



Safeguarding Policy

Agreed date: Autumn 2023

Review date: Autumn 2024

Responsibility of: Head of Safeguarding

**This Policy has been updated to reflect the changes in
Keeping Children Safe in Education 2023.**

September 1st 2023

**WHOLE SCHOOL POLICY FOR SAFEGUARDING
INCORPORATING CHILD PROTECTION
Updated 04/09/2023**

**Reepham High School and College and Litcham
School**

Policy Consultation & Review

This policy is available on our school websites and is available on request from the school offices. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise the expertise our staff builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance ['Keeping Children Safe in Education'](#), DfE (2023).

This policy will be reviewed in full by the Governing Bodies on an annual basis. This policy is due to be ratified by the governing board at the first annual meeting for the year. Hence forth it will be reviewed annually or more frequently if there are significant changes to the statutory guidance.

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1. PURPOSE & AIMS

1.1 The purpose of Reepham High School and College and Litcham Schools hereafter referred to as RHSC & LS's) safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm.

This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's mental and physical health or development
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

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

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

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

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

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. All pupils should be aware of where they can access support or speak to a member of staff.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school

play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

- 2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. 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.
- 2.4 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 Relationships Education, Relationships and Sex Education and Health Education (delivered in regularly timetabled lessons and reinforced throughout the whole curriculum) will cover relevant, topics in an age and stage appropriate way, enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. This will provide further reinforcement to help children identify risks, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources. This will include a range of inputs such as regular assemblies*, Tutor time pastoral program, teaching, our PRSE overview, e-Safety lessons and Impact Days. A full program calendar is available upon request.

Further information can be found in the DfE guidance '[Teaching online safety in school.](#)' and '[Relationships Education, Relationships and Sex Education and Health Education.](#)' This education is underpinned by the school's behaviour policy and pastoral support system.

- 2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, guardians, carers and colleagues from other agencies in line with [Working Together to Safeguard Children](#) (2023) and the [Norfolk Multi Agency Safeguarding Partnership arrangements](#).
- 2.6 As part of our responsibilities for safeguarding and promoting the welfare of children, we will look to intervene, seek appropriate support and signpost when necessary to outside agencies when additional needs of children are identified. We will then co-ordinate with these agencies when a clear need for early help is present.

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);
- has a mental health need;
- 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 at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- 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

2.7 At RHSC & LS 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

Role	Name	Contact details
Designated Safeguarding Lead (DSL) Head of Safeguarding LS & RHSC	Daniel Kennedy	RHSC 01603 870328 (ext 1046) LS 01328 702033
Headteacher/Principal	Tim Gibbs	RHSC 01603 870328
		LS 01328 701265

Head of School LS	Stuart Wilson	01328 701265
Governing Bodies		
Named Safeguarding Governor LS	Sarah White	C/o office@litchamschool.org.uk
Named Safeguarding Governor RHSC		C/o office@reephamhigh.org.uk
Chair of Governors RHSC	Deborah Boldero	chair@reephamhigh.org.uk
Chair of Governors LS	Sue Madden	chair@litchamschool.org.uk
Litcham School DSL's		
DSL Safeguarding Officer	David Abrahams	01328 702033
DSL Safeguarding Officer	Georgia Heath	01328 702033
DSL Safeguarding Officer	Christine Hinchcliffe	01328 702033
DSL Assistant Head	Peter Taylor	01328 701265
DSL Assistant Head	Maddie Gough	01328 701265
DSL (SEN)	Emily Howling	01328 701265
DSL	Eileen Pavey	01328 701265
DSL (Head of Primary Phase)	Jade Taylor	01328 701265
DSL (Primary)	Anita Stewart	01328 701265
DSL (Attendance)	Victoria Plummer	01328 701265
RHSC DSL's		
DSL Senior Safeguarding Officer	Alice Riddett	01603 870328 (ext 1030)
DSL Safeguarding Officer	Grace Reynolds	01603 870328 (ext 1003)
DSL Family Support Worker	Emma Lane	01603 870328(ext 1003)
DSL Assistant Head	Alex Edgar	01603 870328 (ext 1027)
DSL	Ros Semenczuk	01603 870328 (ext 1070)
DSL (LAC)	Danielle Larcombe	01603 870328
DSL (College)	Helen McGuinness	01603 870328 (ext 1002)
DSL (SEN)	Paul Atkins	01603 870328 (ext 1015)

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

The Governing Body

- 3.2 The Governing Body of RHSC & LS is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.
- 3.3 Our 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 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 from HFL Governor Services.
- 3.4 The Governing Body will ensure that:
- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Board policies and procedures;
 - The school contributes to inter-agency working in line with 'Working Together to Safeguard Children' (2023);
 - A senior member of staff is designated to take the lead responsibility for safeguarding and child protection and that there are at least 6 Alternate DSL(s) who are appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;
 - All new staff receive a safeguarding induction and are provided with a copy of this policy, and the school's safeguarding response for those pupils who go missing from education as detailed section 6 of this policy, the staff code of conduct, quick reference guide safeguarding. All staff are also required to undertake Prevent training.
 - All staff have received an induction to CPOMS and are aware of how to report an incident or concern.
 - All staff undertake appropriate child protection training that is updated annually and online safety training;
 - Oversee that in terms of filtering and monitoring there is consideration to the number of 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.

- 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 (2023);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- At RHSC & LS we have adopted the [Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings \(February 2022\)](#)

3.5 The Governing Board will ensure that:

- The safeguarding policy is in place, is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children 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 from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.
- All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the school's safeguarding response for those pupils who are absent from education as detailed in section 6 of this policy.

3.6 The governing body will receive a full safeguarding report at the beginning of the academic year summarising the previous year. The governor responsible for safeguarding will oversee a report directly from the lead DSL or report the board themselves following an update from the lead DSL, this will include the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Head teacher

3.7 At RHSC & LS the Head teacher is responsible for:

- Identifying a senior member of staff to be the Designated Safeguarding Lead (DSL);

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

The Designated Safeguarding Lead (DSL)

- 3.8 The Designated Safeguarding Lead is an experienced member of staff, who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of ['Keeping Children Safe in Education'](#).
- 3.9 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 on CPOMS and given to the DSL.
- 3.10 During term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.
- 3.11 The DSL at RHSC & LS School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Advice and Duty Service (CADS) and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.
- 3.12 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely in the Safeguarding Office.
- 3.13 The DSL is responsible for ensuring that all staff members are aware of our policy and the procedures they need to follow. That new staff have received appropriate child protection information during their induction following the 'Norfolk Schools Core Package'.
- 3.14 The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

- 3.15 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; supporting teaching staff 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.
- 3.16 The DSL will take the lead responsibility for understanding the filtering and monitoring systems and processes in place at the school.

4. TRAINING & INDUCTION

- 4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct, Part one and/or Annex A of 'Keeping Children Safe in Education' and told who our Safeguarding Lead (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 about how to record and report safeguarding concerns via a CPOMS induction.
- 4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within one month of joining the school. This programme will include 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, 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 Designated Safeguarding Lead (DSL). The training will also include information about whistleblowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive online safety training, including understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring as this is part of the overarching safeguarding approach of our school.
- 4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of 'Keeping Children Safe in Education'.
In order to achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training;
 - all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
 - To achieve this RHSC & LS has;

Provided specific training on highlighted areas of safeguarding, for example in recent years twilight sessions have been delivered on LGBT+, mental health first aid, bereavement awareness training and CAMHS specific training. Distributed a summary of change to KCSiE to all staff, External training opportunities are provided to staff.
- 4.4 All regular visitors, temporary staff and volunteers to our schools will be given a set of our safeguarding procedures; they will be given a lanyard containing information of whom our DSL and alternate staff members are for them to reference whilst on site. At RHSC & LS we record concerns via CPOMS this requires that a paper copy of the concern form available at reception for anyone without access to this online system. (See Appendix 2). These paper concern forms will be scanned onto our online system once received.
- 4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Board at least once every three years. The DSL and alternates will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, 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 is completed via attendance at Regional DSL cluster meetings, e-courier, Early Help network meetings and weekly bulletin, multi-agency training, and encouraging individual development targets for DSLs.
- 4.6 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex B of *'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, local guidance can be accessed via Norfolk Safeguarding Children Partnership and within the [Safeguarding Section](#) of the [Norfolk Schools website](#). From recently (2021) part of the reading requirements for staff have also included ['Sexual violence and sexual harassment between children in schools and colleges 2021'](#). This has now been incorporated into KCSiE so no longer a requirement. At RHSC & LS we recognise this as an important update and understanding this document an important part of working in a school and college.

5 PROCEDURES FOR MANAGING CONCERNS

- 5.1 RHSC & LS 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 Threshold Guidance](#).
- 5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.
- 5.3 All staff are encouraged to report any concerns that they have 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 promptly 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.
- 5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information to the relevant agency in accordance with the procedures outlined in this policy.
- 5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the lead DSL or, if unavailable, to any alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. Information is shared weekly in a DSL team meeting and the Designated Safeguarding lead chairs and ratifies the minutes of these meetings.
- 5.6 All concerns about a child or young person should be reported without delay and recorded electronically using the CPOMS incident form. Unless the reporting person does not have access to this system in which case they should use the agreed template ("Safeguarding concern form" see Appendix

- 5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from the Norfolk Children's Advice & Duty Service (CADS) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented. The school website has a [bullying report form](#) whereby pupils or parents can alert the school to a concern. There is central safeguarding email publicised alongside pictures of all school DSL's on school all desktops. This allows pupils to self-refer to the safeguarding team. In addition to this the school website has a reporting form which can be accessed by parents or pupils and links to the Safeguarding email.
- 5.8 All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 3.
- 5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Advice and Duty Service (CADS) immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.
- 5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Advice and Duty Service (0344 800 8021), or the police if:
- 5.10.1 the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
 - 5.10.2 they are convinced that a direct report is the only way to ensure the pupil's safety.
- 5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Advice and Duty Service directly with their concerns.

6 SPECIFIC CONCERN GUIDANCE (This list is not exhaustive)

- 6.1 At RHSC & LS we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations

outside their families. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

- 6.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:
- 6.2.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - 6.2.2 children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
 - 6.2.3 communication barriers and difficulties in overcoming these barriers.
- 6.3 At RHSC & LS 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.

Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE): County Lines and serious violence

- 6.4 RHSC & LS we train staff to recognise that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.
- 6.5 RHSC & LS we recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual

exploitation does not always include physical contact, it can also occur through the use of technology. We understand that some children may not realise they are being exploited e.g. they may believe they are in a genuine romantic relationship.

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

So-called 'honour-based violence (including Female Genital Mutilation and Forced Marriage

- 6.10 At RHSC & LS 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.
- 6.11 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. [Section 5B of the Female](#)

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

6.12 RHSC & LS we recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Since February 2023 it has also 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.gov.uk

Preventing radicalisation and extremism

6.13 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At RHSC & LS, we will ensure that:

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

More information can be found in appendix 6.

Child on child sexual violence and sexual harassment

- 6.14 At RHSC & LS all staff are trained so that they are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:
- bullying (including cyberbullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment;
 - upskirting;
 - sexting (also known as youth produced sexual imagery); and
 - initiation/hazing type violence and rituals.
- 6.15 We recognise that children are 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 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. We understand that abuse can occur in intimate personal relationships between peers; and that consensual and non-consensual sharing of nudes and semi nudes images and or videos¹ (also known as sexting or youth produced sexual imagery) is a form of peer on peer abuse.
- 6.16 We understand, that even if there are no reports in our setting it does not mean it is not happening, it may be the case that it is 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 cases, 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 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'. 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.
- 6.16 At RHSC & LS all staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. We will also offer appropriate support to the perpetrator and any other children involved.

¹ UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#)

- 6.17 At RHSC & LS 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.
- 6.18 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about child on child abuse. The DSL will respond to any concerns related to child on child abuse in line with guidance outlined in Part five of '*Keeping Children Safe in Education*.' We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.
- 6.19 We will work with other agencies including the police and Children's Social Care, 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).
- 6.20 Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to [The Harbour Centre Sexual Assault Referral Centre](#) (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Norfolk but the victim must live in Norfolk to access support. The SARC also has a 24/7 helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on [The Harbour Centre website](#).

Modern Slavery

- 6.21 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

- 6.23 At RHSC & LS all staff should be aware of the safeguarding responsibilities for children who are absent from education, particularly on repeat occasions, or for prolonged periods, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of them going missing in future.

- 6.24 At RHSC & LS we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who are absent from education:
- An attendance register is taken at the start of the first session of each school day and once during the second session;
 - We make every effort to contact parents and carers and follow up with the emergency contacts held;
 - We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible.
 - Staff will alert DSLs to any concerns raised regarding children who are absent from school;
 - The DSLs will meet regularly with the Attendance Lead, SENCo and other members of the pastoral team to ensure that each response is thorough and takes into account all the relevant information about individual children;
 - We will follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
 - 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.
 - As per the schools attendance policy we will endeavour to support pupils and families through attendance panels, Wishes and Feelings work, positive attendance promotion, home visits, family support worker and liaisons, reintegration rooms (LS) and hubs (RHSC) to cite some of the support we provide.

Mental Health

- 6.25 At RHSC & LS all staff are made aware, through training, that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 6.26 We understand that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, through training, staff are aware of how children's experiences, can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child that is *also* a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.
- 6.27 At RHSC & LS we have several staff with a shared role in promoting mental health. There are clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns. Designated

Safeguarding Leads make reference to the [Mental Health and Behaviour in Schools'](#) DfE guidance for further support.

Online Safety

- 6.28 At RHSC & LS School all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. We understand that in many cases abuse will take place concurrently via online channels and in daily life. We know that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 6.29 As part of the requirement for staff to undergo regular updated safeguarding training, online safety training has been delivered, We will ensure online safety is a running and interrelated theme throughout the curriculum and is reflected in relevant policies, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.
- 6.30 As part of our EYFS plan we will often need to evidence learning via Seesaw. Parents/carers are given a code to access this platform which may contain photos of students learning journeys. Mobile phones and any electronic device that can be used to take images or record videos, including tablets that are owned by staff must not be used when children are present and should be stored safely when children are present. Staff may take personal mobile phones on trips to be used in emergencies when no children are present. Personal mobile phones are not used to take images or videos at any time.
- 6.31 School devices are provided to staff to take photos and videos. School devices are only used for work-related matters and photographs of children are only taken in the presence of other staff members and with parent's consent. School devices are secured and are not taken off school grounds.
- 6.32 More details can be found in our policies on Online Safety Policy (including Mobile and Smart Technology) which consider the 4Cs, content, contact, conduct and commerce.
- 6.33 At RHSC & LS we recognise that technology, and risks and harms related to the internet evolve and change rapidly. Therefore, we carry out an annual review of our approach to online safety, supported by a risk assessment (on at least an annual basis) that considers and reflects the risks that children face in our setting. We also communicate with parents and carers to reinforce the importance of children being safe inside and outside the school setting.
- 6.34 RHSC & LS uses Smoothwall to keep our pupils safe in the classroom. Smoothwall picks up online searches of concern and automatically sends to the DSL immediately for high level concern or collated for the day for lowerlevel concerns. RHSC & LS include adhering to the [DfE filtering and monitoring standards](#) and reviews their systems yearly or in response to a concern/incident. More details can be found in our

policies on Online Safety and Mobile and Smart Technology which consider the 4Cs, content, contact, conduct and commerce and reflect the fact that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G).

Cybercrime

- 6.35 We understand that cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyberenabled' (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](#).
- 6.36 If there are concerns about a child in this area, the designated safeguarding lead will consider a referral to the [Cyber Choices 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. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyberdependent offences and divert them to a more positive use of their skills and interests.

Domestic Abuse

- 6.37 At RHSC & LS 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.

Children with special educational needs and disabilities or physical health issues

- 6.38 At RHSC & LS we recognise that children with special educational needs or disabilities (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 impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in managing or reporting these challenges.

- 6.39 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.
- 6.40 At RHSC & LS School we also recognise that pupils who attend Alternative Provision will often have complex needs and due to this we are aware of the additional risk of harm these children may be vulnerable to.

Children who are lesbian, gay, bi or trans (LGBTQ+)

- 6.41 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 'Keeping Children Safe in Education', 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.

Contextual safeguarding

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

7. RECORDS AND INFORMATION SHARING

In March 2020 we made the decision to transfer over to an electronic system for reporting, recoding and monitoring safeguarding concerns, this system is called CPOMS (Child Protection Online Monitoring System).

- 7.1 If staff are concerned about the welfare or safety of any child at our school, they will record their concern either on the agreed reporting form (Appendix 1) or through the setting's electronic system. Any concerns should be passed to the DSL without delay. At RHSC & LS we use CPOMS which is an instant reporting system accessible from all school computer and by staff at home. All staff involved in direct work with children use this system.

- 7.2 Any information recorded on paper will be kept in a separate named file, in a secure cabinet if a paper system is used and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.
- 7.3 Child protection information will be kept up to date. Each concern logged will include:
- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.

Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on the child's file whether an electronic or paper system is used. All our safeguarding records will include; a chronology, contents front cover and will record significant events in the child's life.

- 7.4 When a child leaves our school, (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 5 days for an in-year transfer or within the first 5 days of the start of a new term once we have confirmation of where they are going. We recognise that not providing information as per the timescales can impact on the child's safety, welfare and educational outcomes.
- 7.5 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.
- 7.6 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.
- 7.7 Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the [Services to Home Educators Team](#) within Norfolk County Council.

8. WORKING WITH PARENTS, GUARDIANS & CARERS

- 8.1 RHSC & LS is committed to working in partnership with parents/guardians/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.
- 8.2 When new pupils join our school, parents, guardians and carers will be informed that we have a safeguarding policy. A copy will be provided to

parents on request and is available on the school website. Parents, guardians and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Advice & Duty Service.

- 8.3 We are committed to working with parents/guardians positively, openly and honestly. We ensure that all parents/guardians are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.
- 8.4 We will seek to share with parents/guardians 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 Norfolk CADS in those circumstances where it is appropriate to do so.
- 8.5 In order to keep children safe and provide appropriate care for them, the school requires parents/guardians 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/guardian to collect the child from school (if different from the above).
 - The school require a minimum of 2 contacts for safety purposes

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/guardian has given permission and the school has been supplied with the adult's full details in writing.

- 8.6 At RHSC & LS we are working in partnership with Norfolk Constabulary and Norfolk 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 Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present. This information will go to the Designated Safeguarding Lead(s) via Anycomms Plus. On receipt of any information, the Designated Safeguarding Lead 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.

9. CHILD PROTECTION CONFERENCES

- 9.1 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.
- 9.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.
- 9.3 All reports for child protection conferences will be prepared in advance using the [guidance](#) and [template report](#) provided by the Norfolk Safeguarding Children Partnership. The information contained in the report will be shared with parents/guardians before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.
- 9.4 Clearly child protection conferences can be upsetting for parents/guardians. We recognise that we are likely to have more contact with parents/guardians 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/guardians.

10. SAFER RECRUITMENT

- 10.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2023). At least one person involved in conducting an interview will have received safer recruitment training.
- 10.2 At RHSC & LS 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.
- 10.3 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 reasons

for any gaps in employment and 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, 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.

- 10.4 At RHSC & LS 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.
- 10.5 We will undertake Disclosure and Barring Service checks and other preemployment checks as outlined in *'Keeping Children Safe in Education'* to ensure we are recruiting and selecting the most suitable people to work with our children.
- 10.6 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.
- 10.7 At RHSC & LS School we recognise that safer recruitment is not just about carrying out the right DBS checks and is not limited to recruitment procedures. Therefore, we understand the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Further information about all of these processes can be found in our Recruitment and Selection policy.

11. SAFER WORKING PRACTICE

- 11.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.
- 11.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.
- 11.3 If staff, visitors, volunteers or parent helpers (with current DBS) are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. Adults in school without DBS will be escorted at all times. Planned visits from volunteers require the staff host to inform

SLT through completion of the visitor's form, this may prompt a risk assessment to decide if the volunteer needs and enhanced DBS check (This will generally happen if the visitor is going to be regular or working for a substantial length of time unsupervised). All visitors to the school during school hours are expected to sign in and read our safeguarding leaflet. They will also take a visitor's identification badge so that they can be clearly identified. Members of staff from partner organisations such as other Synergy staff or social workers are expected to present their ID badge on arrival.

- 11.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in ['Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'](#) (May 2019). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

12. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

Allegations that may meet the harms threshold

- 12.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We work to the thresholds for harm as set out in *'Working Together to Safeguard Children'* (2018) and *'Keeping Children Safe in Education'*, 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 or children in a way that indicates he or 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/college which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.

- 12.3 At RHSC & LS we recognise our responsibility to report / refer allegations or behaviours of concern and / or harm to children by adults in positions of trust who are not employed by the School to the LADO service directly at lado@norfolk.gov.uk These are adults such as those in the voluntary sector, taxi drivers, escorts, and fosters carers.
- 12.4 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 '*Keeping Children Safe in Education*', DfE (2023) are adhered to and will seek appropriate advice. The first point of contact for schools regarding concerns and/ or allegation 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 service then the [LADO referral form](#) should be completed. The completed LADO referral form is then sent via e-mail to: LADO@norfolk.gov.uk. See Appendix 4 for further details.
- 12.5 If an allegation is made or information is received about *any* adult who works/ volunteer in our setting which indicates 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 Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.
- 12.6 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.
- 12.7 When using a supply agency, we inform the agency of our process for managing allegations against staff and keep them up to date with any policy developments. Where concerns are raised about an individual and the school is not their employer, we recognise that we still have responsibility to ensure allegations are dealt with properly. In order to achieve this, we will liaise with relevant parties including the LADO to determine a suitable outcome. Whilst the supply agency should be fully involved and co-operate with any enquiries from the LADO, police and/or children's services, we recognise that the School will usually take the lead in conducting an investigation as we have direct access to any affected children and other school staff to collect the facts.
- 12.8 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 to lado@norfolk.gov.uk

12.9 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 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

12.10 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 Internal HR. The School must also consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency) if a teacher is dismissed or the setting ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first.

Concerns that do not meet the harm threshold

12.11 The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the thresholds as stated above. In Norfolk the ‘low level’ concern process is to consult with the Local Authority Education Duty Desk on 01603 307797. At RHSC & LS we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

12.12 The new Norfolk low level concern process 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.

12.13 At RHSC & LS 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

Local Authority Education Duty Desk on 01603 307797. Please note, 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 Local Authority Education Duty Desk or the LADO service directly.

- 12.14 All staff report all low level concerns to the DSL or to the Headteacher. If reported to the Head DSL then the DSL will inform the Headteacher of the concern in a timely fashion. The Headteacher will always be the ultimate decision maker in respect of all low-level concerns
- 12.15 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 group 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/college activities

- 13.1 Where we hire or rent out our facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we ensure that appropriate arrangements as per the DfE guidance [Keeping children safe in out-of-school settings](#) are in place to keep children safe.
- 13.2 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; and that failure to comply with this would lead to termination of the agreement.
- 13.3 If an allegation is made relating to an incident that happened when an individual or organisation was using school premises for non-school/college activities, we will follow the safeguarding policies and procedures, included in section 12 above.

14 RELEVANT POLICIES

- 14.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies and guidance are also included under our safeguarding umbrella:
- Staff Code of Conduct
 - Low Level Concerns
 - Anti-Bullying
 - Behaviour which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)

- Recruitment & Selection (which adheres to Part 3 of [Keeping Children Safe in Education](#)).
- Whistleblowing
- Attendance
- Online Safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- First aid
- Educational visits including overnight stays
- RSE

15. STATUTORY FRAMEWORK

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

- [Working Together to Safeguard Children](#) DfE (July 2023)
- [Keeping Children Safe in Education](#) DfE (2023)
- [Norfolk Safeguarding Children Partnership procedures](#)
- [Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons Who Work with Children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (February 2022)
- [What to do if you're worried a child is being abused](#) DfE (March 2015)
- [Information sharing: advice for practitioners providing safeguarding services](#) DfE (July 2018)
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#) DfE (2023)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)
- [Sexual violence and sexual harassment between children in schools and colleges](#) DfE (July 2021)
- [Child sexual exploitation: guide for practitioners](#) DfE (February 2017)
- [Teaching online safety in school](#) DfE (June 2019)
- [Mental Health and Behaviour in Schools](#) DfE (November 2018)
- [Data protection: toolkit for schools](#) DfE (September 2018)
- Promoting the education of children with a social worker (June 2021) (June 2021)
- [Preventing youth violence and gang involvement](#)
- [Criminal exploitation of children and vulnerable adults: county lines](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Multi-agency practice principles for responding to child exploitation and extra-familial harm](#)
- [The Prevent duty: safeguarding learners vulnerable to radicalisation](#)

Appendix 1: Recording Form for Safeguarding Concerns for those without CPOMS access

Volunteers, temporary staff and regular visitors are required to complete this form and pass it directly to a DSL if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Type of Concern (please tick one or more)

Physical	Sexual	Neglect	CSE	E Safety
Prevent	Emotional	Forced Marriage	FGM	Other

Nature of concern/disclosure

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

Time & date of incident:

Was there an injury? Yes / No

Did you see it? Yes / No

Describe the injury:

Have you filled in a body plan to show where the injury is and its approximate size?
Yes / No

Who are you passing this information to?

Name:

Position:

Your signature:

Time form completed:

Date:

Time form received by DSL:

Action taken by DSL:

Referred to...?

Attendance
Improvement
Officer

Police

School Nurse

Children's
Services

Pastoral
Team

Tutor

Other

Date:

Time:

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

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

Further Action Agreed:

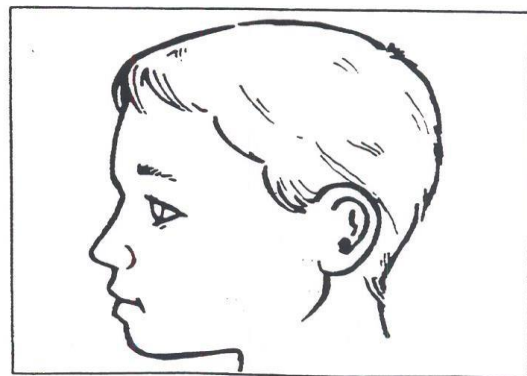
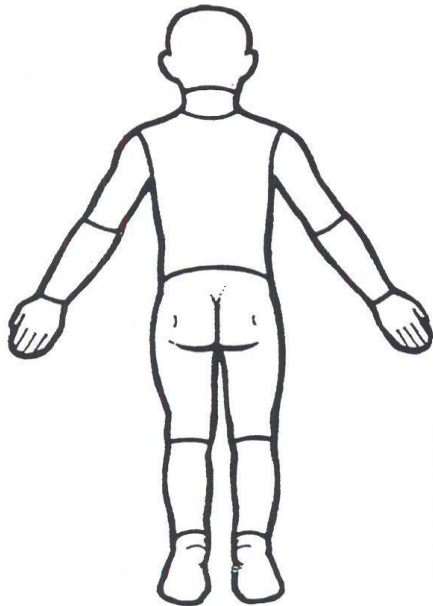
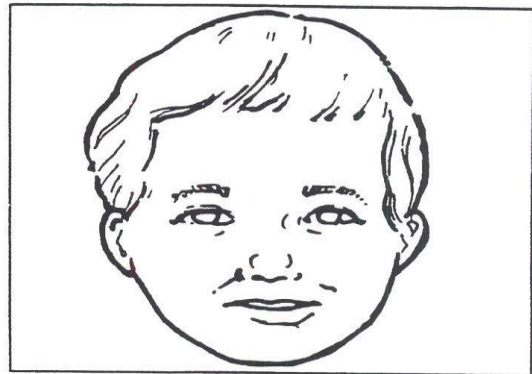
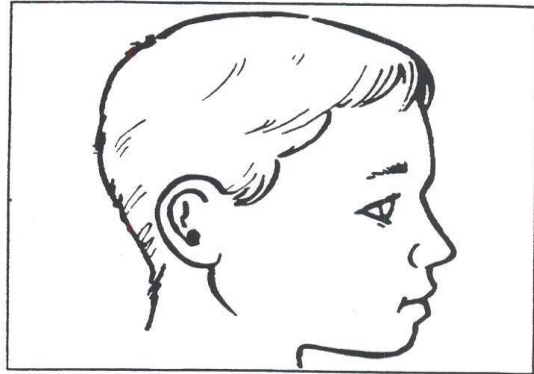
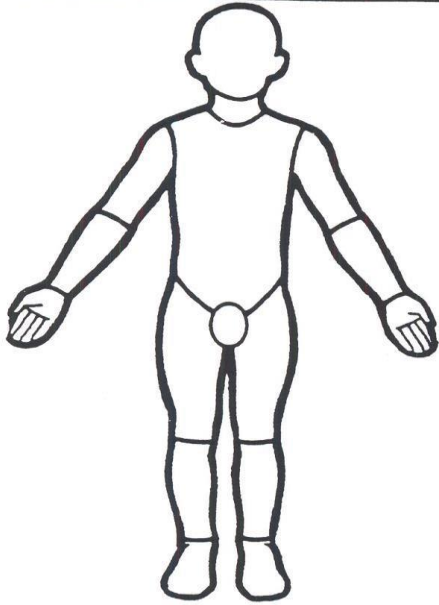
e.g. School to instigate a Family

Full name:

Older Child

OLDER CHILD

Name



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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 school reception. Please ensure you complete all sections as described.

If you need to speak to a DSL and are unable to locate them please ask a member of the school office and tell them you need then to speak with you immediately about a confidential and urgent matter safeguarding 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 Designated Officer. [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

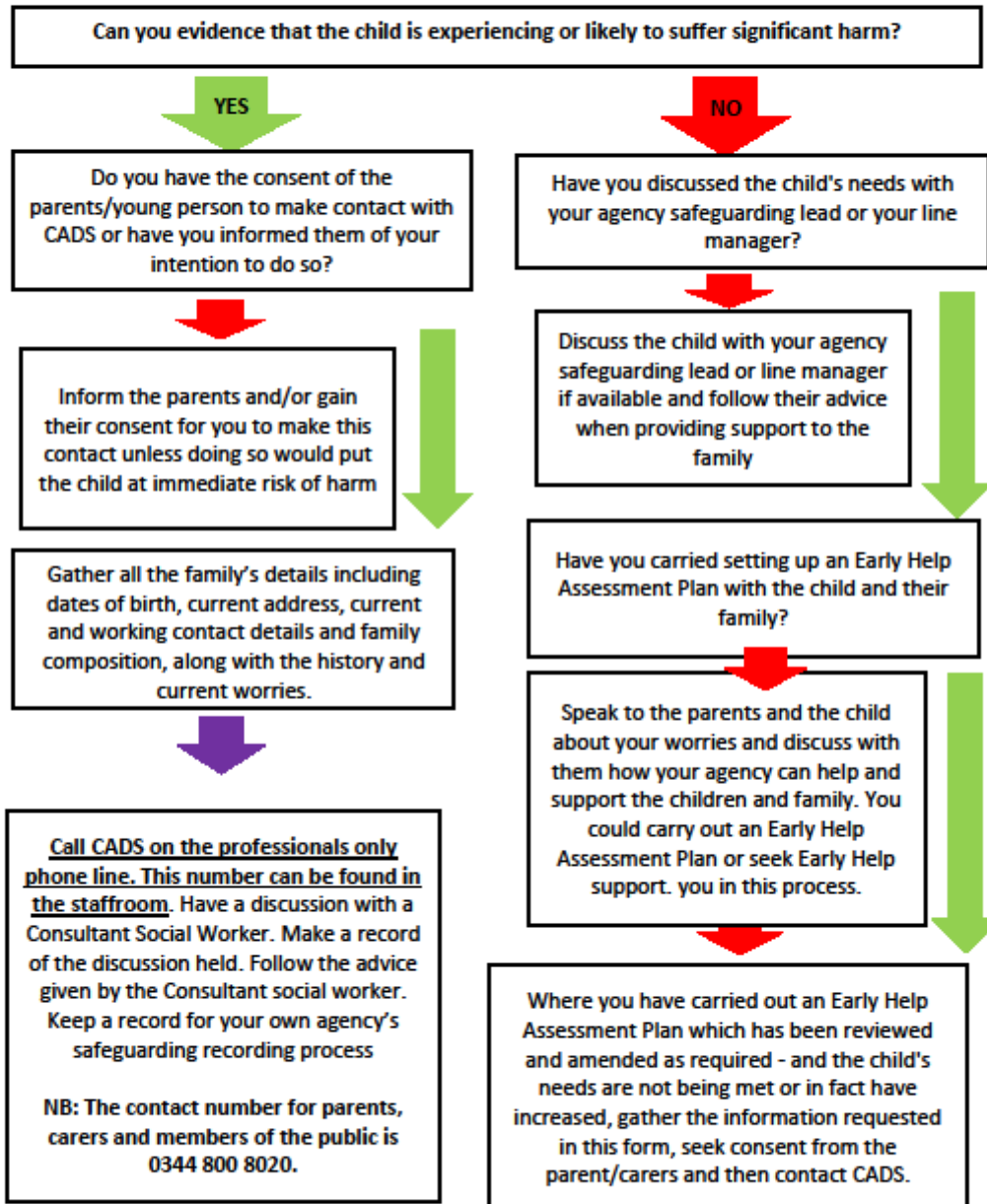
The people you should talk to in school are:

Designated Safeguarding Lead (DSL):	Mr D Kennedy
Location of office:	Safeguarding Hub
Contact Number:	01603 870328 RHSC 01328 702033 LS

At RHSC & LS we strive to safeguard and promote the welfare of all of our children.

**Appendix 3: Local Safeguarding Procedures
Children's Advice and Duty Service- CADS**

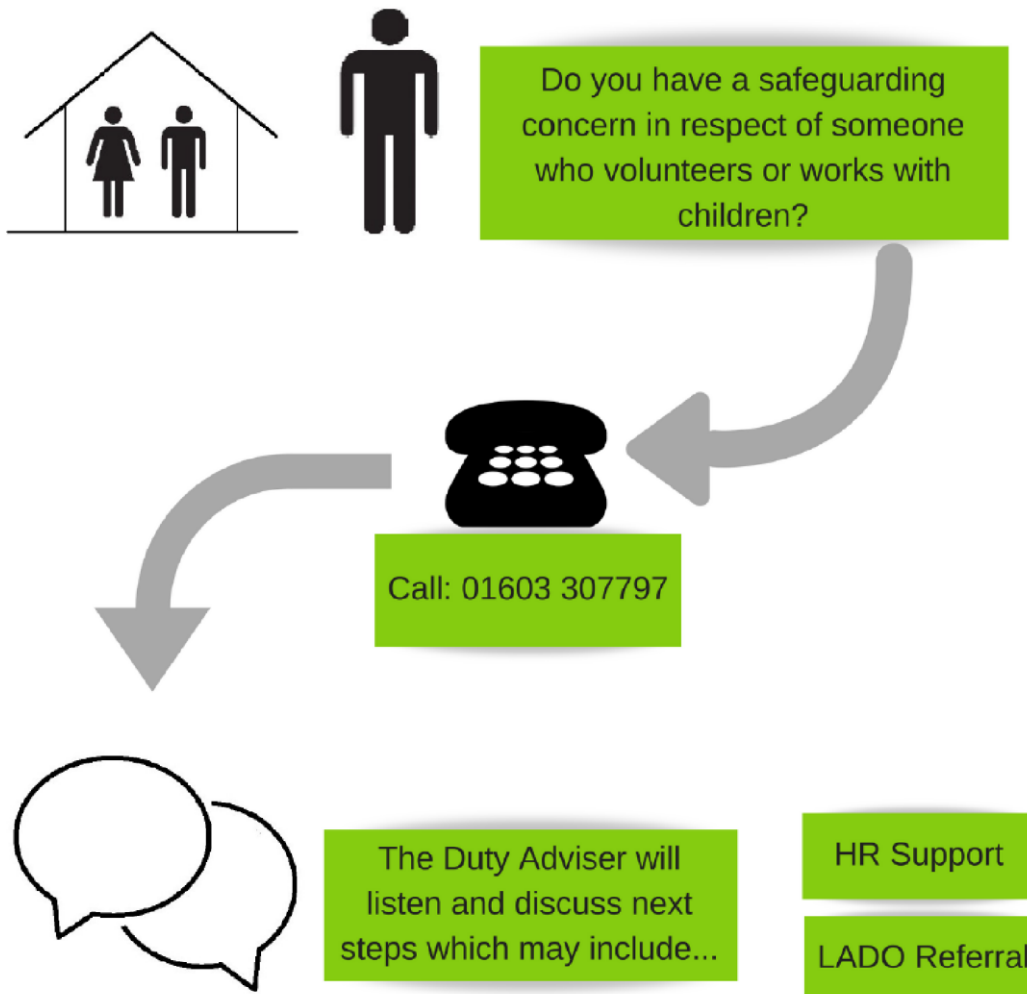
Before contacting CADS, please answer the following questions and follow the advice provided:



Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk



Appendix 5: Prevent radicalisation and extremism

Purpose and Aims, training and referrals

5.1 Reepham High School & College and Litcham School (hereafter known as RHSC & LS) are fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We recognise Radicalisation and extremism as a category of abuse.

5.2 Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

5.3 At RHSC & LS, we will ensure that:

All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school. Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.

Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

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

5.5 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

5.6 The Governing Body of RHSC & LS School is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

This appendix is reviewed annually alongside our Safeguarding & Child Protection Policy.

All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.

The Headteacher and Designated Safeguarding Lead will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.

A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.

Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.

There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

- 5.7 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education'. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- 5.8 The DSL at RHSC & LS will make referrals in accordance with Norfolk Channel procedures to the MASH Team where appropriate and will represent our school at Channel meetings as required.
- 5.9 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.
- 5.10 Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.
- 5.11 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.
- 5.12 At RHSC & LS we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.
- 5.13 Through our curriculum we will aim to:
 - enable students to develop their self-knowledge, self-esteem and self-confidence;
 - enable students to distinguish right from wrong and to respect the civil and criminal law of England;
 - encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
 - enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

5.14 More information about radicalisation is available at [Let's Talk About It: Spotting the signs](#)

If it's not an emergency, please get in touch by emailing ChannelPanel@norfolk.gov.uk.

You can also contact the Norfolk Police Prevent team on 01953 423905 or 01953 423896. We don't investigate crimes within the Norfolk Prevent team, but these links may be useful:

- [Norfolk police hate crime reporting point](#)
- [Report websites or online material](#) promoting terrorism - this is done through the Report It website

If you have concerns someone is being radicalised, [fill in the referral form](#). Email it to preventreferrals@norfolk.pnn.police.uk.

Appendix 6: Primary Phase Swimming Lesson Guidance (LS)

'Staff' is used to include those employed at the school and authorised regular volunteers.

It is good practice for all staff involved in school swimming activity to clearly understand what physical contact is appropriate and necessary in undertaking swimming supervision.

There needs to be sufficient staff numbers.

- Pupils registered and counted prior to leaving school
- Any medication should be taken with the First Aid bag if necessary.
- Pupils escorted safely on to coach transport using pedestrian pathways, the car park entrance to school needs to be temporarily closed.
- Pupils to wear seatbelts and be counted again whilst on the coach
- Pupils to be disembarked safely at swimming pool and counted again
- Pupils should be escorted to the changing rooms
- Limit pupils to designated area of public changing rooms
- Pupils use cubicles to change. Single and family cubicles can be used. No more than 5 pupils of same gender in family cubicle
- Pupils should not lock doors to allow staff access in an emergency
- Pupils are entitled to respect and privacy when changing in to swim wear and back in to uniform. However, there needs to be an appropriate level of supervision to safeguard the children, satisfy health and safety and ensure bullying and teasing does not take place.
- There may be occasions when staff may need to support younger pupils who need assistance to perform tasks such as dressing / undressing, or examining swimming related injuries on exposed parts of bodies.
- Adults must seek the pupil's agreement before any contact is made. Contact should only be for the minimum time necessary to undertake the activity, appropriate to the needs, age, gender, ethnicity and background of the pupil involved, and sensitive to the potential for embarrassment.
- Two members of staff must be present together when either giving verbal instruction, entering changing areas in an emergency, or to provide physical support.
- Any intervention must take place in an 'open' and safe environment e.g. cubicle door open or first aid room, and should be cognisant of other pupils who may be in a state of undress in the same environment.
- Supervision to public toilet – avoid use when in use by other members of public – use disabled facility if available and a staff member should manage the access.
- Staff should inform Parents / carers if there is a need for intervention and the extent to which it was necessary. Efforts should be made by parents / carers to ensure their child is capable of undertaking independent undressing, dressing and drying actions and if necessary staff can provide guidance and support to achieve this.
- Pupils should be counted before leave swimming pool changing area
- Check the First Aid bag and any medication is collected.
- Pupils escorted safely on to coach transport using pedestrian pathways
- Pupils to wear seatbelts and be counted again whilst on the coach
- Pupils to be disembarked safely at school and counted again
- Pupils escorted to classroom.