

# Safeguarding Incorporating Child Protection Policy

<b>Policy Holder:</b>	Simon Davies
<b>Approval Board:</b>	Norfolk Academies
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<b>Date of Approval:</b>	Autumn Term 2018
<b>Review Period:</b>	Twelve months
<b>Target Review Date:</b>	Autumn Term 2019
	The Review Period and Target Review Date refer to our internal policy review process. The published policy is current and is the most recent approved version.
<b>Legislation or regulation:</b>	<p><u>'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'</u> DfE (July 2018)</p> <p><u>'Keeping Children Safe in Education'</u> DfE (September 2018)</p> <p>Norfolk Safeguarding Children Board Procedures</p> <p>Norfolk Safeguarding Children Board Protocol: Allegations Against Persons Who Work with Children</p> <p><u>Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings</u> DCSF, October 2015</p> <p><u>Multi-agency statutory guidance on female genital mutilation</u> (April 2016)</p> <p><u>'What to do if you're worried a child is being abused'</u> DfE (March 2015)</p> <p><u>'Information Sharing: Advice for practitioners'</u> DfE (July 2018)</p> <p><u>'The Prevent duty: Departmental advice for schools and childcare providers'</u> DfE (2015)</p>

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## **SECTION 1: NORFOLK ACADEMIES STATEMENT OF INTENT**

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- 1.1 The TEN Group Safeguarding Policy Statement (please see Appendix 7) is used by all establishments within Norfolk Academies as our Statement of Intent.

## **SECTION 2: SCOPE**

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- 2.1 This is a Norfolk Academies Statutory Document for Attleborough Academy Norfolk. As such, it provides the policy to be followed at the Academy.

## **SECTION 3: LEGAL REQUIREMENTS**

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- 3.1 This policy is required by the Department for Education (DfE) and falls into the category of:

*D. Documents Referenced in Statutory Guidance*

## **SECTION 4: POLICY**

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### **4.1 Introduction**

- 4.1.1 Attleborough Academy Norfolk (AAN) fully recognises the contribution it can make to protect children from harm and supports and promotes the welfare of all children who are registered students at our Academy. The elements of our approach to child protection are prevention, protection and support.
- 4.1.2 We will follow the procedures set out by the Norfolk Safeguarding Children's Board and take account of guidance issued by the Department for Education.

### **4.2 Aims and Objectives**

- 4.2.1 The purpose of Attleborough Academy Norfolk's Safeguarding Incorporating Child Protection Policy in Practice is to ensure every child who is a registered student at our Academy is safe and protected from harm. This means we will always work to:
- Protect children and young people at our Academy from maltreatment;
  - Prevent impairment of our children's and young people's health or development;
  - Ensure that children and young people at our Academy grow up in circumstances consistent with the provision of safe and effective care;
  - Undertake that role so as to enable children and young people at our Academy to have the best outcomes.
- 4.2.2 This policy will give clear direction to staff, the Academy Council, volunteers, visitors, parents and carers about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our Academy.

- 4.2.3 Our Academy fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered students at our Academy. The elements of our policy are prevention, protection and support.
- 4.2.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent students and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.
- 4.2.5 This policy applies to all students, staff, parents, Academy Council, volunteers and visitors.

### **4.3 Our Ethos**

- 4.3.1 The child's welfare is of paramount importance. Our Academy will establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. Children at our Academy will be able to talk freely to any member of staff at our Academy if they are worried or concerned about something.
- 4.3.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our Academy also play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.

**All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

- 4.3.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.
- 4.3.4 Throughout our curriculum, we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

Citizenship lessons throughout Key Stage 3 and Key Stage 4 explore students' perception of safety and understanding of risk. Other subject areas also cover these requirements. The Academy audits safety across the curriculum on an annual basis.

4.3.5 At all times, we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with '**Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children**' DfE (2018) and Norfolk Safeguarding Children Board procedures.

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

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

#### 4.4 Roles and Responsibilities

Role	Name	Contact Details
<b>Designated Safeguarding Lead (DSL)</b>	Mr Simon Davies	01953 452335
<b>Alternate DSLs</b>	Ms Izzy Mair	01953 452335
	Mrs Carmina McConnell	01953 452335
	Miss Michala Parks	01953 450342
<b>Principal</b>	Mr Neil McShane	01953 452335
<b>Named Safeguarding Academy Councilor</b>	Mrs Frances Harrod	01953 452335

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

#### 4.4.2 **The Academy Council**

The Academy Council of Attleborough Academy Norfolk is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Academy Council takes collective responsibility to safeguard and promote the welfare of our students, we also have a named Academy Councilor who champions safeguarding with the Academy.

The Academy Council will ensure that:

- The Safeguarding Incorporating Child Protection Policy is in place and is reviewed annually, is available publicly via the Academy's website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Board policies and procedures;
- The Academy contributes to inter-agency working in line with **'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' DfE (2018);**
- A senior member of the Leadership Team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one alternate and appropriately trained member of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct as outlined in the Staff Handbook, the Student Behaviour and Discipline policy and the Academy's safeguarding response for those students who go missing from education;
- All staff undertake appropriate child protection training that is updated annually and online safety training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of **'Keeping Children Safe in Education' DfE (2018);**
- They remedy, without delay, any weakness in regard to our safeguarding arrangements that are brought to their attention.

The Academy Council will receive a Safeguarding Report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the Academy. The Academy's Safeguarding Meeting Mapping system will also record all safeguarding activity that has taken place for example, meetings attended, reports written, training or induction given. It will not identify individual students.

#### 4.4.3 The Principal

At AAN, the Principal is responsible for:

- Identifying a member of the Leadership Team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the DSL in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the Academy Council, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistleblowing procedures;
- Liaise with Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff or volunteer.

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

The Designated Safeguarding Lead (DSL) is a senior member of staff from the Leadership Team who takes lead responsibility for safeguarding and child protection within our Academy. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of **'Keeping Children Safe in Education' DfE (2018)**.

The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and provided to the DSL electronically on the Academy's Virtual Staff Room (VSR) by using the 'Red Button'. Those individuals who wish to report a safeguarding concern who do not have access to the VSR may do so by completing a 'Pink Form' which is available from the Academy Office.

During term time, the DSL and/or an Alternate DSL will always be available (during Academy hours) for staff in the Academy to discuss any safeguarding concerns.

The DSL at Attleborough Academy Norfolk will represent the Academy at child protection conferences and core group meetings. Through appropriate training, knowledge and experience, our DSL will liaise with Children's Services and other agencies where necessary and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

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

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the Academy to the agreed Academy's safeguarding training pack provided by Children's Services.

## 4.5 Training and Induction

- 4.5.1 When new staff, volunteers or regular visitors join our Academy, they will be informed of the safeguarding arrangements in place. They will be given a copy of this policy along with the current AAN Staff Handbook, Part 1 and Annex A of **'Keeping Children Safe in Education' DfE (2018)** as well as the **'Guidance for Safer Working Practices for those working with children and young people in education settings' (October 2015)** and told who our DSL and Alternate DSLs are. They will also receive a copy of the Student Behaviour and Discipline Policy and the Academy's response to children who go missing from education – this information is included in Section 4.7 of this policy. All staff are expected to read these key documents.
- 4.5.2 Upon joining the Academy, every new member of staff will also have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record the disclosure the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the DSL. The training will also include information about whistleblowing in respect of concerns about another adult's behavior and suitability to work with children. Staff will also receive online safety training as this is part of the overarching safeguarding approach of our Academy.
- 4.5.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of **'Keeping Children Safe in Education' DfE (2018)**. In order to achieve this, we will ensure that:
- All members of staff will undertake the appropriate safeguarding training on a regular basis and we will evaluate the impact of this training;
  - All staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively;
- 4.5.4 All regular visitors and volunteers to the Academy will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is (please see Appendix 1).

4.5.5 The DSL, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children Board at least once every three years. In addition to this, the DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals but at least annually, to keep up with any developments relevant to their role. This may include any of the following:

- E-courier updates;
- Disseminating National and local updates to staff;
- Attending DSL cluster meetings;
- Local Safeguarding Children's Groups;
- Continued Professional Development;
- DSL forums/cluster groups.

4.5.6 Our Academy Council will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our Academy. Training for Academy Councilors to support them in their safeguarding role is available from the TEN Group.

4.5.7 We actively encourage all of our staff to keep up to date with the most recent local and National safeguarding advice and guidance. Part One of **'Keeping Children Safe in Education' DfE (2018)** provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. Further advice on these specific safeguarding issues can be found in Appendix 2. In addition, local guidance can be accessed via Norfolk Safeguarding Children Board and within the Safeguarding section of the Norfolk Schools website <http://www.schools.norfolk.gov.uk/safeguarding>

The DSL will also provide regular safeguarding updates for staff.

## **4.6 Procedures for Managing Concerns**

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

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

- 4.6.3 All staff are encouraged to report any concerns that they have and not see these 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, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.
- 4.6.4 It is **not** the responsibility of Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy. Guidance on the types of child abuse and their symptoms can be found in Appendix 3. Further guidance on the types of child abuse can be found within **'What to do if you're worried a child is being abused' DfE (March 2015)**.
- 4.6.5 The DSL should be used as a first point of contact for concerns and queries regarding any safeguarding concern in the Academy. Any member of staff or visitor to the Academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated persons. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. However, either the DSL or one of the alternate designated persons will always be on site during the Academy working day.
- 4.6.6 All concerns about a child or young person should be reported **without delay** and recorded using the agreed template (see Appendix 4).
- 4.6.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- 4.6.8 All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 5.
- 4.6.9 If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Principal. Concerns should always lead to help for the child at some point.

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

- the situation is an emergency and the DSL, their alternate and the Principal are all unavailable;
- they are convinced that a direct report is the only way to ensure the student's safety.

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

## **4.7 Specific Safeguarding Issues**

### **4.7.1 Contextual Safeguarding**

AAN recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the Academy environment and/or can occur between children outside of the Academy. This is known as contextual safeguarding. It is key that all Academy staff are aware of the definition of contextual safeguarding and 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 any assessment to consider all the available evidence and the full context of any abuse.

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

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

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

### **4.7.2 So-called 'Honour-Abuse'**

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

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

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015).

#### 4.7.3 **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. At AAN, we will ensure that:

- Through training, staff, volunteers and Academy Council members have an understanding of what radicalisation and extremism is, why we need to be vigilant in the Academy and how to respond when concerns arise;
- There are systems in place for keeping students 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 Academy for any concerns relating to radicalisation and extremism;
- The DSL will make referrals in accordance with [Norfolk Channel procedures](#) and will represent our Academy at Channel meetings as required.;
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of students.

#### 4.7.4 **Peer on Peer Abuse**

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers to remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

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

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

All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about peer on peer abuse. The DSL will respond to any concerns related to peer on peer abuse in line with guidance outlined in Part 5 of 'Keeping Children Safe in Education' and 'Sexual violence and sexual harassment between children in schools and colleges' (May 2018). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

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

#### **4.7.5 Safeguarding Responses to Children Who Go Missing**

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

We adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who missing:

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

## **4.8 Records and Information Sharing**

- 4.8.1 If staff are concerned about the welfare or safety of any child at the Academy, they will record their concern by reporting it on the 'Report it Here' red button on the Academy's Intranet (VSR).

Members of the Academy Council, volunteers, visitors, parents and carers who are concerned about the welfare or safety of any child at the Academy should record their concern on the agreed Safeguarding Concern Form (Pink Form as shown at Appendix 4) which is available from the Academy Office, the Staff Room or the Inclusion Centre.

All concerns should be signed and dated and passed to the DSL or an Alternate DSL without delay.

- 4.8.2 Any information recorded will be kept in a separate electronic file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the Designated Safeguarding Lead (DSL). Child Protection information will only be shared within the Academy on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential. Child Protection and welfare files received from other educational establishments are kept in a locked filing cabinet.
- 4.8.3 Child Protection information will only be kept in the electronic file (or hard copy if applicable) and will be kept up to date. It will include Records of Concern, referrals, invitations to Child Protection conferences, core groups and any other relevant reports. All our safeguarding files will include a

chronology, contents front cover and will record significant events in the child's file.

- 4.8.4 When a child who has a 'live' child protection file leaves our Academy, the Designated Safeguarding Lead (DSL) will make contact with the Designated Safeguarding Lead (DSL) at the new school and will ensure that the Child Protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent or carer elects to remove their child from the Academy roll to home educate, the Academy will make arrangements to pass any safeguarding concerns to the Services to Home Educators Team within Norfolk County Council.

#### **4.9 Working with Parents and Carers**

- 4.9.1 AAN is committed to working in partnership with parents and carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.
- 4.9.2 When new students join the Academy, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents and carers on request. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.
- 4.9.3 We are committed to working with parents and carers positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect parents' and carers' 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.
- 4.9.4 We will seek to share with parents and carers 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/carer engagement or agreement regarding the concerns the Academy has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.
- 4.9.5 The Academy is working in partnership with Norfolk Constabulary and Norfolk Children's Services to identify and provide appropriate support to students who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Norfolk Multi-Agency Safeguarding Hub will share police information of all domestic incidents, where one of our students has been present, with the DSLs. On receipt of any information, the DSL will decide on the appropriate support the child requires.

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

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

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

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

#### **4.10 Child Protection Conferences**

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

4.10.2 Staff members may be asked to attend a Child Protection conference or core group meetings on behalf of the Academy in respect of individual children. Usually, the person representing the Academy at these meetings will be the Principal or Designated Safeguarding Lead (DSL). In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

4.10.3 All reports for Child Protection conferences will be prepared in advance using the guidance and education report template provided by the Norfolk Safeguarding Children's Board. The information contained in the report will be shared with parents or carers 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 the Academy. In order to complete such reports, all relevant information will be sought from staff working with the child in the Academy.

4.10.4 Clearly Child Protection conferences can be upsetting for parents or carers. We recognise that we are likely to have more contact with parents and carers than other professionals involved.

We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a Child Protection Plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents and carers.

#### **4.11 Safer Recruitment**

- 4.11.1 We will ensure that the Principal and at least one member of the Academy Council have completed appropriate safer recruitment training. At all times the Principal and the Academy Council will ensure that safer recruitment practices are followed in accordance with the requirements of **'Keeping Children Safe in Education' DfE (2018)**. At least one person involved in conducting an interview will have received Safer Recruitment Training.
- 4.11.2 At AAN, we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.
- 4.11.3 We will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff will check the SCR regularly to ensure that it meets statutory requirements.

#### **4.12 Safer Working Practice**

- 4.12.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.
- 4.12.2 All staff will be provided with a copy of the Academy's Staff Handbook at induction. They will be expected to know the Academy's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Norfolk Steps training will be kept by the Principal.
- 4.12.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in the Academy, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

4.12.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in **'Guidance for Safer Working Practices for those working with children and young people in education settings'** (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and should be aware that failure to do so could lead to disciplinary action.

#### **4.13 Managing Allegations Against Staff and Volunteers**

- 4.13.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at the Academy. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 4.13.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- 4.13.3 We will take all possible steps to safeguard our children and to ensure that the adults in the Academy are safe to work with children. We will always ensure that the procedures outlined in **Norfolk Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children** and Part 4 of **'Keeping Children Safe in Education' DfE (2018)** are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). Initial contact should be to the PDC Duty Desk on **01603 307797**. A Duty Advisor will give advice and guidance on next steps. If the advice is to make a referral to LADO then the form should be completed. Direct contact details for the LADO are email [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk) or telephone 01603 223473.
- 4.13.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. Should an allegation be made against the Principal, this will be reported to the Executive Principal with the exception of AAN where the Principal and the Executive Principal are the same individual. In this case, a complaint against the Executive Principal should be reported to the Chair of the Norfolk Academies Board.

In the event that neither the Principal nor the Executive Principal of Norfolk Academies is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal or the Chair or Vice Chair of the Academy Council.

- 4.13.5 The Principal or Executive Principal will seek advice from the LADO within one working day. No member of staff or the Executive Principal will undertake further investigations before receiving advice from the LADO.

4.13.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Executive Principal of Norfolk Academies should contact the LADO directly on **01603 223473**. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 0280285 – line is available from 08.00 to 20.00, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

4.13.7 The Academy has a legal duty to refer to the Disclosure and Barring Service (DBS) 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 (please see Appendix 6, 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 Academy, 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 Human Resources and Norfolk Education Services.

#### **4.14 Allegations Against Other Students**

4.14.1 Occasionally allegations may be made against students by others in the Academy which are of a safeguarding nature. These may include physical abuse, emotional abuse and sexual abuse. Risk factors for all other students at the Academy will be considered:

- The DSL will consider whether the allegation raises a safeguarding concern;
- An initial record of the allegation will be made;
- The DSL will contact Children's Services if it considered appropriate;
- If the offence is considered a criminal offence it will be passed to the police.

#### **4.15 Prevent**

4.15.1 Attleborough Academy adheres to the Government Prevent strategy. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and those within the Academy community to challenge extremist and terrorist ideology. The Academy will always endeavor to keep its students safe from the dangers of radicalisation and extremism (please see Appendix 7).

4.15.2 The DSL has attended WRAP (Workshop to Raise Awareness of Prevent) training and is now a WRAP Facilitator. The DSL will be the Single Point of Contact (SPOC) for Prevent.

4.15.3 All members of AAN staff will receive online WRAP training.

- 4.15.4 The WRAP training gives advice, guidance and support to all members of staff on protecting children at risk of radicalisation and recognising what makes young people vulnerable to radicalisation (please see Appendix 7).
- 4.15.5 If any member of staff has any concerns about a student being radicalised (identifying possible signs such as changes of behaviour or hiding their viewpoints), they will follow standard Academy safeguarding procedures. This means referring it immediately to the DSL by using the 'Report it Here' red button on the Academy's Intranet (VSR).
- 4.15.6 If any concerns are raised the DSL will undertake a risk assessment of the student's vulnerability and will develop an action plan to reduce risk and will then refer as necessary (to Channel, the Local Authority, Prevent or the police).
- 4.15.7 Thorough records and reports will be maintained by the Academy.
- 4.15.8 The Academy will thoroughly vet and monitor any external agencies or individuals hiring the Academy facilities, to ensure the site is not being used for speakers or events that promote extremism.
- 4.15.9 The Academy will promote British Values which challenge extremism and terrorism. These are:
- Democracy;
  - The rule of law;
  - Individual liberty;
  - Mutual respect and tolerance for those with different faiths and beliefs.
- 4.15.10 The Academy will ensure a broad and balanced curriculum is in place to promote the spiritual, moral, social and cultural development of its students. PSHE and Citizenship will teach students to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing. The Citizenship curriculum cover democracy, Government, how laws are made and upheld, the diverse National, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding. This will also be covered fully across the curriculum.
- 4.15.11 The Academy will work in partnership with the Local Authority, the police, health and Prevent coordinators.
- 4.15.12 The Academy will engage with the families of vulnerable students and provide support mechanisms for those who have had concerns raised about them.
- 4.15.13 The Academy will manage access to any potential extremist materials.
- 4.15.14 The Academy will keep students safe from terrorist and extremist material when accessing the internet in the Academy. Filters are put on all IT systems.



## **APPENDIX 1: SAFEGUARDING INFORMATION LEAFLET FOR NEW STAFF/SUPPLY STAFF/VOLUNTEERS AND VISITORS**

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

If you have any concerns about a child or young person in our Academy, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the Alternate Designated Safeguarding Leads (DSL).

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 DSLs detailed below and provide them with a completed Safeguarding Concern Form. A copy of the form is available from the Academy Office, the Staff Room or the Inclusion Centre. Please ensure you complete all sections as described.**

**If you are unable to locate one of the DSLs then please report to the Academy Office and ask a member of the team to help locate one of the DSLs for you. Please tell the member of staff in the Academy Office that it is a confidential and urgent matter.**

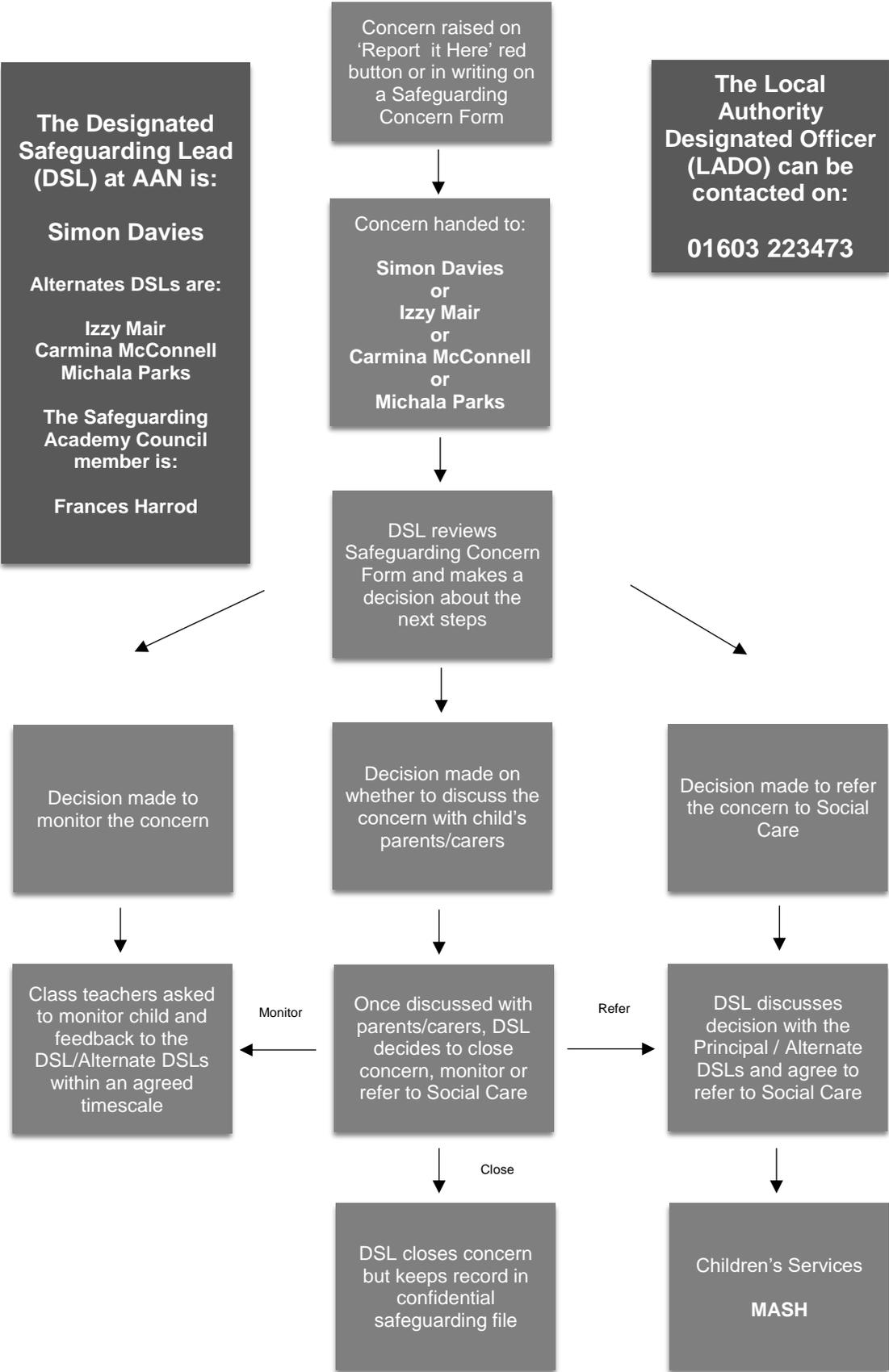
Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal then you should pass this information to the Chief Executive Officer of Norfolk Academies. Contact details are available from the Academy Office. Alternatively, you can contact the Local Authority Designated Officer on 01603 223473.

The people you should talk to in the Academy are:

<b>Role</b>	<b>Name</b>	<b>Contact Details</b>
<b>Designated Safeguarding Lead (DSL)</b>	Mr Simon Davies	01953 452335
<b>Alternate DSLs</b>	Ms Izzy Mair	01953 452335
	Mrs Carmina McConnell	01953 452335
	Miss Michala Parks	01953 450342
<b>Principal</b>	Mr Neil McShane	01953 452335
<b>Academy Council Safeguarding Lead</b>	Mrs Frances Harrod	01953 452335

**Attleborough Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.**

**FLOWCHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**



## **APPENDIX 2: SPECIFIC SAFEGUARDING ISSUES**

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

- Child sexual exploitation (see below)
- Bullying including cyberbullying
- Domestic violence (see below)
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) (see below)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

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

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Domestic Violence (Operation Encompass)**

The Academy is working in partnership with Norfolk Constabulary and Norfolk Children's Services to identify and provide appropriate support to students who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Norfolk Multi-Agency Safeguarding Hub will share police information of all domestic incidents, where one of our students has been present, with the DSLs. 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 outlined in this policy.

### **Female Genital Mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

### **Background**

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). **It is a form of child abuse and violence against women.** FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the FGM Act 2003 introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. **The duty came into force on 31 October 2015.**

### **When a report must be made**

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth (see section 2.1a of the Mandatory Reporting of Female Genital Mutilation document for further information).

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

**Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply.**

**The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred.** The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

The duty does not apply in relation to at risk or suspected cases or in cases where the woman is over 18. In these cases, you should follow local safeguarding procedures.

**Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.**

### **Visually identified cases (when you might see FGM)**

For teachers and social workers, there are no circumstances in which you should be examining a girl. It is possible that a teacher, perhaps assisting a young child in the toilet or changing a nappy, may see something which appears to show that FGM may have taken place. In such circumstances, the teacher must make a report under the duty, but should not conduct any further examination of the child.

### **Verbally disclosed cases**

If you are a relevant professional and a girl discloses to you that she has had FGM (whether she uses the term 'female genital mutilation' or any other term or description, e.g. 'cut') then the duty applies. If, in the course of delivering safe and appropriate care to a girl you would usually ask if she has had FGM, you should continue to do so.

The duty applies to cases directly disclosed by the victim; if a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, the duty does not apply and a report to the police is not mandatory. Any such disclosure should, however, be handled in line with wider safeguarding responsibilities - in England, this is likely to include referral to children's social services, and in Wales the disclosure must be immediately referred to the local authority.

Further information, including advice and support on how to talk to girls and parents/guardians about FGM, is available in the [multi-agency statutory guidance on FGM](#).

### **Timeframe for reports**

Reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day, unless any of the factors described below are present. You should act with at least the same urgency as is required by your local safeguarding processes.

In order to allow for exceptional cases, a maximum timeframe of one month from when the discovery is made applies for making reports. However, the expectation is that reports will be made much sooner than this.

A longer timeframe than the next working day may be appropriate in exceptional cases where, for example, a professional has concerns that a report to the police is likely to result in an immediate safeguarding risk to the child (or another child, e.g. a sibling) and considers that consultation with colleagues or other agencies is necessary prior to the report being made. If you think you are dealing with such a case, you are strongly advised to consult colleagues, including your Designated Safeguarding Lead (DSL), as soon as practicable and to keep a record of any decisions made. It is important to remember that the safety of the girl is the priority.

## **Making a report**

Where you become aware of a case, the legislation requires you to make a report to the police force area within which the girl resides. The legislation allows for reports to be made orally or in writing.

When you make a report to the police, the legislation requires you to identify the girl and explain why the report is being made. While the requirement to notify the police of this information is mandatory and overrides any restriction on disclosure which might otherwise apply, in handling and sharing information in all other contexts you should continue to have regard to relevant legislation and guidance, including the Data Protection Act 1998 and any guidance for your profession. The provisions of the Data Protection Act 1998 do not prevent a mandatory report to the police from being made.

While the legislation requires a report to be made to the police, it does not specify the process for making the report. If you have a formal agreement with the relevant team in the police that reports can be made to them directly, then reports may be made this way. In all cases you should ensure that you are given a reference number for the case and that you keep a record of it.

It is recommended that you make a report orally by **calling 101**, the single non-emergency number.

When you call 101, the system will determine your location and connect you to the police force covering that area. You will hear a recorded message announcing the police force you are being connected to. You will then be given a choice of which force to be connected to – if you are calling with a report relating to an area outside the force area which you are calling from, you can ask to be directed to that force.

Calls to 101 are answered by trained police officers and staff in the control room of the local police force. The call handler will log the call and refer it to the relevant team within the force, who will call you back to ask for additional information and discuss the case in more detail.

You should be prepared to provide the call handler with the following information:

- explain that you are making a report under the FGM mandatory reporting duty;
- your details:
  - name
  - contact details (work telephone number and e-mail address) and times when you will be available to be called back;
  - role;
  - place of work.
- details of your organisation's Designated Safeguarding Lead (DSL):
  - name;
  - contact details (work telephone number and e-mail address);
  - place of work.

- the girl's details:
  - name;
  - age/date of birth;
  - address.
- if applicable, confirm that you have undertaken, or will undertake, safeguarding actions, as required by the Working Together to Safeguard Children (in England) or Working Together to Safeguard People (in Wales) as appropriate.

You will be given a reference number for the call and should ensure that you document this in your records.

### **Record keeping**

Throughout the process, you should ensure that you keep a comprehensive record of any discussions held and subsequent decisions made, in line with standard safeguarding practice. This will include the circumstances surrounding the initial identification or disclosure of FGM, details of any safeguarding actions which were taken, and when and how you reported the case to the police (including the case reference number). **You should also ensure that your organisation's Designated Safeguarding Lead (DSL) is kept updated as appropriate.**

### **Your responsibilities after you have made a report**

In relation to any next steps, you should continue to have regard to your wider safeguarding and professional responsibilities, including any relevant standards issued by your regulatory body. For example, in a health context, your responsibilities include responding to the physical and psychological needs of the girl.

Depending on your role and the specific circumstances of the case, you may be required to contribute to the multi-agency response or other follow up to the case which will follow your report. If you are unsure, you should seek advice from your Designated Safeguarding Lead (DSL).

## **APPENDIX 3: TYPES OF CHILD ABUSE AND THEIR SYMPTOMS**

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Child abuse can be categorised as follows:

- 1. Physical Abuse**
- 2. Sexual Abuse**
- 3. Emotional Abuse**
- 4. Physical Neglect**
- 5. Grave Concern/at risk (this is not a distinct category but is dealt with separately).**

### **A child can be at risk from any combination of the four categories**

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

### **1. Physical Abuse**

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Typical signs of Physical Abuse are:

- bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently;
- slap marks - these may be visible on cheeks or buttocks;
- twin bruises on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking;
- bruising on both sides of the ear — this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury;
- grip marks on arms or trunk - gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain hemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse;

- black eyes – are mostly commonly caused by an object such as a fist coming into contact with the eye socket. NB. A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred;
- damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth;
- bite marks;
- fractures;
- poisoning or other misuse of drugs – e.g. overuse of sedatives;
- burns and/or scalds – a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as ‘dipping scalds’ are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately ‘dipped’ in a hot bath will not have splash marks;

## 2. Sexual Abuse

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. Typical signs of Sexual Abuse are: Child Protection 5 of 6 KLB School – November 2015:

- a detailed sexual knowledge inappropriate to the age of the child;
- behaviour that is excessively affectionate or sexual towards other children or adults;
- attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality;
- a fear of medical examinations;
- a fear of being alone — this applies to friends/family/neighbours/baby-sitters, etc;
- a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa;
- excessive masturbation is especially worrying when it takes place in public;
- promiscuity;
- sexual approaches or assaults - on other children or adults;
- urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified;
- bruising to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place;
- discomfort or pain particularly in the genital or anal areas;
- the drawing of pornographic or sexually explicit images.

### **3. Emotional Abuse**

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment - this category should be used where it is the main or sole form of abuse.

### **4. Physical Neglect**

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.

Persistent stomach aches, feeling unwell, and apparent anorexia can be associated with Physical neglect. However, typical signs of Physical Neglect are:

- Underweight — a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern;
- Inadequately clad - a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedure in the case of neglect where the child's development is being adversely affected.

### **5. Grave Concern/At Risk**

This is not a separate category of child abuse as such but covers a number of situations where a child may be at risk. Children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- there is a known child abuser in the family;
- another child in the family is known to have been abused;
- the parents are involved with pornographic material to an unusual degree;
- there is an adult in the family with a history of violent behaviour;
- the child is exposed to potential risk or exploitation via the Internet e.g. pornographic material or chat rooms.

## APPENDIX 4: SAFEGUARDING CONCERN FORM

### AAN SAFEGUARDING CONCERN FORM: RECORD OF CONCERN

FORM A

Staff, volunteers and regular visitors are required to complete this form and pass it to the Designated Safeguarding Lead (DSL) if they have a safeguarding concern about a child in the Academy. To report a disclosure made by a child, please use Form B.

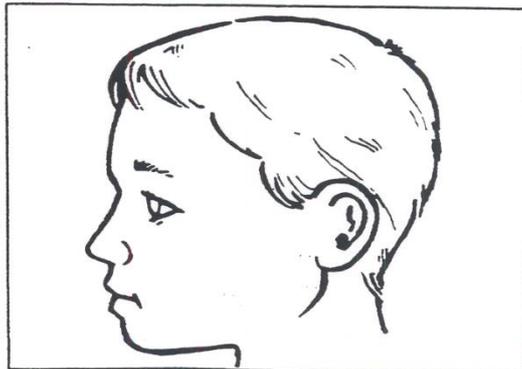
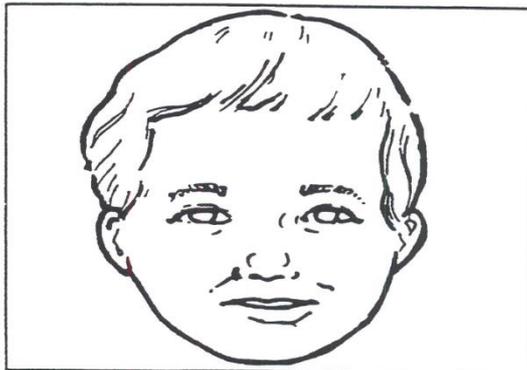
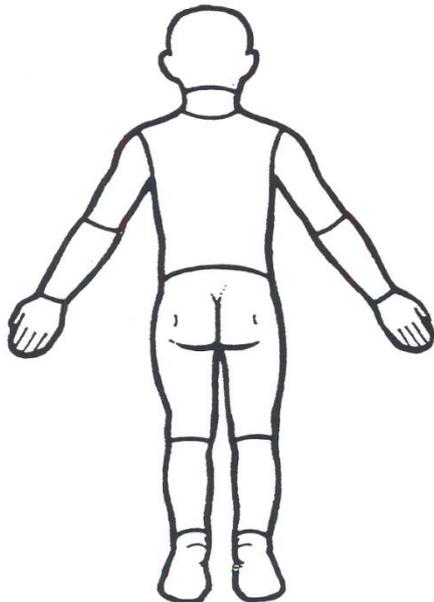
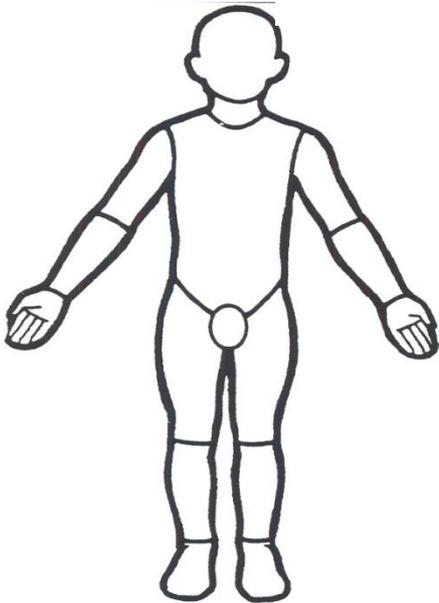
Full Name of Child:		Date of Birth:				
Male/Female:	SEN: Yes/No	Disability: Yes/No				
Date of Concern:		Time of concern:				
Name of Person Reporting Concern:						
Position of Person Reporting Concern:						
Relationship to Child:						
<b>Details of the Concern (please record the following factually)</b>						
1. Please state where you and the child were in the Academy at the time that you became concerned:						
2. What is the concern?						
3. Have you previously had the same concern about this child? If so, please record when, where and why?						
4. Is the child aware that you have this concern? This is not a requirement before reporting this concern.						
5. Substantiate the reason for your concern. Please give details of any previous action taken including the names of other adults you may have spoken to about this concern or those who may have witnessed or shared the same concern with you.						
Signature:		Date:				
<b>Action Taken by the Designated Safeguarding Lead (DSL):</b>						
<b>REFERRAL MADE (date if applicable)</b>						
Attendance Lead	Police	Just One Number	Children's Services MASH Referral	PSA	Early Help Family Focus	Other

## AAN SAFEGUARDING CONCERN FORM: REPORTING A CHILD'S DISCLOURE FORM B

Staff, volunteers and regular visitors are required to complete this form and pass it to the Designated Safeguarding Lead (DSL) if they have a safeguarding concern about a child in the Academy. To report a concern that you have about a child, please use Form A.

Full Name of Child:		Date of Birth:				
Male/Female:	SEN: Yes/No	Disability: Yes/No				
Date of Concern:		Time of concern:				
Name of Person Reporting the Disclosure:						
Position of Person Reporting the Disclosure:						
Relationship to Child:						
<b>Details of the Disclosure (please record the following factually)</b>						
1. Please state where you and the child were in the school at the time that the child made the disclosure to you:						
2. Was anyone else with you at the time the child made the disclosure to you? Please give full names and their position.						
3. What did the child say (their words/descriptions)?						
4. What did you do or say?						
5. Did the child show you an injury? If so, describe where it is on the body, colour, size and appearance using Form C.						
6. Was the disclosure of a sexual nature?						
Signature:				Date:		
<b>Action Taken by the Designated Safeguarding Lead (DSL):</b>						
<b>REFERRAL MADE (date if applicable)</b>						
Attendance Support Enforcement Office	Police	School Nurse	Children's Services MASH Referral	Youth Services	Other	Parents/Carers Informed

Older Child





## Multi-Agency Safeguarding Hub Referral Procedures

Where an agency/organisation or worker has concern for the welfare or safety of a child they can make a telephone referral via Care Connect by telephone on 0344 800 8020.

A telephone referral must then be confirmed in writing using the form marked **NSCB1**, within a maximum of 48 hours, ideally 24 hours. The completed NSCB1 can be:

- Faxed to the MASH Team on 01603 762445
- Posted to: The MASH Team Manager, Floor 5, Vantage House, Fishers Lane, Norwich, Norfolk, NR2 1ET

NSCB1 forms can also be e-mailed to MASH via [mash@norfolk.gcsx.gov.uk](mailto:mash@norfolk.gcsx.gov.uk) but must only be sent from a secure email address.

## **APPENDIX 6: STATUTORY GUIDANCE – REGULATED ACTIVITY CHILDREN**

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The definition of regulated activity includes:

- a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children;
- b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly (i.e. once a week or more or more than three days in a thirty day period). Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

- c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:
  - personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
  - health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

A volunteer is a person who performs an activity which involves spending time, unpaid (except for travel and other approved out-of-pocket expenses) doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives. In a school or college, a **supervised** volunteer who regularly teaches or has contact with children is not in regulated activity.

## **APPENDIX 7: VULNERABILITIES FOR EXTREMISM AND TERRORISM (PREVENT)**

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### **Preventing Radicalisation and Prevent Duty**

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

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

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

The following are potential vulnerabilities for extremism and terrorism:

- Changes in behaviour and appearance;
- Political and/or religious conversion;
- Poverty, disadvantage and social exclusion;
- Rejection by peer group, social group or family;
- Traumatic events;
- Exposure to extremist influence;
- Identity confusion;
- Peer pressure;
- Underachievement;
- Possession of extremist literature;
- Victim or witness of race or religious hate crime;
- Conflict with family over religion, education etc.

## **SECTION 5: EQUAL OPPORTUNITIES STATEMENT**

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- 5.1 This policy has been assessed against the nine protected characteristics outlined in the Equality Act 2010.
- 5.2 There may be potential impact in respect of students who may share one or more of any of the nine protected characteristics.