always be taken seriously as abuse perpetrated by an adult and the same safeguarding 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'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Victims will be reassured that they are being taken seriously and that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and will never be made to feel ashamed for making a report.

At Aldborough staff are trained so that they are aware that safeguarding concerns can manifest themselves via peer on peer abuse. This may include:

- bullying/cyber bullying
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- sexual violence/harassment
- upskirting
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

Staff understand that they should follow safeguarding procedures for reporting a concern about peer-on-peer abuse. The DSL will respond to any concerns related to peer-on-peer abuse in line with guidance in Part five of KCSIE (2021) and *Sexual violence and sexual harassment between children in schools and colleges* (2021). All concerns, discussions and decisions are recorded with actions followed up.

We will work with other agencies including the police and Children's Services as required to respond to concerns. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviours 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 child discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. An assault does not have to have taken place in Norfolk but the victim must live in Norfolk to access support. SARC has a 24/7 helpline if pupils or staff need to speak to a Crisis Worker for help and advice (01603 276381). Referral forms can be found on The Harbour Centre website.

Modern Slavery

We understand that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

We refer to the DfE guidance *Modern Slavery: how to identify and support victims* for concerns of this nature.

Safeguarding Responses to 'Missing Children'

At Aldborough we understand our safeguarding responsibility to children who are missing education, particularly on repeat occasions. This helps identify the potential risks of abuse and neglect and prevent them from occurring. We adhere to the following safeguarding procedures in response to children who are missing:

- An attendance register is taken at the start of the morning and afternoon session
- We contact parents/carers and follow up with emergency contacts held
- We hold at least two emergency contact numbers for each child on roll
- Staff alert the DSLs to any concerns raised regarding children who are absent
- Attendance is reviewed termly in accordance with the school's attendance policy. Early intervention is made in cases of poor attendance or unexplained absences.
- The local authority is informed when a child is taken off roll. Safeguarding files are passed on.

Mental Health

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.

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. 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 to the DSL.

We have a named Mental Health Lead. Mrs Jemma Gowers. We have clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns. The DSL will make reference to the 'Mental Health and Behaviours in Schools' DfE guidance for further support.

Online safety

Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. We understand that in many cases abuse will take place concurrently via online channels and in daily life. We know that children can also abuse their peers online; this can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

As part of the requirement for staff to undergo regular updated safeguarding training, online safety training is also delivered. We will ensure online safety is a running and inter-related theme through the curriculum and is reflected in relevant policies, teacher training, the roles and responsibilities of the DSL, and any parental engagement.

See also the E-safety Policy which has more details on online safety and mobile and smart technology. The current review of this policy will also consider the 4Cs: content, contact, conduct and commerce.

We recognise that technology and risk and harms related to the internet evolve and change rapidly. Therefore, the E-safety Policy is reviewed annually and will be supported by a risk assessment (on at least an annual basis) that will consider and reflect the risk that children face in our setting.

Cybercrime

We understand that cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer).

If there are concerns about a child in this areas, the DSL will consider a referral to the Cyber Choice programme which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Children with SEND or physical health issues

We recognise that children with SEND or certain health conditions can face additional safeguarding challenges such as

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
 - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
 - the potential for children with SEND or certain medical conditions being disproportionately
 - impact by behaviours such as bullying without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges

We work to address these additional challenges and consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

We also recognise that pupils who attend Alternative Provision will often have complex needs and due to this we are aware that these children may be vulnerable to additional risk of harm.

7. Records and Information Sharing

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 which must be signed and dated (Appendix 1) Any concerns should be passed to the DSL without delay.

Any information recorded will be kept in a separate 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 the school on the basis of 'need to know in the child's interest' and on the understanding that it remains strictly confidential.

Child protection information will only be kept in the file and this file will be kept up to date. Records of concerns, copies of referrals, invitations to child protection conferences, core group meetings and reports will be stored on the child's file. All safeguarding records will include a chronology, contents front cover and will record significant events in the child's life. Each concern logged will include:

- a clear and comprehensive summary of the concern
- details of how the concerns was followed up and resolved
- a note of any action taken, decision reached and the outcome

When a child leaves our school (including in year transfers) 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. This will be within five days for an in-year transfer or within the first five days of the start of a new term. We recognise that not providing information as per the timescales can impact on the child's safety, welfare and educational outcomes. 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.

Prior to a child leaving we will consider if it would be appropriate to share any additional information with the new school or college in advance to help them put in place the right support to safeguard this child.

When a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass child protection information and any safeguarding concerns to the Services to Home Educators Team at Norfolk County Council.

8. Working with parents and carers

Aldborough Primary School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

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. A copy is available on the school website, and notice boards in the staff room and dining room (parents' and visitors' notice board). 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 CADS.

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

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

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

- 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)
- at least two 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.

We work in partnership with Norfolk Constabulary and Children's Services 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 MASH will share police information with the DSL of all domestic incidents where one of our pupils has been present. On receipt of any information, the DSL will decide on the appropriate support the child requires; this could 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 outline in this policy

9. Child Protection Conferences

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.

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 DSL. In any event, the person attending will to have as much relevant up to date information about the child as possible and any member of staff may be required to contribute to this process.

All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by CADS. 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.

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 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

We will ensure that the Head Teacher and at least one member of the governing body have completed appropriate safer recruitment training. The Head Teacher and governing body will ensure that safer recruitment practices are followed in accordance with the requirements of KCSIE 2021. At least one member involved in conducting an interview will have received safer recruitment training.

At Aldborough Primary School we will use the recruitment and selection process to deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities.

We require details of a candidate's present (or last) employment and reason for leaving, full employment history (since leaving school including education, employment and voluntary work) including any reasons for any gaps in employment and evidence of original academic certificates. We do not accept testimonials and will insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, and shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

We use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel and any potential areas of concern are explored to determine the applicant's suitability to work with children.

We will undertake Disclosure and Barring Service checks and other pre-employment checks as outlined in KCSIE 2021 to ensure we are recruiting and selecting the most suitable people to work with our children.

We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The DSL (Headteacher) will check the SCR regularly (at least half termly) to ensure that it meets statutory requirements.

We recognise that safer recruitment is not just about carrying out the right DBS check and is not limited to recruitment procedures. We understand the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

See also our Safer Recruitment Policy.

11. Safer Working Practice

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.

All staff will be provided with a copy of the staff code of conduct and annual reminders at induction (also available on the staff notice board). 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 physical intervention should be followed (see Behaviour Policy). Names of staff who have accessed Norfolk Steps training will be available from the Head teacher.

Procedures are in place to risk assess volunteers in school.

If staff, visitors, volunteers or parent helpers are working with children alone they will, where 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 and be left open.

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' (May 2019). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action. The relevant safeguarding checks are made for alternate providers. Details can be found on the Single Central Register.

12. Managing Allegations against staff and volunteers including 'whistleblowing'

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for our school. We recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. Allegations sometimes arise from a differing understanding of the same event, but, when they occur, they are distressing and difficult for all concerned. We recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We work to the thresholds for harm as set out in *Working Together to Safeguard Children* (2018) and KCSIE DfE (2021) below. An allegation may relate to a person who works/volunteers with children who has:

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

The 4th bullet point above recognises circumstances where a member of staff (including supply teachers) or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children; this is known as transferable risk.

We recognise our responsibility to report/refer allegations or behaviours of concern and/or harm to children by adults in positions of trust who are not employed by the School to the LADO service directly at lado@norfolk.gov.uk. These are adults such as those in the voluntary sector: taxi drivers, escorts and foster carers.

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. When concerns arise, we will always ensure that the procedures outlined in the local protocol Allegations Against persons who work with children and Part 4 of KCSIE DfE (2021) are adhered to and will seek appropriate advice. The first point of contact for schools regarding concerns and/or allegations issues (including for supply teachers) is via the Local Authority Education Duty Desk on 01603 307797. A duty Advisor (not a LADO) will give advice and guidance on next steps. If the advice is to make a referral to the LADO, then the LADO referral form should be completed and sent via e-mail to LADO@norfolk.gov.uk. See Appendix 4 for further details.

If an allegation is made or information is received about any adult who works/volunteers in our setting which indicated that they may be unsuitable to work/volunteer with children, the member of staff 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, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor the Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

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

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 facts.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly via email lado@norfolk.gov.uk.

Further [information and guidance documents in relation to the LADO process](#), forms, leaflets and the Allegations against Persons who work/volunteer with Children Procedures are found on the Norfolk Safeguarding Children Partnership website. 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 0280285 - line is available from 8 am to 8 pm, Monday to Friday or via email help@nspcc.org.uk.

The school has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed 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 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. The school must also consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency) if a teacher is dismissed or the setting ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first.

Concerns that do not meet the harm threshold
See also Appendix 6 for Low Level Concern Policy

The term 'low-level' concern does not mean that it is insignificant. It means that the behaviour towards the child does not meet the thresholds as stated above. At APS we promote an open and transparent culture in which all concerns about all adults working in or

on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We have a policy that sets out what low level concerns are, the importance of sharing these appropriately, how the setting addresses unprofessional behaviour and supports the individual to correct it at an early stage. This includes when staff should self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

We understand the importance of recording low-level concerns and the actions taken in light of these being reported. The records are kept confidential and stored securely. We will review the records we hold to identify potential patterns and take action. This could be through a disciplinary process but also by referring to the LAEDD (Local Authority Education Duty Desk) on 01603 307797. Please note that where a child, parent/carer or staff member makes an allegation of harm, this will not be considered as a low-level concern without consultation with the LAEDD or the LADO directly.

We recognise that low-level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. However, where a low-level concern (or groups of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

13. Use of premises for non-school activities

Where we hire or rent out our facilities/premises to organisations or individuals e.g. community groups, sports associations, and service providers to run community or extra-curricular activities) we ensure that appropriate arrangements are in place to keep children safe.

We will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). Safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement) as a condition of use and occupation of the premises. Failure to comply with this would lead to termination of the agreement.

14. Physical Intervention and Searching

a) physical intervention

- All school staff have the legal power to use reasonable force to control or restrain a child when necessary. It can also apply to people whom the Head Teacher has temporarily put in charge of the children such as unpaid volunteers or parents accompanying children on a school organised visit.
- Reasonable force is usually used either to control or restrain. Reasonable force means using no more force than is needed in the specific circumstances.
- Physical intervention will only be used as a last resort to prevent a child from hurting her/himself or others, from damaging property, or from causing disorder.
- The decision on whether or not to intervene physically is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

- Such events should be recorded and signed by a witness.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- We recognise that touch is appropriate in the context of working with children. The Aldborough Protocols/Annual Reminders ensure staff are clear about their professional boundaries. Members of staff will be appropriately trained in physical intervention and restraint techniques when the need arises.

b) searching

- School staff can search a child for any items that are considered inappropriate by the Head teacher, if the child agrees.
- The Head teacher and staff authorised by the Head teacher have the statutory power to search children or their possessions, without consent, where they suspect that the child has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
- School staff can seize any inappropriate or prohibited items found as a result of a search or which they consider could be harmful or detrimental to the well-being and discipline of the school community.

15. Other relevant policies

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

- Behaviour (including anti-bullying)
- Whole School Attendance
- E safety
- Health and Safety including site security
- Single Equality Scheme
- Accessibility Scheme
- Extra-curricular
- Visits including overnight stays
- SEND (Special Educational Needs and Disabilities)
- LAC
- Harassment and discrimination, Dignity at Work, Violence at Work
- Recruitment and Selection
- Staff code of conduct
- Annual Reminders (includes First Aid and administration of medicine)
- Meeting the needs of pupils with medical conditions
- RSE
- Preventing Extremism and Radicalisation
- Policy and procedures for handling concerns and complaints
- Low-level concern policy (included as Appendix 6 in Keeping Children Safe policy)

See Aldborough Primary School Policy Review Schedule for details of approvals and reviews.

16. Statutory framework

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

- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE (2018)
- 'Keeping Children Safe in Education', DfE (2021)
- 'Teaching online safety in school' DfE (June 2019)
- Norfolk Safeguarding Children Partnership procedures
- Norfolk Safeguarding Children Partnership 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 are worried a child is being abused' DfE (March 2015)
- 'Information Sharing: Advice for Practitioners' DfE (July 2018)
- The Prevent duty: 'Departmental advice for schools and childcare providers' DfE (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 (July 2021)
- '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
- 'Promoting the education of children with a social worker' (June 2021)
- 'Preventing youth violence and gang involvement'
- 'Criminal exploitation of children and vulnerable adults: county lines'
- 'Relationships Education, Relationships and sex Education (RSE) and Health Education'

Time form received by DSL:

Action taken by DSL (including consultation with or referral to LADO):

Referred to...?

Attendance
Lead

Police

Just One
Norfolk

CADS

PSA

Family
Support

Other

Date:

Time:

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

Feedback given to...?

Pastoral team

Teacher

Child

Person who recorded disclosure

Further Action Agreed:

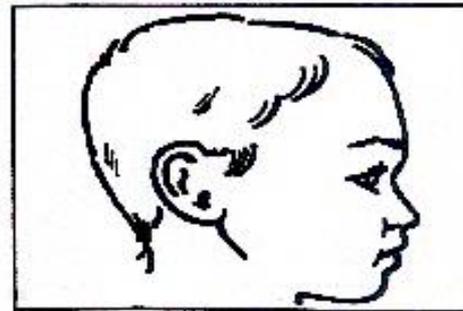
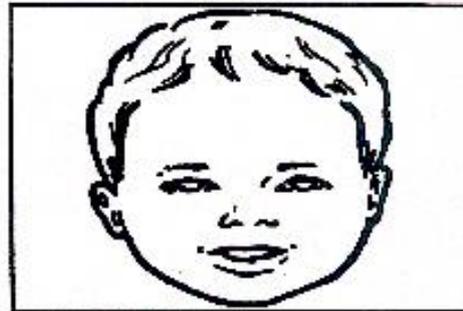
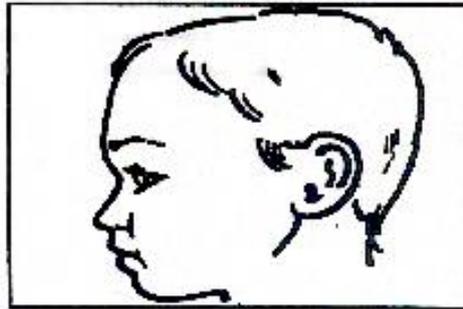
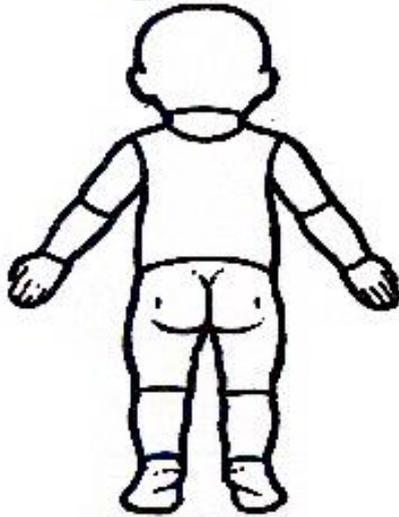
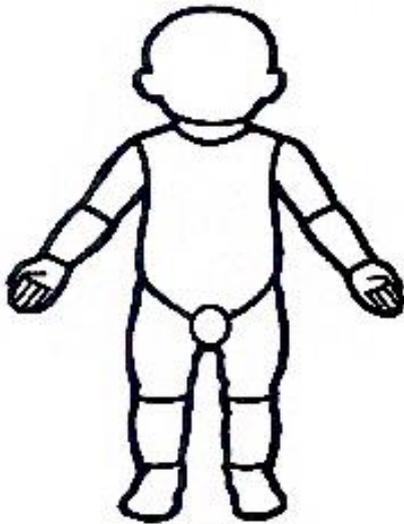
e.g. School to instigate a Family Support Process, assessment by Children's Services

Full name:

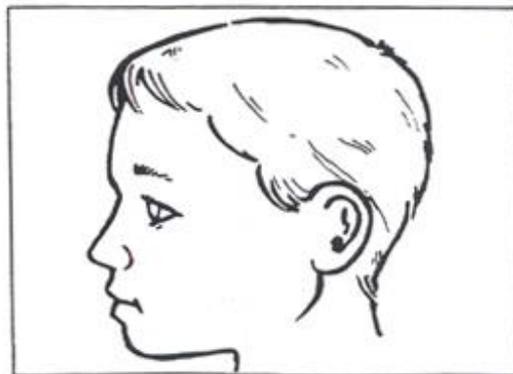
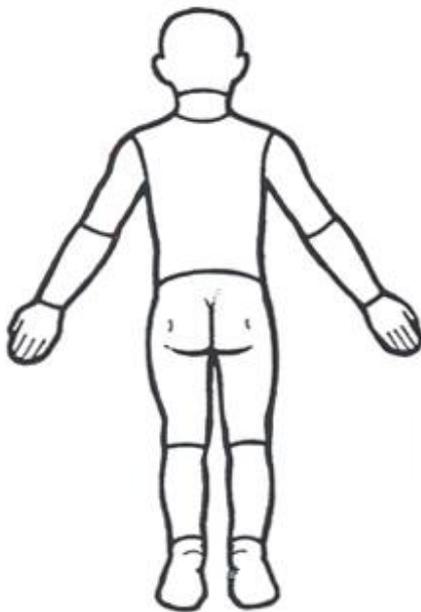
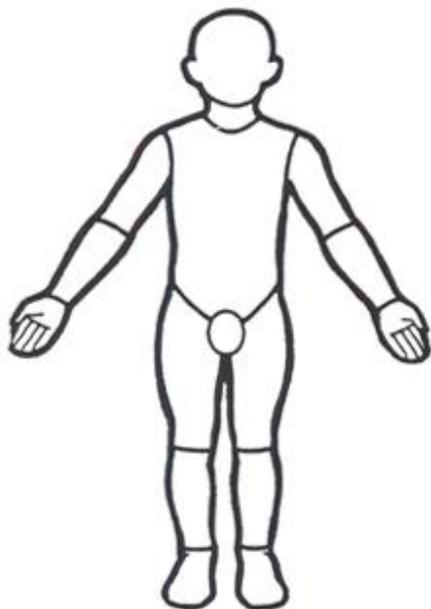
DSL Signature:

Date

Young Child



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



Older Child

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

Aldborough Primary School

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 staffroom noticeboard. Please ensure you complete all sections as described. Indicate clearly where the injury was seen and attach this to the Recording Form.

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.

The people you should talk to in school are:

Designated Safeguarding Lead: Mrs Helen Bearman
Contact Number: 01263 761264

Deputy Designated Safeguarding Lead: Mrs Jemma Gowers
Contact Number: 01263 761264

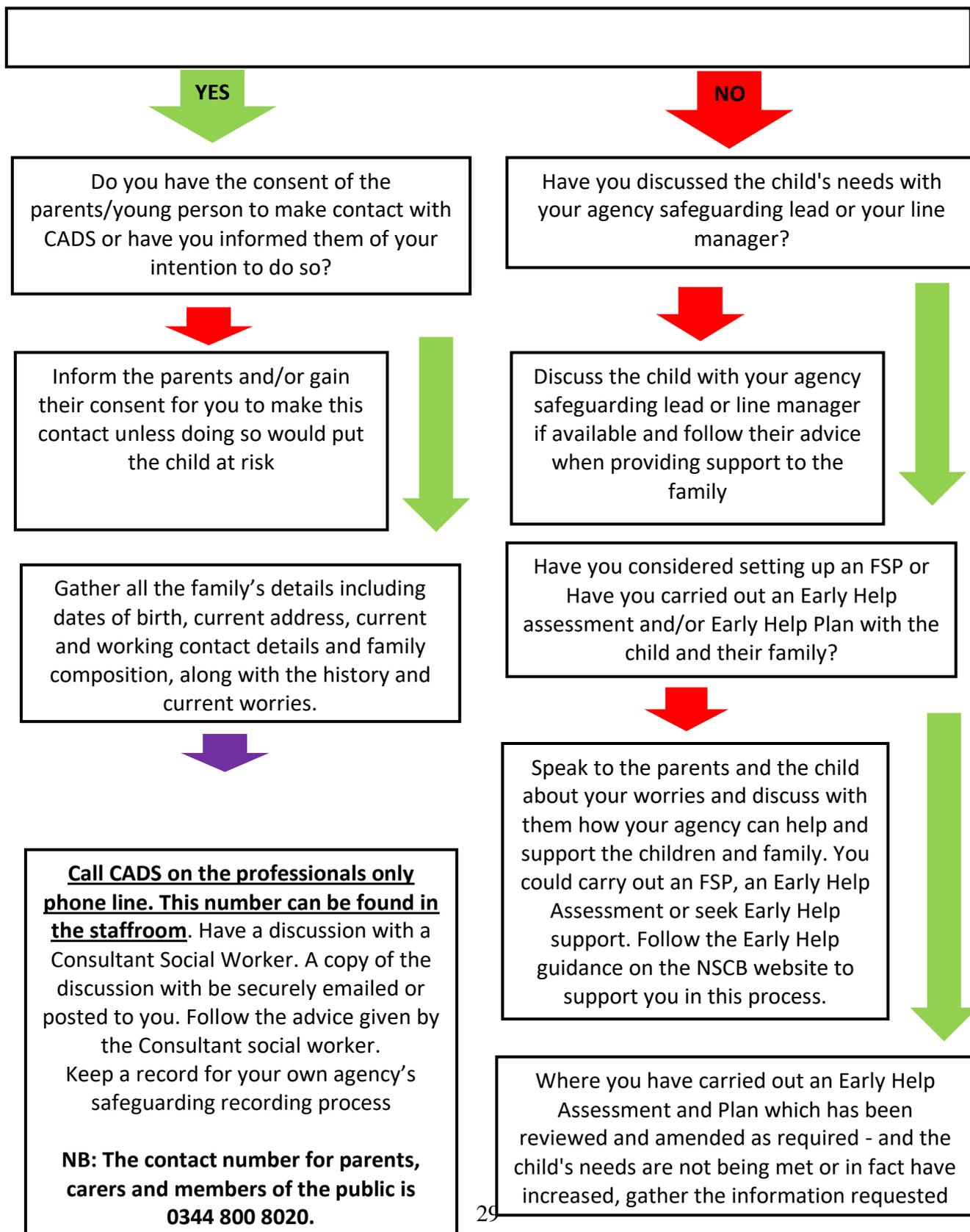
Chair of Governing Body: Mr Richard Hembling
Contact Number: 01263 761264

Safeguarding Governor and Vice Chair of Governors: Mrs Jan Legge
Contact Number: 01263 761264

Appendix 3: Local Safeguarding Procedures

Children's Advice and Duty Service- CADS

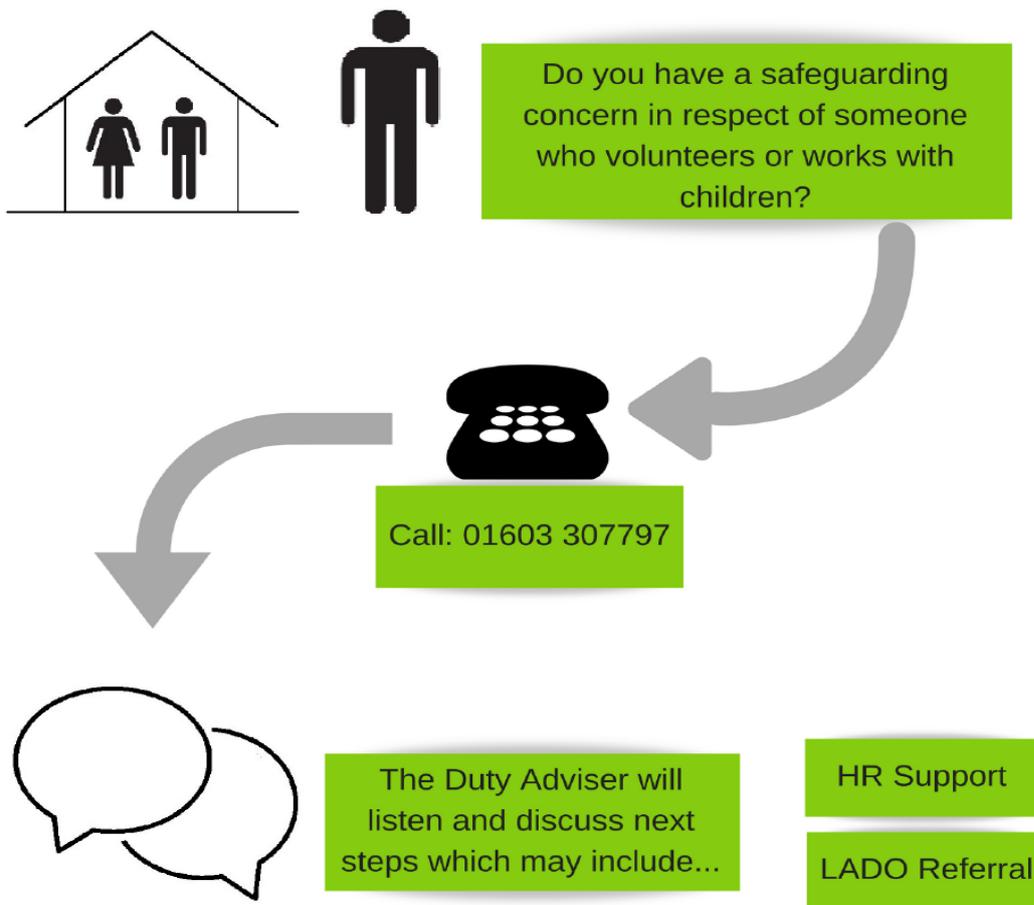
Before contacting CADS, please answer the following questions and follow the advice provided:



Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk



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

Appendix 5: COVID-19 school closure arrangements for Safeguarding and Child Protection at Aldborough Primary School.

This section of the whole school policy was created in response to Covid-19 and agreed by the Governing Body on May 28,2020 with further reviews in September 2020 and February 2021. Most recent review: September 2021.

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.

DSL and Headteacher Helen Bearman

Chair of Governors Richard Hembling

Safeguarding governor Jan Legge

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 Remote Education
- 5.8 Staff Safeguarding Training and induction
- 5.9 Safer recruitment/volunteers and movement of staff
- 5.10 Children Moving Schools
- 5.11 Online safety
- 5.12 Mental Health

5.1 Context

From April 2021 the DfE's expectation was for schools to welcome back children in all year groups.

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)/Headteacher	Mrs Helen Bearman	01263 761264 head@aldborough.norfolk.sch.uk
Deputy DSL	Mrs Jemma Gowers	01263 761264 jgowers6rrq@nsix.org.uk
Mental Health Lead	Mrs Jemma Gowers	01263 761264 jgowers6rrq@nsix.org.uk
Named Safeguarding Governor	Mrs Jan Legge	01263 761264 janlegge@outlook.com
Chair of Governors	Mr Richard Hembling	01263 761264 hembling99@gmail.com

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](#).

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.

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 DfE guidance, 'Recording the attendance in the school attendance register during the coronavirus outbreak', we will resume taking an attendance register using the appropriate codes to record attendance and absence. We will submit daily attendance data to the DfE using the educational setting status form by midday every day.

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.

If a vulnerable child who is due to attend school does not arrive on the intended day, then this will be followed up by a telephone call to the primary carer. If no reply is received a message will be left and the other contact numbers will be called. If appropriate to do so, the DSL will make a visit to the child's home or a police welfare check will be requested, if it is appropriate to do so. At all times records will be kept and information shared between the DSLs.

In all circumstances where a vulnerable child does not take up their place at school, or fails to attend as expected, school staff will notify the child's allocated social worker if they have one and agree a plan to contact the family.

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 5.2. of this guidance.

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).

Where a trained DSL or deputy is not on site, a senior leader will take responsibility for co-ordinating safeguarding arrangements in place on-site. This might include updating and managing access to the school's child protection information system, liaising with the off-site DSL (and/or deputy) and, as necessary, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

We will ensure that all staff and volunteers know how to contact and have access to advice from a trained DSL (or deputy). Each day, staff will be made aware of who that person is and how to contact them.

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 DfE guidance, for the period that 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.

All concerns should be reported immediately in line with our usual procedures. This will include identifying new safeguarding concerns about individual children as they see them in person following partial school closures. We will also continue to pupils who are not attending or expected to attend and consider the vulnerability of these children and families.

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.

When working remotely staff should report safeguarding concerns immediately to the DSL/deputy via telephone/email using their school email address. Confidentiality and recording of information should be maintained. For this reason, no safeguarding concerns should be recorded on the school answerphone system. All telephone reported concerns should be followed up by the member of staff sending an email marked 'confidential' to the DSL/deputy. Maintaining established school protocol, only pupil initials should be used in emails.

5.7 Remote Education

We will give clear guidance to all our staff who are providing remote education about appropriate use of devices and ensure there are clear parameters about what contact with pupils should look like in order for children and staff to be kept safe. Staff are reminded that when engaging with pupils and / or parents online they have a responsibility to model safe practice at all times.

We have clearly articulated to staff about where and when they will be delivering remote education and have also shared expectations with parents and carers about the school's approach to lessons and how their child(ren) should be accessing these.

Staff are also reminded of the need to adhere to our Staff Code of Conduct and safer working practice 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.

When staff are working remotely they should monitor contact and engagement from all pupils whose remote learning they are providing. Should they have a concern about a child they should immediately report this to the DSL via telephone and/or email, always providing

a written email record of the concerns raised. Initials of children and adults should be used. Emails should be marked confidential and the DSL should acknowledge receipt of the email.

Questions to consider:

- Are there any children who you have not had recent contact with via remote learning?
- Has the behaviour of a child changed during remote learning?
- When was the last welfare telephone call to the family home? Did it raise any concerns?
- When did the child last attend a zoom meeting? How did they present?

5.8 Staff Training and induction

All existing staff and volunteers will receive safeguarding induction and training. They will read Part 1 of Keeping Children Safe in Education (2021) and will be expected to continue to follow this guidance. The DSL will ensure that all staff receive the revised safeguarding policy with the Covid-19 addendum.

Where new staff are recruited, or new volunteers join our school, they will continue to be provided with a safeguarding induction and training 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 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.

5.9 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 287 to 294 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 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.

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' (2021). 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.

Whilst acknowledging the challenge of the current environment, we 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.

5.10 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.

5.11 Online Safety

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 DfE guidance 'Safeguarding and remote education during coronavirus (Covid-19)' 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:

- [EST E Safety Training](#) (The Two Johns) - for support for parents and carers to keep their children safe online; E-safety workshops for pupil/parents
- [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 careers 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
- [Childnet](#) - offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- Let's Talk about it has advice for parents and carers to keep children safe from online radicalisation

5.12 Mental Health

We have a Mental Health Lead, Mrs Jemma Gowers. We recognise that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents.

We will ensure that staff understand that mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. DSLs will make reference to the DfE guidance [Mental health and behaviour in schools](#) to help identify children who might need additional support, and to put this support in place.

We will consider the provision of pastoral and extra-curricular activities to all pupils, including those learning at home (for example through online activities and assemblies), designed to:

- Support social engagement and maintaining friendships
- Address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- Support pupils with approaches to improving their physical and mental wellbeing

Our DSLs are aware of the support services available to staff, children and families both locally and nationally and will signpost and/or make referrals as appropriate.

Appendix 6

Low-level concern policy (appendix added to Keeping Children Safe policy November 2021)

For further details see Part 4 of KCSIE (DfE 2021)

See also the school's Staff Code of Conduct

It may be possible for an adult to act in a way that does not cause risk to children, but is however inappropriate. A member of staff who has a concern about another member of staff or adult working in the school should report the concern to the DSL/Headteacher immediately. If a member of staff has a concern about the DSL/Headteacher they should contact the Chair of Governors to report the concern. The DSL (or Chair of Governors) will consult the LADO.

The school aims to promote a culture in which all concerns about all adults working in the school (including supply, volunteers and contractors) are dealt with promptly and appropriately. All concerns will be shared responsibly with the right person, recorded and dealt with appropriately. Through this we aim to encourage an open and transparent culture; identify concerning, problematic or inappropriate behaviours early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

The term 'low-level concerns' does not mean that it is insignificant. A low-level concern is any concern - no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that the adult may have acted in a way that is inconsistent with the staff code of conduct. It includes behaviour that does not meet the allegations threshold (see section 12) or is otherwise not considered serious enough to consider a referral to the LADO.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviours that may look to be inappropriate but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Ensuring that these concerns are dealt with effectively should also protect those working in the school from potential false allegations or misunderstandings. Adults working in schools should feel confident to be able to 'self-refer' where they have found themselves in a situation that could be misinterpreted, might appear compromising to others, and/or on reflection they feel they have behaved in a way that falls below the expected professional standards.

The safeguarding policy (including low-level concern section) and staff code of conduct should

- ensure that staff are clear about what appropriate behaviour is
- empower staff to share any low-level safeguarding concerns
- address unprofessional behaviours and support the individual to correct it at an early stage
- provide a responsive, sensitive and proportionate handling of such concerns when raised
- help to identify any weakness in the school's safeguarding system

Storing and use of Low-level Concerns and follow up information

Safeguarding concerns must be reported in writing and should include the details of the concern, the context in which the concern arose and the action taken. The name of the individual sharing the concern must be noted but can be kept anonymous as far as reasonably possible.

These forms and follow up information will be stored securely within the school's safeguarding systems, with access only by the Headteacher/DSL.

The person reporting the concern must keep the information confidential and not share the concern with others apart from the Headteacher/DSL.

Low-level concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures.

When a member of staff leaves Aldborough PS, any record of low-level concerns which are stored about them will be reviewed as to whether or not that information needs to be kept. Consideration will be given to:

- a) whether some or all of the information contained within any record may have any reasonably likely value in terms of any potential historic employment or abuse claim so as to justify keeping it, in line with normal safeguarding records practice or
- b) or if, on balance, any record is not considered to have reasonably likely value, still less actionable concern, and ought to be deleted accordingly.

