



## WHOLE SCHOOL POLICY FOR KEEPING CHILDREN SAFE

**incorporating Safeguarding, Child Protection and Safer Recruitment.**

This policy applies to all stakeholders.

<b>DATE OF GOVERNOR APPROVAL</b>	September 2023
<b>REVIEW FREQUENCY</b>	Annually
<b>REVIEW DUE</b>	September 2024
<b>STATUTORY REQUIREMENT</b>	YES
<b>AMENDMENTS</b>	
<b>Date</b>	<b>Summary of Amendment/s</b>
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

September 2022	Comply with KCSIE 2022 and necessary updates. Removal of appendix re safeguarding during Covid.
September 2023	Comply with DfE KCSIE 2023 and necessary updates.

## 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 2023.

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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. The elements of our policy are prevention, protection and support.

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 recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly for prolonged periods and/or on repeat occasions. The Attendance Lead, who is also the DSL/Headteacher, will monitor all persistently absent pupils and those who go missing from education 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 delivered in regularly timetabled lessons and reinforced through the whole curriculum thus enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. The RSE curriculum follows the KAPOW programme and is delivered by staff who know the children well. 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 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

We understand the importance of working in a way that adheres to the following legislation:

- The Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty

This means we do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics)

### 3. Roles and Responsibilities

	Name	Contact details
Designated Safeguarding Lead	Mrs Helen Bearman Headteacher	01263 761264
Deputy DSLs	Mr Courtenay Caston Mrs Rebecca Gale	The School office will forward contact details upon request
Mental Health Lead	Mrs Helen Bearman supported by ELSA Georgina Astley	
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 keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. All staff will be trained to recognise that children may not feel ready

or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

### **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 at least one 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 holders' job descriptions.
- all staff receive a safeguarding induction and are provided with a copy of this policy, Part One of 'Keeping Children Safe in Education' (2023), 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
- in terms of filtering and monitoring there is consideration given to the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system, along with the proportionality of costs versus safeguarding risks (NB children at Aldborough PS are not able to access any unfiltered internet while at school)
- 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' (2023)
- 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 at least one other member of staff to be a 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' (2023) 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.



The DSL (Headteacher) will take the lead responsibility for understanding the filtering and monitoring systems and processes in place at the school supported by the IT technician and the Deputy DSLs.

#### **4. Training, Induction and Information**

When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the Staff Code of Conduct, Part one and/or Annex B of KCSIE (2023) and told who our designated DSL and Deputy DSLs are. They will also receive a copy of the Behaviour Policy and the school's response to children who are absent from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with information and training about how to record and report safeguarding concerns on CPOMS (electronic recording programme used at APS).

Every new member of staff or volunteer will receive essential safeguarding training during their induction period within a term. Volunteers are given a copy of the school policy along with Annex A of KSCiE. 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 and the statutory assessments under Section 17 and Section 47
- 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 including understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring as this is part of the of the overarching safeguarding approach of our school

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' (2023) 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 information for CPOMS 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 DSLs 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 two years. In addition to formal training, the DSL and Deputy DSLs 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, via e-courier and updates to staff at staff meetings, attendance at DSL network meetings and other appropriate meetings.

- the governing body will also undertake appropriate training to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust and whole school approach to safeguarding. This training takes place at induction and is updated regularly. Training for governors to support them in their safeguarding role is available through Norfolk Governor Services.
- all our staff keep up to date with the most recent local and national safeguarding advice and guidance. Annex B 'Keeping Children Safe in Education' (2023) 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 and within the Safeguarding Section of the Norfolk Schools and Learning Providers website. 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 one of the Deputy DSLs. In the absence of the above the matter should be brought to the attention of the Senior Teacher.

All concerns about a child should be reported by staff without delay and recorded on CPOMS. Staff who do not have access to CPOMS, and volunteers and visitors should use 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 DSLs 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 31<sup>st</sup> 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 (January 2020). Those failing to report such cases will face disciplinary sanctions.

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. Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. 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](mailto: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 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, monitoring 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.

### **Child-on-child sexual violence and sexual harassment**

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 child-on-child 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 child-on child 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 child-on-child 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. We will also offer appropriate support to the perpetrator and any other children involved.

At Aldborough staff are trained so that they are aware that safeguarding concerns can manifest themselves via child-on-child 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 child-on-child abuse. The DSL will respond to any concerns related to child-on-child abuse in line with guidance in Part five of KCSIE (2023). 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.

We regularly review decisions and actions, and relevant policies are updated to reflect any lessons learnt. We look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we decide upon an appropriate course of action.

## **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 children who are absent from education**

At Aldborough we understand our safeguarding responsibility to children who are absent from education, particularly on repeat occasions or for prolonged periods. This helps identify the potential risks of abuse and neglect and prevent them from going missing in the future.

We adhere to the following safeguarding procedures in response to children **who are absent** from education:

- An attendance register is taken at the start of the morning and afternoon session.
- We make every effort to contact parents/carers and follow up with emergency contacts held.
- We hold at least two emergency contact numbers for each child on roll wherever possible.
- Staff alert the DSLs to any concerns raised regarding children who are absent from school.
- The DSL/Attendance Lead will meet regularly with the SENCO and other appropriate members of staff to ensure that each response is thorough and takes into account all the relevant information about individual children.
- We will follow the procedures outlined in our Attendance Policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
- When removing a child from roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files/information.

We also recognise that some pupils are more likely to require additional support to attain good attendance. The school will implement a range of strategies to support improved attendance based on the individual needs and circumstances of the child.

Strategies we may use to support you include:

- Individual support for children from the SEMH support team from the Aylsham Cluster
- Individual support for families from the parent advisor from the Aylsham Cluster
- Individual support for children from the SENCO where necessary
- Individual meetings with the head teacher if required

To plan the correct support, we will always invite parents and pupils to attend a meeting to discuss the concerns and devise a plan to support the child's regular attendance. Support offered to families will be child-centred and planned in discussion and agreement with both parents and pupils. **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 Georgina Astley. 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 other children 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.

*The approach to filtering and monitoring on school devices and networks is overseen and organised by the IT technician (David Hibberd). Alongside the head teacher, we ensure that APS adheres to the 'DfE filtering and monitoring standards'.*

See also the E-safety Policy which has more details on online safety and mobile and smart technology. The current policy considers the 4Cs: content, contact, conduct and commerce and reflects the fact that many children have unlimited access to the internet via mobile phone networks when not in school. The review of this policy includes updated information on filtering and monitoring reflecting changes to KCSIE (2023).

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. We also communicate with parents and carers to reinforce the importance of children being safe online.

### **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). We are aware of the Cyber security standards for schools and colleges.gov.uk

If there are concerns about a child in these 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.

### **Domestic abuse**

All staff are aware that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. We understand that children can be victims of domestic abuse, and this can have a detrimental and long-term impact on their



health, well-being, development, and ability to learn. We are aware of the Norfolk Integrated Domestic Abuse Service (NIDAS) and signpost victims to the service. We are also part of Operation Encompass who alert us to any incidents of domestic abuse involving our families which are highlighted to the police. We signpost our families to the Pandora Project for further support.

### **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 of behaviour 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.

### **Children who are lesbian, gay bi or trans (LGBT)**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, in line with KCSIE, we recognise that children who are LGBT or those perceived by other children to be LGBT could potentially be more vulnerable and therefore we work to reduce any additional barriers faced. We provide a safe space for these children to speak out or share their concerns with members of staff. Through our curriculum, we counter homophobic, biphobic, and transphobic bullying and abuse.

## **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 CPOMS which is monitored by the DSL on a daily basis. All teachers and TAs have received training in CPOMS. Staff, volunteers and visitors who do not have access to CPOMS should use the recording form (Appendix 1).

Information on CPOMS and reports relating to safeguarding 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.

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 2023. 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 2023 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 (monthly) 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' (February 2022) and in the Staff Code of Conduct. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

The 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 (2023) 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](mailto: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 (2023) 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](mailto: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](mailto: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](mailto: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.

See also Whistleblowing Policy

### **Concerns that do not meet the harm threshold**

See also Appendix 5 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 as per DfE guidance Keeping Children safe in out-of-school settings 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.

If an allegation is made relating to an incident that happened when an individual or organisation was using school premises for non-school activities we will follow the safeguarding policies and procedures, included in section 12 above.

### **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 Staff Code of Conduct 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, exclusion and Statement of Behaviour Principles)
- Attendance
- Mental Health and well-being
- E safety
- RSE
- Health and Safety including site security
- Equality statement and objectives
- Accessibility Plan
- Breakfast and After school clubs
- SEND (Special Educational Needs and Disabilities) including LAC
- Safer Recruitment
- Staff code of conduct
- Whistleblowing
- First Aid / Administration of Medicine
- Supporting children with medical conditions
- Children with health needs who cannot school
- After-school and breakfast clubs
- RSE
- Preventing Extremism and Radicalisation
- Policy and procedures for handling concerns and complaints
- GDPR/data protection
- Low-level concern policy (included as Appendix 5 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 (2023)  
'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'



**ALDBOROUGH PRIMARY SCHOOL**

### Appendix 1: Recording Form for Safeguarding Concerns (including low-level concerns - see Appendix 5)

For reporting of concerns about children, staff who do not have access to CPOMS, volunteers and regular visitors are required to complete this form and pass it to Headteacher/DSL or one of the Deputy DSLs. Staff with access to CPOMS should record the concern on CPOMS.

Low level concerns about staff should be reported in writing using this form/ changing headings accordingly.

Full name of child	Date of Birth	Class	Your name and position in school

Is this a low-level concern?      Yes / No
--

<b>Nature of concern/disclosure</b>
<p>Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.</p> <p>Time &amp; date of incident:</p> <p>Who are you passing this information to? Name:</p> <p>Position:</p> <p><b>[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]</b> <b>[Make it clear if you have a raised a concern about a similar issue previously]</b></p>

**Your signature:**

**Time form completed:**

**Date:**

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:

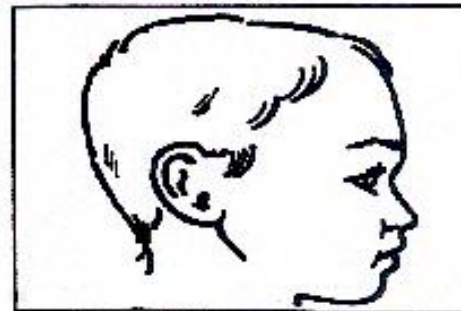
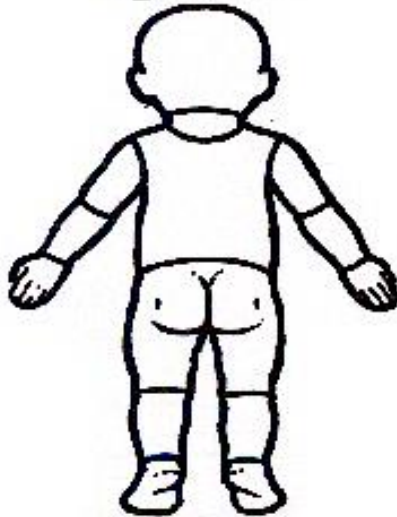
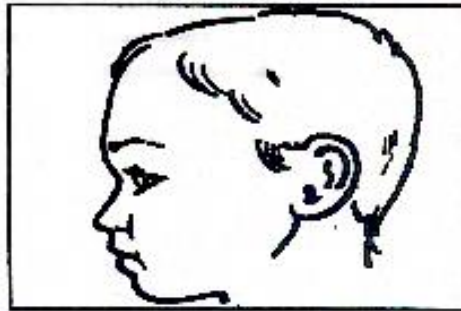
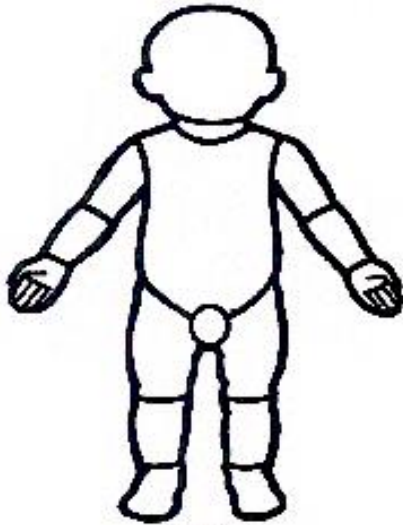
*e.g. School to instigate a Family Support Process, assessment by Children's Services*

Full name:

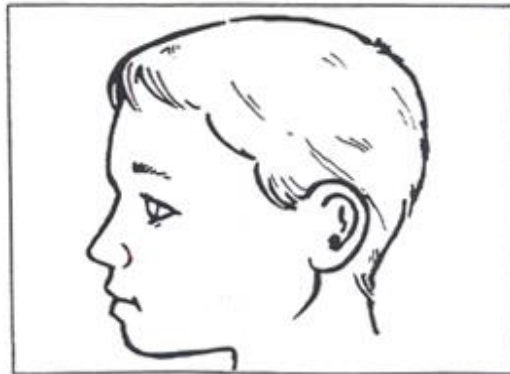
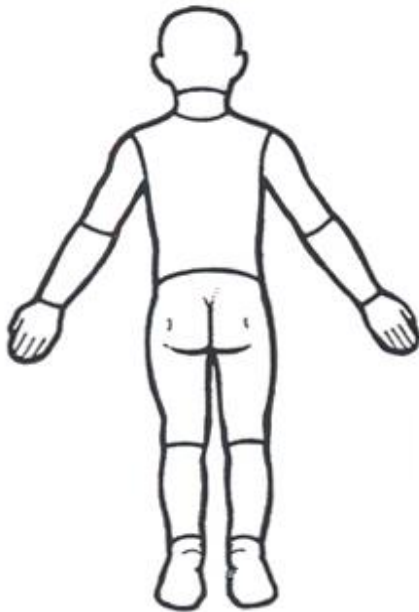
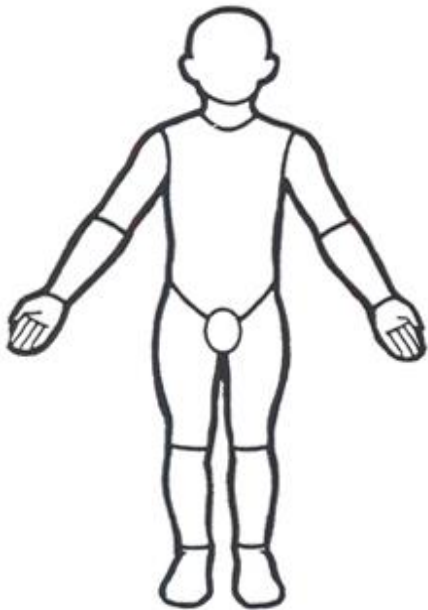
DSL Signature:

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**

## **Aldbrough 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](https://www.nspcc.org.uk/what-we-do/our-services/whistleblowing-helpline/) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

The people you should talk to in school are:

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

Deputy Designated Safeguarding Leads: Mr Courtenay Caston and  
Mrs Rebecca Gale  
Contact Number: 01263 761264

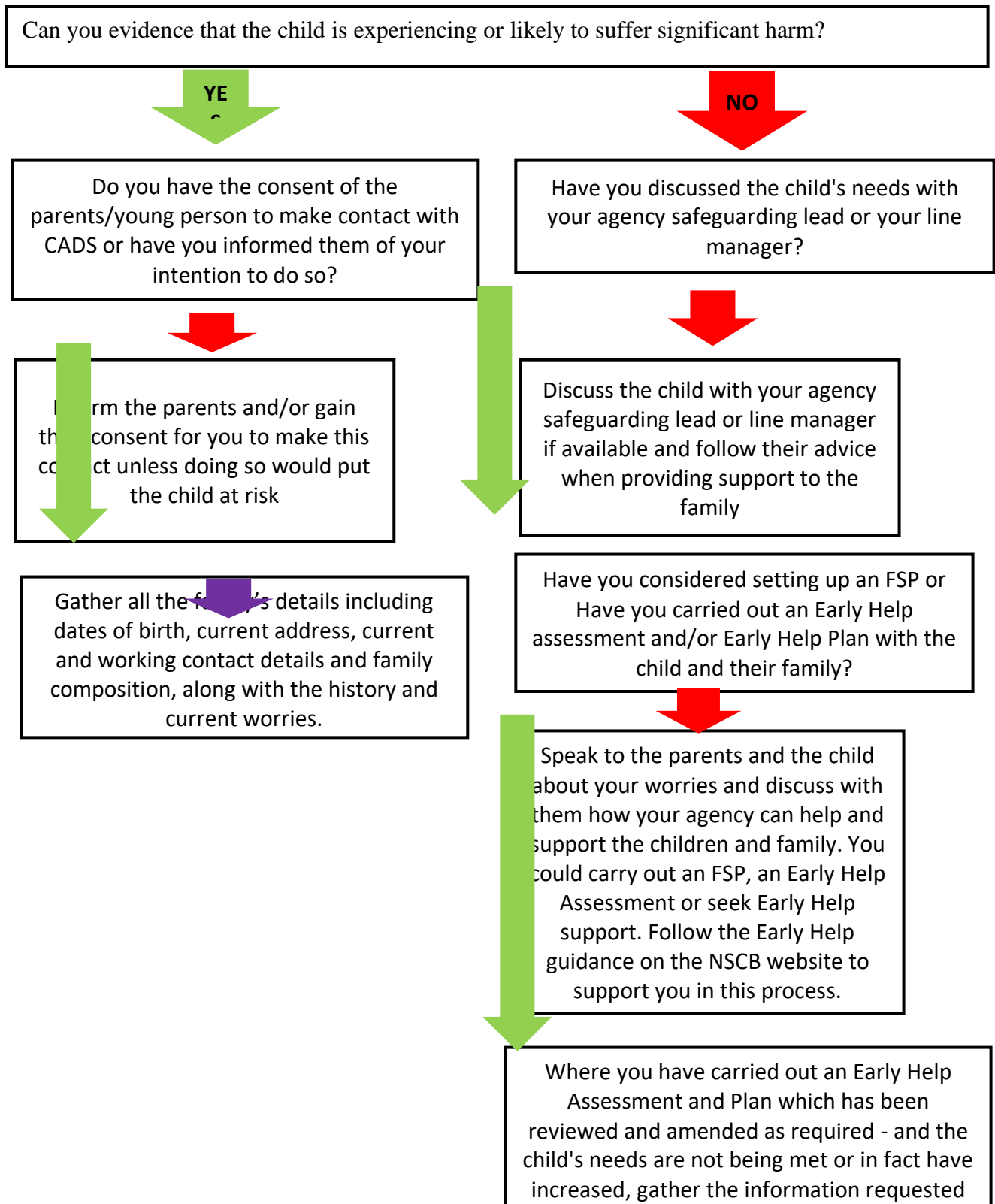
Chair of Governing Body: Mr Richard Hembling  
Contact Number: 01263 761264

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:



**Call CADS on the professionals only phone line. This number can be found in the staffroom.** Have a discussion with a Consultant Social Worker. A copy of the discussion will be securely emailed or posted to you. Follow the advice given by the Consultant social worker.

Keep a record for your own agency's safeguarding recording process

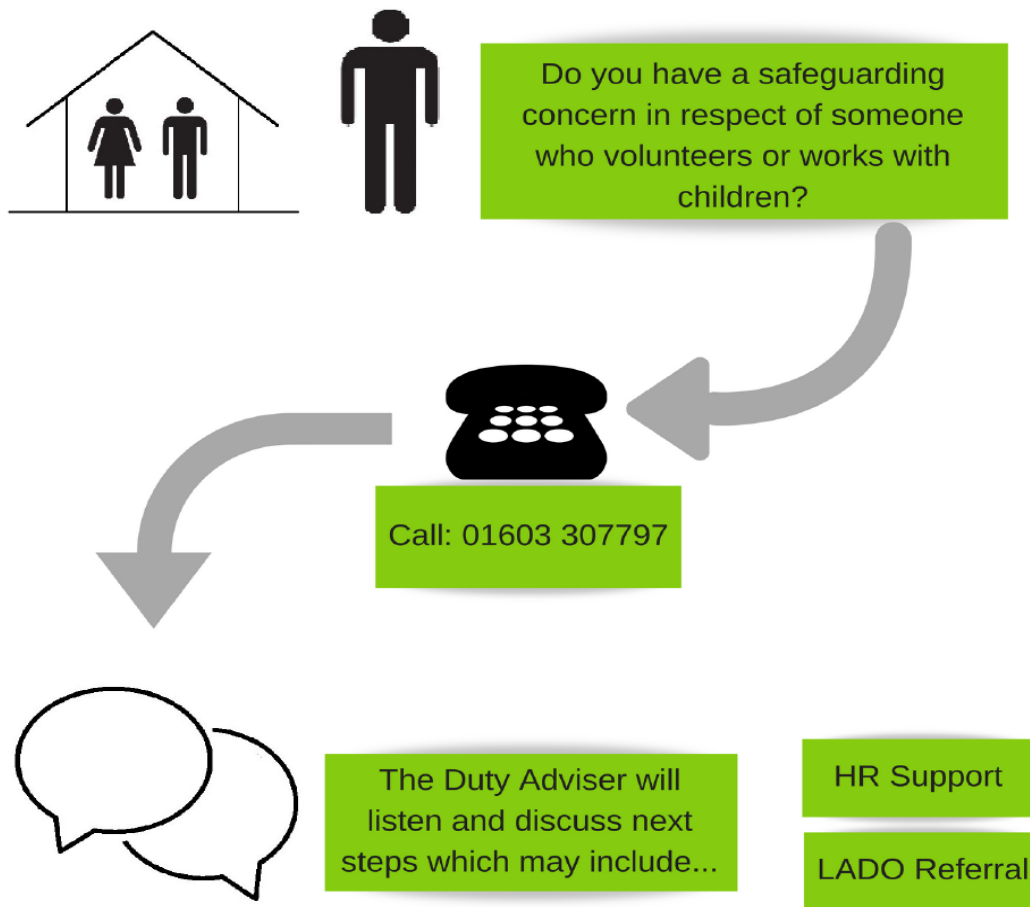
**NB: The contact number for parents, carers and members of the public is 0344 800 8020.**



## 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**

### **Low-level concern policy**

For further details see Part 4 of KCSIE (DfE 2023)

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**

Low-level 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.