

Norfolk House School

Safeguarding and Child Protection Policy

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| Date of policy: | 1 st December 2019 |
| Date of latest inspection: | 25 th – 27 th September 2018 |
| Findings of inspection | The standards relating to the suitability of those in contact with pupils at the school were met. The inspection findings indicated that the children were safeguarded through strong implementation of this policy. |

The annual Safeguarding review is overseen by the Chair of Directors who signs it off when completed.

IMPORTANT INFORMATION

Mrs Susannah Palmer (Headmistress)

- Designated Safeguarding Lead (DSL)
- Prevent Single Point of Contact (SPOC)

Telephone Number : 0121 454 7021

Date of last DSL training: 24th – 25th June 2019

Mr Neil Champs (Head of Teaching and Learning)

- Designated Safeguarding Lead (DSL) with responsibilities for Years 4-6

Telephone Number : 0121 454 7021

Date of last DSL training: 24th – 25th June 2019

Mrs Catharine Anderson (Head of Pastoral Care)

- Designated Safeguarding Lead (DSL) with responsibilities for Years 1-3

Telephone Number : 0121 454 7021

Date of last DSL training: 10th – 11th June 2019

Mrs Rachel Hifle (Head of Lower School)

- Designated Safeguarding Lead (DSL) with responsibilities for Early Years

Telephone Number : 0121 454 7021

Date of last DSL training: 10th – 11th June 2019

Mr Jonathan Challinor (Chair of Directors)

- Director with responsibility for Safeguarding

c/o Norfolk House School, 4 Norfolk Road, Edgbaston, Birmingham B15 3PS

Telephone Number : 0121 454 7021

Date of last Governor training: 27th November 2019

Children's Advice & Support Service (CASS)

Daytime Telephone: 0121 303 1888

Emergency Duty Team: 0121 675 4806

Secure email: CASS@birminghamchildrenstrust.co.uk

Local Authority Designated Officers (LADO)

Daytime Telephone: 0121 675 1669

Secure email: Ladoteam@birminghamchildrenstrust.co.uk

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Part 1 : Safeguarding and Child Protection Policy

1. Introduction

1.1 The Board of Directors of Norfolk House School is committed to safeguarding and promoting the welfare of all the schools' pupils, acting in their best interests and taking action to enable all children to have the best outcomes. This policy applies to all, including those in the Early Years. Safeguarding is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking the action to enable all children to have the best life chances.

Children include everyone under the age of 18.

1.2 Norfolk House School is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- our children have the right to be protected from harm, abuse and neglect;
- that every child has the right to an education and children need to be safe and to feel safe in school;
- our children need support that matches their individual needs, including those who may have experienced abuse;
- our children have the right to express their views, feelings and wishes and voice their own values and beliefs;
- our children should be encouraged to respect each other's values and support each other;
- our children have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy, healthy, sociable child will achieve better educationally;
- schools must contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- all staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 Norfolk House School complies fully with government guidance and documentation as listed below and also with locally agreed inter-agency procedures approved by the Birmingham Safeguarding Children Partnership. Staff aim to create an environment in school in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. The Policy should be read in conjunction with the current editions of the following government documentation:

- Keeping Children Safe in Education (September 2019) (KCSIE), including
 - Disqualification under the Childcare Act 2006 (August 2018)
 - What to do if you're worried a child is being abused (March 2015)
- Working Together to Safeguard Children (September 2018, Updated February 2019)
- Information Sharing: Advice for practitioners providing safeguarding services to young people, parents and carers (March 2015, updated July 2018)
- General Data Protection Regulation, the Data Protection Act (2018)
- Prevent Duty Guidance: for England and Wales (March 2015/Revised July 2017)

- Prevent is supplemented by non-statutory advice and a briefing note:
 - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
 - The use of social media for on-line radicalisation (July 2015)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014, updated November 2018)
- What to do if you are worried a child is being abused – Advice for Practitioners (March 2015)
- The Children and Social Work Act (2017)

This policy is published on the school website: www.norfolkhouseschool.co.uk. Paper copies may also be requested from the school.

2. Overall aims

2.1 This policy will contribute to the protection and safeguarding of our pupils and promote their welfare by:

- clarifying standards of behaviour for staff and pupils;
- contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- introducing appropriate work within the curriculum;
- encouraging pupils and parents to participate;
- alerting staff to the signs and indicators that all may not be well;
- developing staff awareness of the causes of abuse;
- developing staff awareness of the risks and vulnerabilities their pupils face;
- addressing concerns at the earliest possible stage; and
- reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, discrimination or victimisation.

2.2 This policy will contribute to supporting our pupils by:

- identifying and protecting the vulnerable;
- identifying individual needs as early as possible; and
- designing plans to address those needs.

2.3 This policy will contribute to the protection of our pupils by:

- all staff being aware of the guidance issued by Birmingham Safeguarding Children Board in Right Help Right Time, and procedures for Early Help
- including appropriate work within the curriculum;
- implementing Child Protection Policies and procedures; and
- working in partnership with pupils, parents/carers and other agencies.

3. Guiding Principles

3.1 Birmingham Safeguarding Children Partnership states that there seven guiding principles of safeguarding as follows:

- Have conversations and listen to children and their families as **early** as possible.
- Understand the child's lived experience.
- Work **collaboratively** to improve children's life experience.
- Be **open**, honest and transparent with families in our approach.
- **Empower** families by working with them.
- Work in a way that builds on the families' **strengths**.
- Build **resilience** in families to overcome difficulties.

- 3.2 In addition, the school has identified the following key safeguarding messages:
- Every child is entitled to a rich and rounded curriculum.
 - While the day to day running of the school is the responsibility of the Headmistress, The Board of Directors can and should take the lead on safeguarding issues.
 - When issues arise, the Headmistress should speak out, addressing them internally where possible and escalating when this is required.

4. Expectations

- 4.1 All staff and visitors will:
- be familiar with this Safeguarding and Child Protection Policy;
 - understand their role in relation to safeguarding;
 - be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);
 - record concerns and give the record to the DSL, or deputy DSL, and
 - deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately, and provide a written account as soon as possible.
 - be involved, where appropriate, in the implementation of individual Education Programmes, Early Help Assessments and support plans, Child In Need plans and inter-agency Child Protection plans;
 - be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.

All Directors will be subject to an enhanced DBS check and should be checked against the Teaching Regulation Agency 'Barred list' and section 128 check (Prohibition from Management check)

- 4.2 All staff receive annual Safeguarding training and update briefings as appropriate. Key staff, including the Head of Pastoral Care, Head of Teaching and Learning and Head of Key Stage One and EYFS, undertake more detailed safeguarding training at least every two years.

5. Roles and Responsibilities

- 5.1 The Chair of Directors,
The Chair of Directors is Mr Jonathan Challinor. He has been subjected to an enhanced DBS check, identity checks, section 128 check and his right to work in the UK has been established by the Secretary of State. He must ensure that:
- enhanced DBS checks are undertaken, where relevant, for the other members of the board and that where such a check has been undertaken, an enhanced DBS certificate is obtained, and the identity checks are completed before, or as soon as practicable after, any individual takes up their position.
 - There are checks to establish that the directors have the right to work in the United Kingdom.
 - other members are not subject to a section 128 direction that would prevent them from taking part in the management of an independent school.
 - further checks should be undertaken where, by reason of the individuals living or having lived overseas, obtaining an enhanced DBS certificate is not sufficient to establish his or her suitability to work in a school.

The Chair of Directors will liaise with Birmingham Children's Trust in the event of allegations of a safeguarding nature being made against the Headmistress. The Chair of Directors will liaise with

the Headmistress and DSLs to produce a report at least annually and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

5.2 The Board of Directors ensures that:

- there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare including review of this policy on an annual basis
- all Directors must have read part 2 of "KCSIE-19"
- the school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- at least one senior member of the school's leadership team acts as the lead DSL, and at least one further DSL is appointed;
- the Headmistress and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record is maintained;
- temporary staff and volunteers are made aware of the school's arrangements for safeguarding and child protection and their responsibilities;
- the school remedies any deficiencies or weaknesses brought to its attention without delay; and
- the school has procedures for dealing with allegations of abuse against staff/volunteers.
- the policies and procedures that relate to safeguarding and Child Protection are reviewed annually
- the school promotes the well-being of all the pupils.

5.3 The Headmistress

The Headmistress is Mrs Susannah Palmer. She is the lead DSL, takes overall responsibility for safeguarding and child protection matters. She is responsible for:

- overall management and co-ordination of safeguarding and child protection procedure and related matters.
- the Norfolk House School Safeguarding and Child Protection Policy is updated and reviewed at least annually with the Chair of Directors.
- the effectiveness of procedures and their implementation are updated and reviewed at least annually
- producing an annual report with the Director and the annual Section 175 self-assessment and audit for the Local Authority
- all staff have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately they arise
- all staff have access to and understand the School's Safeguarding and Child Protection Policy
- all staff at Norfolk House School have safeguarding and child protection training at least annually, and that records of such training are accurately maintained
- all staff, whether permanent or temporary, and volunteers who will be working with children, are given a written statement about the School's Safeguarding and Child Protection Policy and contact details of the DSLs when they start work at the School
- all staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- an environment where staff feel supported in their safeguarding role and are able to raise concerns is created
- staff have regular reviews of their practice so that they have knowledge, skills and experience which improves over time

- parents are made aware that the Safeguarding and Child Protection Policy is available on the school website. This policy alerts them to the fact that referrals may be made and that the school has a role in carrying out this function
- child protection files are copied to the next school when a child leaves Norfolk House School as soon as possible as separate documents to the main pupil file in line with current government guidance on the transfer of such records.
- support and supervision of the Designated Safeguarding Leads (DSLs)
- ensuring that sufficient resources and time are allocated to enable the Designated safeguarding Leads and other staff to discharge their responsibilities
- ensuring that the Job Descriptions of all the Designated Safeguarding Leads are reviewed at least annually and that this includes the core responsibilities for these roles
- providing whole school training strategy on safeguarding and child protection for all staff on the recognition of child abuse and procedures for responding to any concerns
- informing staff, governors and the LA Designated Officer Team of the name and role of the School's Designated Safeguarding Leads (DSLs)
- ensuring that the policies and procedures adopted by the Board of Directors of Norfolk House School are fully implemented and followed by all staff
- responding to any concerns about staff, colleagues and visitors and considering the need for relevant action under the appropriate disciplinary codes when necessary
- the maintenance and confidentiality of relevant records
- ensuring that the School is represented appropriately at strategy meetings, child protection conferences and other relevant meetings
- managing any contacts with parents about child protection issues, particularly where parents feel aggrieved with the School. In these circumstances, the LA will provide advice and support.

Whilst the activities of the main DSL can be delegated to the named DSLs below, the ultimate lead responsibility for safeguarding and child protection remains with the Headmistress. This responsibility should not be delegated.

The Headmistress is responsible for receiving child protection allegations about members of staff, volunteers or other DSLs and visitors and implementing proper procedures, including liaising with the Designated Officer in Birmingham Children's Trust (LADO). She has been fully trained in the responsibilities of this role. In the absence of the Headmistress, all child protection allegations about members of staff, or in the case that the allegation is concerning the Headmistress, should be made directly to the Chair of Directors. If the allegation is about the Headmistress, she should not be informed that the allegation has been made.

5.4 The Designated Safeguarding Leads have responsibilities covering different parts of the school:

- Mr Neil Champs (Head of Teaching and Learning) is responsible for overseeing years 4-6.
- Dr Catharine Anderson (head of Pastoral Care) is responsible for overseeing Years 1-3 and is also the Designated Teacher for Looked After Children, who receives training for this role at least every two years.

Dr Anderson will work with local authorities to promote the educational achievements of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of any children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

- Mrs Rachel Hifle (Head of Lower School) is designated to take lead responsibility for safeguarding children and for child protection and for ensuring compliance with the Prevent duty with the Early Years Foundation Stage. Liaising with local statutory children's agencies, the police and the Prevent Officer, as appropriate. Under the regulations made under Section 75 of the Childcare Act 2006 a childcare worker may be disqualified from registration and as such must not continue to work as an early years provider, nor be directly concerned in the management of such provision. If the School becomes aware of relevant information that may lead to disqualification of an employee, the School will take appropriate action to ensure the safety of the children. All staff working in the EYFS have supervision sessions with Mrs Hifle or the Headmistress at least three times a year. Discussions about the children are an agenda item for these meetings. However, all staff at the school, including those in the EYFS are able to discuss any concerns they may have about a child with a senior member of staff, including one of the DSLs, at any time.
- Mr Champs, Dr Anderson and Mrs Hifle are all members of the Senior Leadership Team.
- At least one of the DSLs is available during out of term activities, including Holiday Club.

The Designated Safeguarding Leads are responsible for:

- encouraging and promoting a culture of listening to children and taking account of their wishes and feelings in all measures that are put in place to protect them among all staff
- ensuring that all staff receive a copy of Part 1 and Annex A of Keeping Children Safe in Education and that they receive updated copies of this document as and when it is published
- deciding what steps should be taken when the school has concerns about a child and advising the Headmistress if she is not already involved
- liaising with staff on matters of safety and safeguarding (including online and digital safety)
- ensuring any steps taken to support a child who has a safeguarding vulnerability are reported to the Headmistress.
- ensuring safeguarding and Child Protection information is dealt with in a confidential manner. Staff are informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family.
- ensuring safeguarding records are stored securely in a locked safe in the Headmistress' Office and are separate from academic records. Individual records are kept for each child: the school does not keep family files. Files are kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- restricting access to safeguarding records by staff other than the DSLs.
- ensuring parents are made aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents give due regard to which adults have parental responsibility.
- staff must not disclose to a parent any information held on a child if this would put the child at risk of significant harm.
- forwarding Child Protection records on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records, when a child leaves our school. Direct contact between the two schools may be necessary, especially on transfer from Primary to Secondary schools. A record is kept of where and to whom the records have been passed and the date.

- Considering whether it would be appropriate to share any further information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.
- Arranging “Special/Recorded Delivery” for pupil records sent by post. For audit purposes, a note of all pupil records transferred or received is kept. This includes the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- ensuring that in the absence of the Headmistress, they refer any relevant matters to the Chair of Directors.

The DSLs undergo training to provide them with the knowledge and skills required to carry out the role. The training is updated every two years. In addition to their formal training as set out above, their knowledge and skills are updated, (for example via e-bulletins, meeting other DSLs, attending termly district safeguarding meetings, taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role. If the DSL resigns their post or no longer has Child Protection responsibility, there will be a face to face handover/exchange of information with the new post holder. In exceptional circumstances, if a face to face handover is unfeasible, the Headmistress will ensure that the new post holder is fully conversant with all procedures and case files.

6. Ensuring a Safe School Culture

6.1 Safer Recruitment and Selection

- The school pays full regard to *Keeping Children Safe in Education*, September 2019. Safer Recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.
- It also includes undertaking interviews and appropriate checks, including criminal record checks (DBS checks), barred list checks and prohibition checks, right to work in the UK checks, overseas and EEA checks and disqualification and self-disqualification checks. Evidence of these checks must be recorded on our Single Central Record. More information about the schools recruitment procedures can be found in the Recruitment Policy.
- All recruitment documentation includes reference to the school’s commitment to safeguarding and promoting the wellbeing of pupils.
- Where contractors are used to provide services which involve regulated contact with children, the School seeks written confirmation from the organisation concerned that all appropriate regulatory checks have been carried out.
- The Headmistress and Chair of Directors have undertaken appropriate training in Safer Recruitment. One of the above will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.

6.2 Induction

- All staff are made aware of systems within the school which support safeguarding and these are explained to them as part of staff induction. They include:
 - The Child Protection and Safeguarding policy
 - The Behaviour Policy
 - The Staff Code of Conduct
 - Online safety
 - Whistleblowing

- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSLs, and their specific roles).

Copies of policies and a copy of part one of the KSCIE-19 document including Annex A is provided to staff at induction. Staff must read this and inform their Induction Mentor when they have completed this. The school uses VVW online training to ensure that all staff understand what they have read. If staff need further advice or information they may telephone the NSPCC helpline on 0808 800 5000.

6.3 Support for Staff

We recognise the stressful and traumatic nature of safeguarding and child protection work. The Senior Leadership team has opportunities to talk through their anxieties together and with the Chair of Directors, if appropriate.

Regular supervision is offered to the Lead DSL within school, usually half-termly and may be extended to other members of staff as deemed appropriate.

6.4 Safe use of the Internet and Mobile Technology

The School Acceptable use of Technology Policy highlights the appropriate use of ICT in school. This details how usage is monitored.

Staff receive training at their induction and thereafter at least once each year, delivered by one of the DSLs, about the acceptable use of the Internet including the use of social media for networking and staff/pupil relationships as detailed in the Code of Conduct for staff.

Any child protection concerns relating to the use of the internet or mobile technology must be brought to the attention of the DSL.

Staff who carry/use school-owned mobile devices/tablets are informed about acceptable use of these when they are provided. Acceptable use of devices is monitored by the Headmistress.

6.5 Restrictions on the Use of Mobile Phones and Cameras (including the EYFS setting)

Parents, carers and visitors are prohibited from using mobile phones and cameras when in the School. There is signage indicating this in all EYFS areas and in the Child Protection and Safeguarding leaflet provided to visitors. All staff are expected to be vigilant in ensuring this policy is adhered to. Parents will be allowed to photograph their own children after performances of plays. Warnings will be given to all parents that a photo session is planned. Parents will have the opportunity to remove their children from the photo session if they prefer. Parents will be instructed not to post photos of other children on social media sites.

The Code of Conduct for Staff details the school policy on the use of personal mobile phones. Staff working in the EYFS must not use their mobile phones or carry their mobile phones with them when children are present. Personal mobile phones may only be used in the Staffroom and Staff Work Room, unless specific consent has been received from the Headmistress.

7. The Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical

contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the form room.

Our school does not have a 'no contact' policy as this could leave staff unable to fully support and protect their pupils and students. When using reasonable force in response to risks presented by incidents involving children including any with SEND or with medical conditions, staff should consider the risks carefully. If force has been used to safeguard a child, the Headmistress must be informed immediately. The parents of the child will be informed the same day or as soon as is reasonably practicable.

8. Our Role in the Prevention of Abuse

This Safeguarding and Child Protection Policy cannot be separated from the general ethos of the school, which ensures that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice and are listened to.

Safeguarding issues, including online safety, will be addressed through all areas of the curriculum.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Behaviour, are inter-linked to ensure a whole school approach.

9. What we do if we are concerned – Early Help Response

Where unmet needs have been identified for a child utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the Headmistress will add the child to our records of children with a safeguarding vulnerability, and support school staff to deliver an appropriate Early Help response. At this stage, simple reasonable adjustments within the educational setting may be all that is needed to address the unmet needs and after review the child may then be removed from the list of children with a safeguarding vulnerability.

Should the lived experience of the child and the professional opinion of the Headmistress indicate that a wider Early Help response is required in order to address the unmet safeguarding need, the Headmistress will develop a school-focused action plan with the child and parent/carer as appropriate, utilising the Signs of Safety and Wellbeing practice framework and the 3 columns of the Early Help conversation log. This school-focused plan will then be regularly reviewed and updated to record progress towards the goals until the unmet safeguarding needs have been addressed. Once all unmet safeguarding needs have been addressed, the child can be removed from the list of children with a safeguarding vulnerability.

Should the professional opinion of the Headmistress indicate that a multi-agency Early Help response is required in order to meet the unmet safeguarding need, the Headmistress will generally lead on liaising with other agencies and setting up an Early Help Assessment and a plan, and register these documents with the Early Help Support Team. This multi-agency plan will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.

Should the Headmistress feel that a Think Family or Social Care response is needed to meet the unmet safeguarding need; the Headmistress will initiate a Request for Support, seeking advice

from Children's Advice and Support Service (CASS) as required. The Headmistress will then oversee the agreed intervention from school as part of the multiagency safeguarding response and ongoing school-focused support.

In our school although any member of staff can refer a situation to CASS, it is expected that the majority are passed through the DSL team.

What to do if children are suffering from or are likely to suffer from harm or if they are at immediate risk of harm

If a member of staff believes that a child is suffering from or is likely to suffer from harm, then one of the DSLs must be informed without delay. The Headmistress or one of the DSLs will contact the Children's Advice and Support Service (CASS) telephone 0121 303 1888 immediately to make a referral.

In an emergency where a child's safety is at immediate risk of significant harm, contact must be made with West Midlands Police on 999. Any member of staff can make a referral following the procedures set out below. However, at our school it is expected that most are passed through the DSL team.

Telephone the Children's Advice & Support Service (CASS) 0121 303 1888.

Outside these hours contact the Emergency Duty Team on 0121 675 4806.

10. Safeguarding Pupils who are Vulnerable to Radicalisation

With effect from 1st July 2015, all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

Norfolk House School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility. Free speech that is designed to manipulate the vulnerable or that leads to violence and harm to others goes against Fundamental British Values. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children vulnerable to future manipulation and exploitation. Norfolk House School is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

Norfolk House School seeks to protect children against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Staff can receive support and advice about extremism from Waqar Ahmed – Prevent Manager, 0121 303 7682 / 07557 203290, waqar.ahmed@birmingham.gov.uk.

10.1 Risk Reduction

The Chair of Directors, the Headmistress and the DSLs will assess the level of risk within the school and put actions in place to reduce any identified risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Visiting Speakers' Policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school. This risk assessment will be reviewed as part of the annual Section175 return that is monitored by the Local Authority and the Local Safeguarding Children Board.

Norfolk House School monitors online activity within the school to ensure that inappropriate sites are not accessed by pupils/students or staff.

Staff must be alert to changes in a child's behaviour or attitude which could indicate that they are at risk of radicalisation and in need of help or protection. If a member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with one of the DSLs

10.2 Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel.

Further guidance about duties relating to the risk of radicalisation is available in The Advice for Schools on The Prevent Duty.

11. Safeguarding Pupils who are Vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation or Trafficking.

With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it by calling the police on 101 if he/she has information about FGM including where this is happening, who is carrying it out, or believe a child may be at risk. In an emergency, that teacher should dial 999.

Alternatively contact independent charity Crimestoppers anonymously on 0800 555 111 or the NSPCC's FGM Helpline on 0800 028 3550.

Failure to report such cases will result in disciplinary sanctions.

The teacher will also discuss the situation with the Headmistress who will consult Birmingham Children's Trust before a decision is made as to whether the mandatory reporting duty applies.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues, in an age-appropriate way, in their lesson plans.

Our school works with and engages with families and the local communities to talk about such issues. Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Staff can receive support

12. Children who go Missing From Education

A child going missing can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

Our school holds two or more emergency contact numbers for each pupil.

We notify the Local Authority of any pupil who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 5 days or more.

We will also notify the Local Authority of any pupils who are to be deleted from the admission register, whether at the end of the school year or during the academic year, because they:

- have been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- have ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- are displaced as a result of a crisis e.g. domestic violence or homelessness; Page 18 September 2018
- have been certified by the school as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period;
- have been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

All our attendance work will involve liaising with the Headmistress, Receptionist and DSLs.

We will adapt our attendance monitoring on an individual basis to ensure the safety of each child at our school.

13. Peer on Peer Abuse, including Sexual Violence and Harassment

We recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, cyber bullying, sexting, initiation / hazing, upskirting, sexual violence and harassment. Our values, ethos and behaviour policies provide the platform for staff and children to recognise clearly that abuse is abuse and should never be tolerated or diminished in significance. It is recognised that there is a gendered nature to peer on peer abuse, i.e. that it is more likely that girls will be victims and boys perpetrators.

We will not tolerate instances of peer-on-peer abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up". Peer on peer abuse is never acceptable and allegations will always be taken seriously.

We will follow both national and local guidance and policies to support any children subject to peer-on-peer abuse, including sexting (also known as youth-produced sexual imagery) and gang violence.

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

Any child who is the victim of peer-on-peer abuse will be supported in similar ways to any child who is the victim of abuse. Both the victim and the perpetrator (and any other child affected by the peer-on-peer abuse) will be considered as being 'at risk' and safeguarding procedures will be followed, including referral to local agencies. A Risk Assessment will be completed to manage the risk for the victim and his/her protection and support, the alleged perpetrator and all other children. The Risk Assessment will be reviewed regularly.

We recognise the impact of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of his/her body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.

Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose

Cyberbullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

- Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person.

- Sexual violence and sexual harassment.

Sexually harmful behaviour may include inappropriate sexual language, inappropriate role play, sexual touching, sexual assault/abuse.

- Sexting (also known as youth produced sexual imagery)

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

- Initiation/hazing type violence and rituals.

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

- Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and

religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (including homophobic/transgender prejudice)

Peer-on-Peer abuse can:

- be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- result in significant, long lasting and traumatic isolation, intimidation or violence to the victim;

Children or young people who harm others may have additional or complex needs for example:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involvement in crime

The school will utilise the Children Who Pose a Risk to Children school safety plan produced by the local authority

https://www.birmingham.gov.uk/download/downloads/id/9504/children_who_pose_a_risk_to_children.doc 17.6

The school will follow local guidance to enable provision of effective support to any child affected by this type of abuse.

https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance

All allegations of peer-on-peer abuse will be reported to CASS (0121 303 1888) by one of the DSL team.

All staff are trained to manage a report of peer-on-peer sexual violence and sexual harassment. The procedure is largely in line with traditional guidance on how to receive a disclosure (don't promise confidentiality, listen, be non-judgemental, don't lead, take notes, report to DSL etc) but with the added guidance that staff should not view or forward illegal images of a child.

14. Criminal Exploitation and Gang Affiliation (County Lines)

Criminal exploitation interlinks with a number of multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking and missing episodes.

It is important that children who are criminally exploited are seen as victims and not treated as criminals, and treated through safeguarding and child protection procedure.

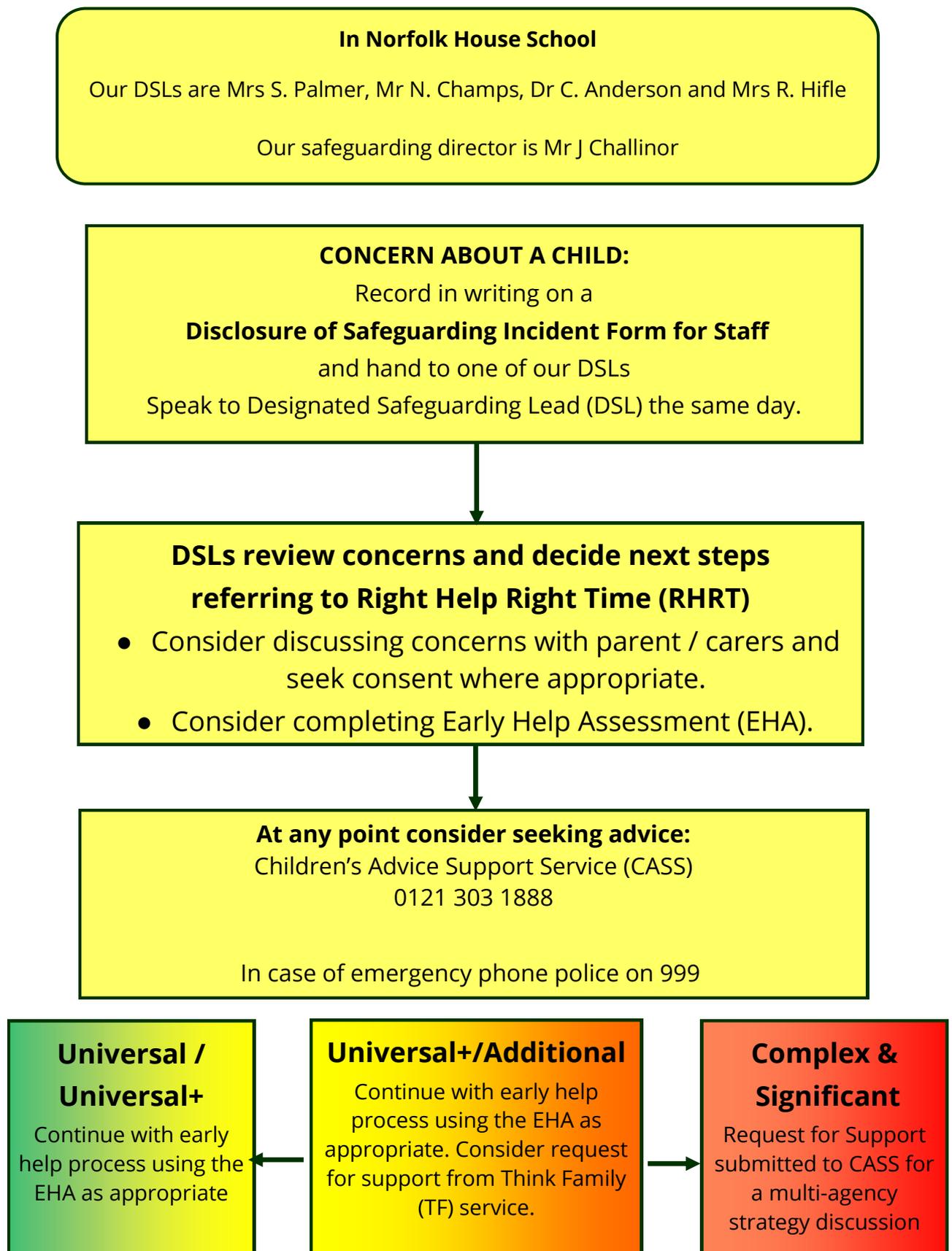
Work to address criminal exploitation is covered by relevant legislation including:

- Crime & Disorder Act – 1998
- Children Act – 2004
- Serious Crime Act – 2015
- Modern Slavery Act – 2015
- Criminal Finances Act – 2017
- Children & Social Work Act - 2017

And the new Working Together (2019) requires agencies to support vulnerable people within the context of the wider safeguarding agenda.

Part 2 : The Key Procedures

Responding to Concerns About a Child



15. Involving Parents / Carers

In general, Norfolk House School will discuss any child protection concerns with parents/carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead.

However, there may be occasions when the Norfolk House School will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Safeguarding and Child Protection Policy through Parent Handbooks, letters and on the website.

16. Multi-Agency Work

Norfolk House School works in partnership with other agencies in line with Right Help Right Time to promote the best interests of our children and keep them as a top priority in all decisions and actions that affect them. We will, where necessary, liaise with these agencies and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888. Where the child already has a safeguarding Social Worker or Family Support Worker, the request for support should go immediately to the team involved, or in their absence to their team manager.

When invited the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the child are met.

Norfolk House School will co-operate with any Child Protection enquiries conducted by Birmingham Children's Trust: the school will ensure representation at appropriate inter-agency meetings such as Our Family Plan, Children In Need, Initial and Review Child Protection Conferences, and Core Group meetings.

Norfolk House School will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with The Birmingham Children's Trust at least 24 hours prior to the meeting.

Where a pupil is subject to an inter-agency Child Protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

17. Our Role in Supporting Children

Norfolk House School will offer appropriate support to individual children who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation. Children know appropriate adults they can approach if they have a concern. Posters around school detail the DSLs and Dr Anderson, Head of Pastoral Care, regularly speaks to children about their concerns. Some classes have 'worry books' and all spend time in PSHCE lessons talking about feelings. The ChildLine number is displayed around school. Children are taught to recognise safeguarding risks, including risk of radicalisation, as appropriate to their age, for example, children in Reception will learn about 'Stranger Danger' in PSD lessons. E-safety is taught through ICT lessons.

A safeguarding action plan will be devised, implemented and reviewed regularly for these children. This plan will detail:

- areas of support,
- who will be involved, and
- the child's wishes and feelings

regarding the action to be taken and the services to be provided. A copy of the plan will be kept in the child's safeguarding record.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within Norfolk House School we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

Norfolk House School will ensure that it works in partnership with parents/carers and other agencies as appropriate.

18. Responding to an allegation about a Member of Staff

See also Birmingham Safeguarding Children Board Procedures on Allegations against Staff and Volunteers.

This procedure must be used in any case in which it is alleged that a member of staff, Director, visiting professional or volunteer has:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved in a way that indicates s/he is unsuitable to work with children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

- Allegations or concerns about staff, colleagues and visitors must be reported directly to the Headmistress who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.
- If the concern relates to the Headmistress, it must be reported immediately to the Chair of Directors who will liaise with the Designated Officer Team in Birmingham Children's Trust (LADO) and they will decide on any action required.
- If the safeguarding concern relates to the Chair of Directors then the concern must be made directly to the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

19. Children with Additional Needs

Norfolk House School recognises that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan or where there is an existing Child Protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to

exclude, the risk assessment should be completed prior to convening a meeting of the Board of Directors.

20. Children in Specific Circumstances – Private Fostering

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority or Birmingham Children's Trust) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty to inform Birmingham Children's Trust of a private fostering arrangement - this is done by contacting CASS (0121 303 1888). The Trust then has a duty to check that the child is being properly cared for and that the arrangement is satisfactory.

21. Links to additional information about Safeguarding issues and forms of abuse

Staff who work directly with children, and their leadership team should read and refer to this information

Guidance on children in specific circumstances found in Annex A of KCSIE- 19, and additional resources as listed below:

| Issue | Guidance | Source |
|--------------------------------------|---|--|
| Abuse | http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect 2.26 Children who abuse others West Midlands Safeguarding Children Group | West Midlands Safeguarding Children Procedures |
| Bullying | http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying# | West Midlands Safeguarding Children Procedures |
| Children and the Courts | https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds | Moj advice |
| Missing from Education, Home or Care | http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme | West Midlands Safeguarding Children Procedures |
| Family Members in Prison | https://www.nicco.org.uk/ | Barnardos in partnership with Her Majesty's Prison and Probation Service (HMPPS) |
| Drugs | http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances | Birmingham Police and Schools Panels |

| | | |
|--------------------|---|---|
| | | |
| Domestic Abuse | http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse | West Midlands Safeguarding Children Procedures |
| Child Exploitation | http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018) https://www.birmingham.gov.uk/downloads/file/11545/birmingham-criminal-exploitation-and-gang-affiliation-practice-guidance-2018 | West Midlands Safeguarding Children Procedures WMP, BCSP, BCT |
| Homelessness | https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets | HCLG |
| Health & Wellbeing | http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018 | West Midlands Safeguarding Children Procedures BCC Education Safeguarding |
| Online | https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017 http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf 2.5 Online safety: Children exposed to abuse through digital media West Midlands Safeguarding Children Group | BCC Education Safeguarding Birmingham Police and Schools Panels |
| Private Fostering | https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals | BCC |
| Radicalisation | http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism | West Midlands Safeguarding Children Procedures |
| Violence | http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_school_guidance https://www.birmingham.gov.uk/downloads/file/9504/children_w | West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police |

| | | |
|--|---|--------------------|
| | <p><u>ho_pose_a_risk_to_children</u></p> <p><u>http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html</u></p> <p><u>http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence</u></p> <p><u>https://www.gov.uk/government/policies/violence-against-women-and-girls</u></p> <p><u>2.24 Honour-based violence West Midlands Safeguarding Children Group</u></p> | and Schools Panels |
|--|---|--------------------|

APPENDICES

Appendix 1 : Definitions and Indicators of Abuse

1. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school
- The child is left at home alone or with inappropriate carers

2. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning

- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequently or openly masturbating, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area

4. Sexual Exploitation

Child Sexual Exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children's Trust. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults

- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

5. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child/young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. Responses from Parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development

- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control.

7. Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Appendix 2 : Dealing with the Disclosure of Abuse

When a pupil tells me about abuse they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.

NB - It is not staff member's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately after a Disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay by the Headmistress, one of the DSLs or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Headmistress.

Appendix 3 : Allegations About a Member of Staff, Governor or Volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, Director, visitor or volunteer the Headmistress must be informed immediately. The Headmistress should not carry out the investigation herself or interview pupils but a referral should be made to the LADO Team directly.
3. In all cases of allegations against a member of staff, The Headmistress should seek advice from the Birmingham Children's Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Directors and advise about action to be taken, and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.
 - 3.1 If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil, these should be addressed through the school's own internal procedures.
 - 3.2 If the Headmistress decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.
4. Where an allegation has been made against the Headmistress, then the Chair of Directors takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on [Allegations against Staff and Volunteers](#) in the West Midlands Child protection procedures.
5. Where the allegation is against the Chair of Directors, the referral should be made to the LADO Team directly.
6. All allegations against members of staff are reported to the LADO immediately, and within one working day at the latest. The police must be informed in the most serious of cases and if a crime has been committed.

¹ In other authorities the LADO service is referred to as the Position of Trust Team (POT)

7. If the investigations into an allegation against an person (whether employee, contractor, volunteer or student) results in them deemed not suitable to being used for regulated activity because they have caused harm or posed a risk to a child, the school will report this promptly to the Disclosure and Barring Service. This will be the case if the employment had been terminated by the school or if the person had resigned.
8. Where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, the school will also make a referral to the Teaching Regulation Agency (TRA).

Appendix 4 : Indicators of Vulnerability to Radicalisation

All staff receive regular child protection training, including Prevent awareness and how to identify children at risk. Informal supplementary training is kept up-to-date at least annually.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - seek to provoke others to terrorist acts;
 - encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - **Identity Crisis**- the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
 - **Personal Crisis**- the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - **Personal Circumstances**- migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
 - **Unmet Aspirations**- the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
 - **Experiences of Criminality**- which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
 - **Special Educational Need**- students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. This list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters
 - Family members convicted of a terrorism act or subject to a Channel intervention
 - Accessing violent extremist websites, especially those with a social networking element
 - Possessing or accessing violent extremist literature
 - Using extremist narratives and a global ideology to explain personal disadvantage
 - Justifying the use of violence to solve societal issues
 - Joining or seeking to join extremist organisations
 - Significant changes to appearance and/or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 5 : Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for Norfolk House School is Mrs S. Palmer, who is responsible for:

- ensuring that staff of the school are aware that she+ are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- raising awareness about the role and responsibilities of Norfolk House School in relation to protecting pupils from radicalisation and involvement in terrorism;
- monitoring the effect in practice of the school's RE curriculum and Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- collating relevant information in relation to referrals of vulnerable pupils into the Channel² process;
- attending Channel meetings as necessary and carrying out any actions as agreed;
- reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

² Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix 6 : Job description for the Designated Safeguarding Lead (DSL)

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. Summary of the role

- To take lead responsibility for all child protection matters arising at the School and to support all other staff in dealing with any child protection concerns that arise.
- To have the status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children.
- Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact.

2. Main duties and responsibilities

a. Managing referrals

- To take lead responsibility for:
 - referring all cases of suspected abuse of any pupil at the School to children's social care;
 - supporting staff who make referrals to the local authority children's social care;
 - referring cases to the Channel programme where there is a radicalisation concern as required;
 - supporting staff who make referrals to the Channel programme;
 - making referrals to the Disclosure and Barring Service (**DBS**) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child;
 - making referrals to the police where a crime may have been committed which involves a child.

b. Working with others

- To act as a point of contact with the three safeguarding partners.
- To liaise with the Headmistress in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the School.
- To liaise with the Headmistress and the LADO on child protection matters which concern a staff member.
- To liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with the relevant agencies; and
- To act as a source of support, advice and expertise to all staff.

c. Raising awareness

- Ensure the School's safeguarding and child protection policies are known, understood and used appropriately.
- Ensure the School's safeguarding and child protection policy is reviewed at least annually, and the procedures and implementation are updated and reviewed regularly, and to do so in conjunction with the Chair of Directors.
- Ensure the safeguarding and child protection policy is available on the website and in hard copy from the School Reception.
- Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.
- Maintain links with the safeguarding partners to ensure staff are aware of training opportunities and the local policies on safeguarding.

d. Preventing radicalisation

In accordance with the *Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism* (2015) (Prevent Duty) the DSL has the following responsibilities:

- acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty;
- co-ordinating Prevent Duty procedures in the School;
- undergoing appropriate training on the Prevent Duty such as the Home Office "Workshop to Raise Awareness of Prevent"(WRAP) training;
- undergoing appropriate training on the Channel programme;
- assessing the training needs of all School staff in relation to the Prevent Duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers, and keeping records of such training;
- monitoring the keeping, confidentiality and storage of records in relation to the Prevent Duty; and
- liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and / or the police where indicated.

e. Child protection file

- Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and separately from the main pupil file, ensuring secure transit and confirmation of receipt.
- In addition to providing the child protection file, to consider whether it is appropriate to share any information with the new school or college in advance of a child leaving.

f. Availability

- To always be available in term time during school hours for staff to discuss any safeguarding concerns.
- In conjunction with the Head and / or Governing Body to make adequate and appropriate cover arrangements for out of hours / out of term activities.

3. Line management duties and responsibilities

- The Designated Safeguarding Lead will have line management responsibility for the Designated Safeguarding Leads with specific responsibilities.

4. Training

- The Designated Safeguarding Lead should receive appropriate child protection training every two years.
- The Designated Safeguarding Lead should undertake Prevent awareness training.
- The knowledge and skills of the Designated Safeguarding Lead should be refreshed at regular intervals to allow them to understand and keep up to date with developments to their role so that they can:
 - understand the assessment process for providing early help and intervention, including local criteria for action and local authority children's social care referral arrangements;
 - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

- ensure each member of staff has access to and understands the School's Safeguarding and Child Protection Policy and procedures, especially new and part time staff, volunteers, contractors and governors;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- be able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;
- can recognise the additional risks that children with SEN and disabilities (**SEND**) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

You may also be required to undertake such other comparable duties as the Chair of Directors requires of you from time to time.

Appendix 7 : Job description for the Safeguarding Director

1. The main role of the Nominated Safeguarding Director on behalf of the Board of Directors (which retains overall responsibility) is to act as the School's senior board level lead to take leadership responsibility for the School's safeguarding arrangements, which he will do by discharging the following functions:
 - 1.1 Champion the promotion of well-being, safeguarding and child protection issues at the highest level within the School.
 - 1.2 Ensure that the School is a safe and trusted environment with a culture of safety, equality and protection.
 - 1.3 Ensure that pupils and others who come into contact with the School are protected from harm.
 - 1.4 Ensure that the Board of Directors puts in place a suitable safeguarding and child protection policy and associated procedures, including whistleblowing, which have proper regard to prevailing regulations, guidance, standards and advice.
 - 1.5 Be familiar with guidance and procedures relating to safeguarding and child protection and associated issues issued by the Local Safeguarding Children Board/local safeguarding partners (LSCB) including local protocols for assessment and the LSCB's threshold document, contributing to multi-agency working.
 - 1.6 Contribute to ensuring any deficiencies in the School's safeguarding practices brought to Board of Directors' attention from any source are investigated and addressed.
 - 1.7 Meet regularly with the Headmistress in order to monitor the effectiveness of the School's Safeguarding Policy and procedures and the implementation of these across the School. It is recommended that this is at least a termly meeting.
 - 1.8 Ensure that the Board of Directors receives a report on the implementation of the School's Safeguarding Policy and procedures to support the full Board of Directors' review of safeguarding in the School at least annually (or earlier if needed in response to changes to the law, policy or statutory guidance or as appropriate in response to specific incidents) in accordance with all statutory guidance and guidelines adopted by the Board of Directors.
 - 1.9 Ensure that the Board of Directors are made aware of any proven incident or allegation (anonymised where appropriate) which has implications for the School's Safeguarding Policy or procedures.
 - 1.10 Review the Safeguarding Policy at least annually with the Headmistress and other staff with safeguarding experience.
 - 1.11 Ensure that every DSL is part of the School's senior leadership team, and has sufficient time and resources at her disposal to carry out her duties effectively.
 - 1.12 Ensure that the Lead DSL and DSLs receive appropriate training to provide them with the knowledge and skills required to carry out the role at least every two years, and that their knowledge and skills are appropriately refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
 - 1.13 Ensure that arrangements are in place for the inclusion of safeguarding training on the School's procedures in an induction programme for all people working in the School, no matter for how long, no matter the status of that individual.
 - 1.14 Ensure that the School makes opportunities available to staff to feed into and shape the School's approach to safeguarding and safeguarding policies.
 - 1.15 Ensure safer recruitment procedures are in place and implemented with appropriate checks undertaken on all new staff, Directors, volunteers and others working at the School.
 - 1.16 Review the School's Single Central Register on at least a termly basis, after undertaking sufficient training to be able to interrogate the register and identify

- potential deficiencies. It is recommended that at least one review per year is on an unannounced basis.
- 1.17 Consider, with the Headmistress any child protection concerns arising out of staff appraisals or exit interviews.
 - 1.18 Be aware of how safeguarding and child protection issues, including guidance on adjusting behaviours to reduce risks, the safer use of electronic devices, social media and the internet and advice on who to turn to for help, are properly addressed through the curriculum and schemes of work.
 - 1.19 Ensure that appropriate IT filters and monitoring systems are in place to prevent children from accessing harmful or inappropriate material.
 - 1.20 Ensure that staff have the necessary knowledge and understanding to keep looked after/previously looked after children safe, with identified staff tasked to promote their educational achievement.
 - 1.21 Both provide to, and seek from, the local authority and other relevant agencies information about how the Governing Body's duties in respect of safeguarding and child protection have been discharged, where appropriate or requested.
2. The identity of and contact details for the Nominated Safeguarding Director, together with an outline of his duties, will be publicised widely within the School community to ensure that pupils, parents, staff and Directors understand the purpose and importance of the role.
 3. To the extent that the role and duties of the Nominated Safeguarding Director conflict with those assumed by others within the School, the Directors will take all necessary action to resolve those conflicts so as to achieve clarity about respective roles and duties. This may include amendments to the Safeguarding Policy, the School's constitutional documents and / or other governance arrangements applicable to the School.
 4. The nominated safeguarding Director will undertake appropriate training in accordance with the LSCB's recommendations to fulfil their respective role and duties. In particular, the School will ensure that the Nominated Safeguarding Director has the required knowledge, skills and expertise or is sufficiently qualified and experienced to take leadership responsibility for the School's safeguarding arrangements.



DISCLOSURE OF SAFEGUARDING INCIDENT

| | | |
|--------------|---|---------------------------------|
| Name: | | |
| DOB: | | Year: |
| Date | Information/Details of concerns or contact | Print Name and Signature |
| | | |

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

| | |
|---|------------------------------------|
| Pupil's Name: | Year: |
| Date and Time of Incident: | Date and Time (of writing): |
| Name: Print | |
| Signature | |
| Job Title: | |
| Record the following factually: What are you worried about? Who? What? (if recording a verbal disclosure by a child use exactly their words) Where? When? (date and time of incident) Any witnesses? | |
| What is the pupil's account/perspective? | |
| Professional opinion where relevant. | |
| Any other relevant information (distinguish between fact and opinion). Previous concerns etc. | |
| What needs to happen? Note actions, including names of anyone to whom your information was passed and when. | |

**Check to make sure your report is clear to someone else reading it.
Please pass this form to your Designated Safeguarding Lead.**

Part 2 (for use by DSL)

| | |
|---|--|
| Time and date information received, and from whom. | |
| Any advice sought - if required (date, time, name, role, organisation and advice given). | |
| <u>Action taken</u> (referral to children's social care/monitoring advice given to appropriate staff/CAF etc.) with reasons. Note time, date, names, who information shared with and when etc. | |
| <u>Parent's informed?</u> Y/N and reasons. | |
| <u>Outcome</u> Record names of individuals/agencies who have given information regarding outcome of any referral (if made). | |
| Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)? | |
| Should a concern/ confidential file be commenced if there is not already one? Why? | |
| Signed | |
| Printed Name | |

Logging concerns/information shared by others external to the school (Pass to Designated Person)

| | |
|--|---|
| Pupil's Name: | Year: |
| Date and Time of Incident: | Date and Time of receipt of information: Via letter / telephone etc. |
| Recipient (and role) of information: | |
| Name of caller/provider of information: | |
| Organisation/agency/role: | |
| Contact details (telephone number/address/e-mail) | |
| Relationship to the child/family: | |
| Information received: | |
| | |
| Actions/Recommendations for the school: | |
| | |
| Outcome: | |
| | |
| Name: | |
| Signature: | |
| Date and time completed: | |
| Counter Signed by Designated Safeguarding Lead | |
| Name: | |
| Date and time: | |

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed, is he/she holding him/herself differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

(This must be completed at time of observation)

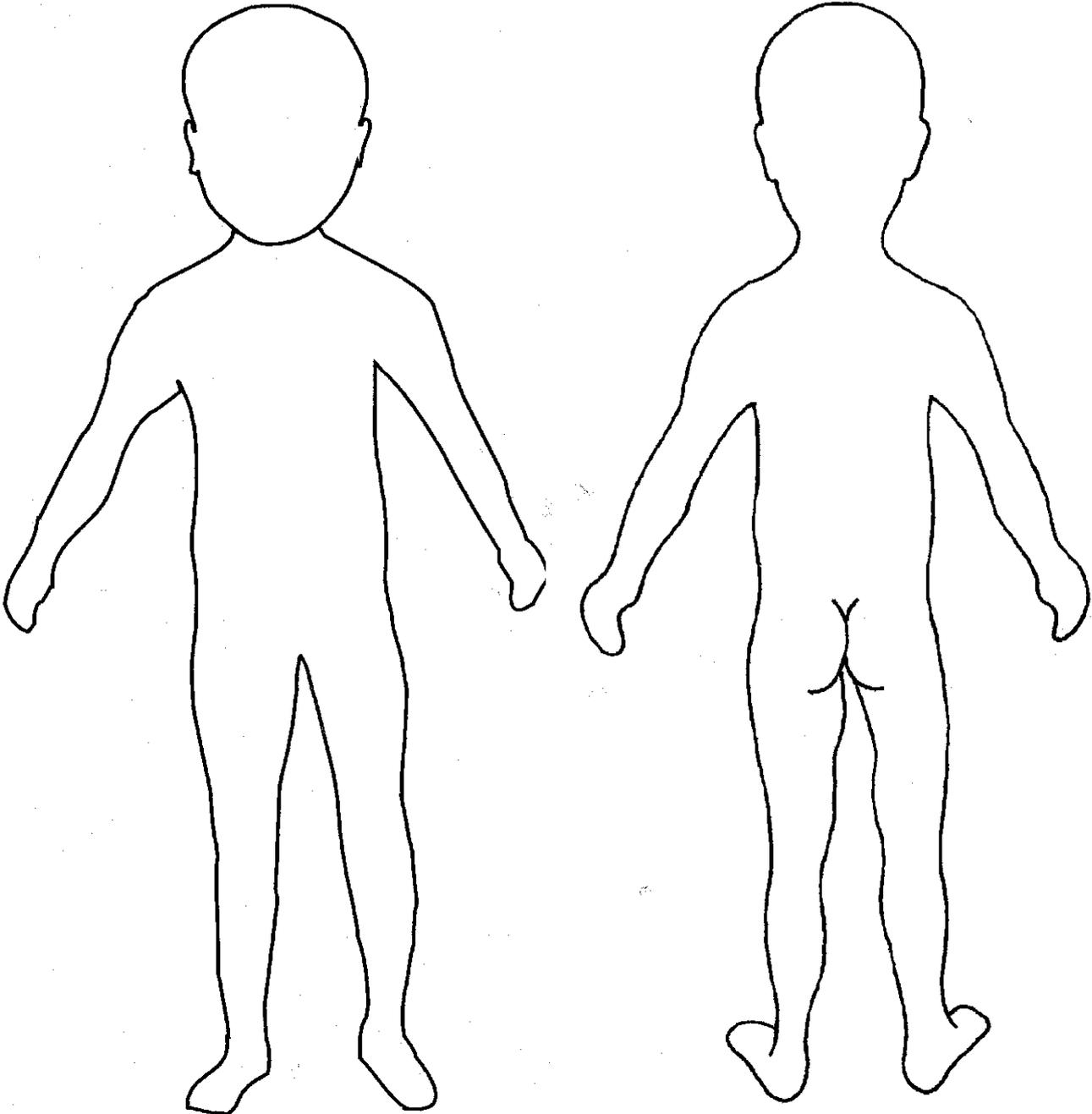
Name of Pupil:

Year:

Name of Staff:

Job title:

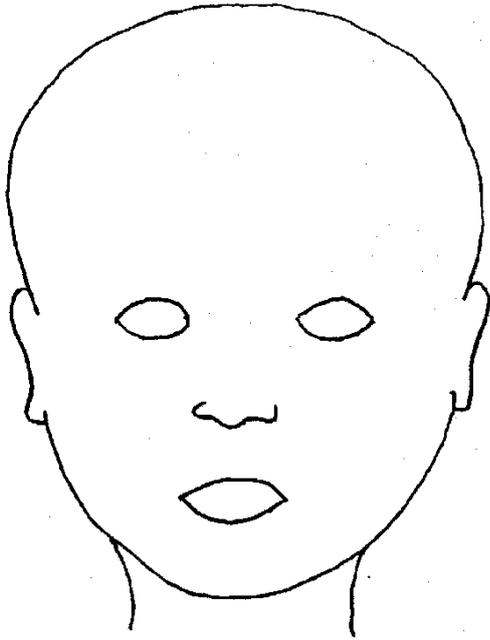
Date and time of
observation:



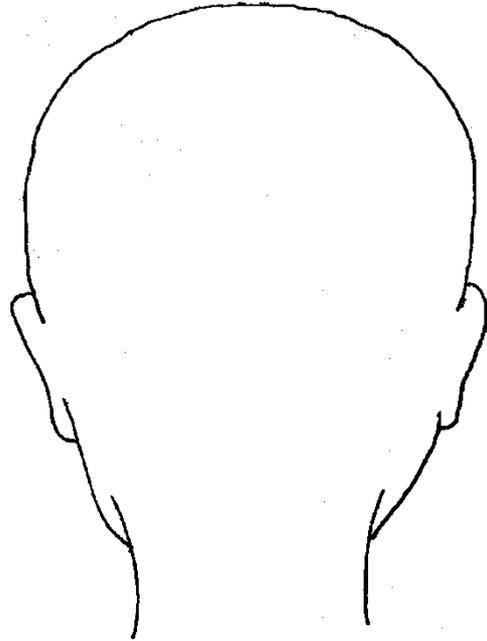
Name of Pupil: _____ Year: _____

Name of Staff: _____ Job title: _____

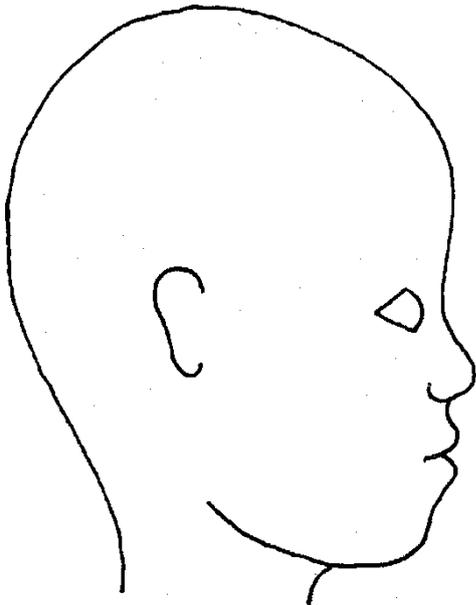
Date and time of observation: _____



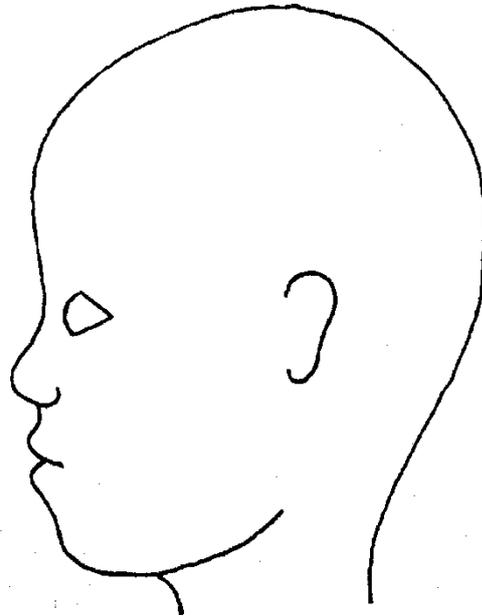
FRONT



BACK



RIGHT



LEFT

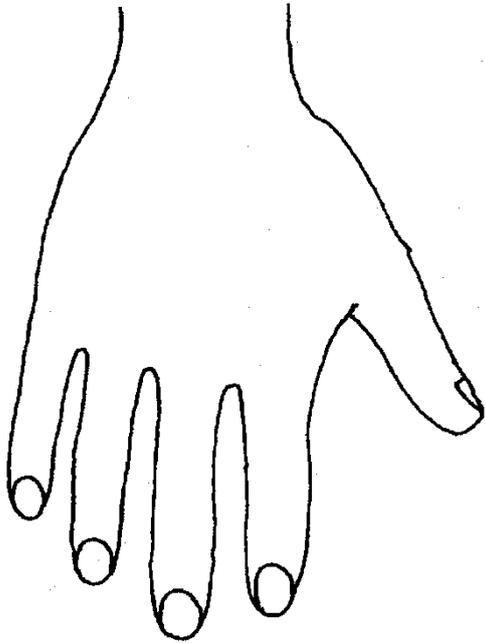
Name of Pupil: _____

Year: _____

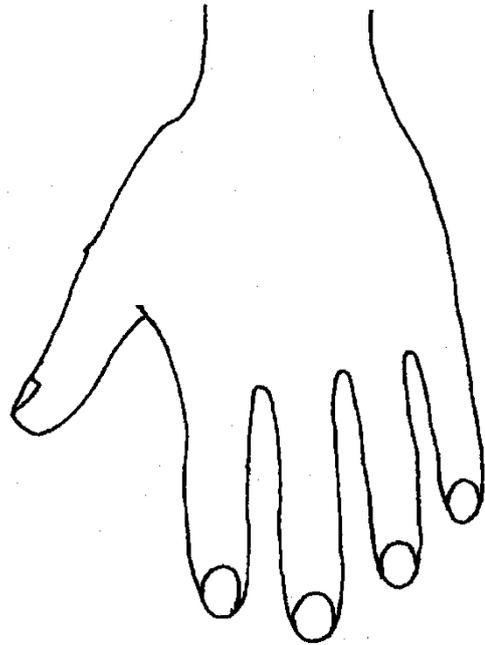
Name of Staff: _____

Job title: _____

Date and time of observation: _____

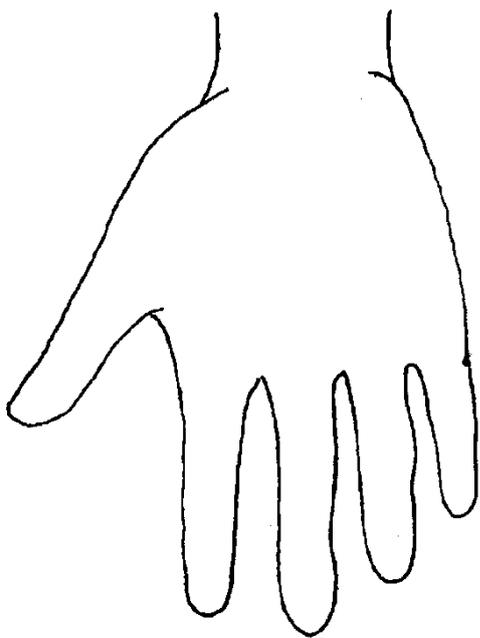


R

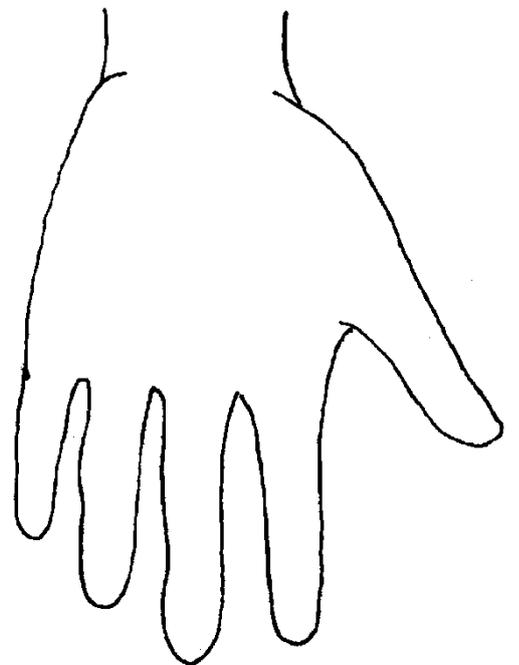


L

BACK



R



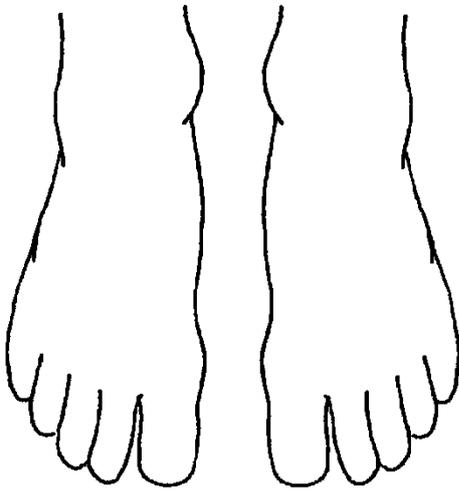
L

FRONT

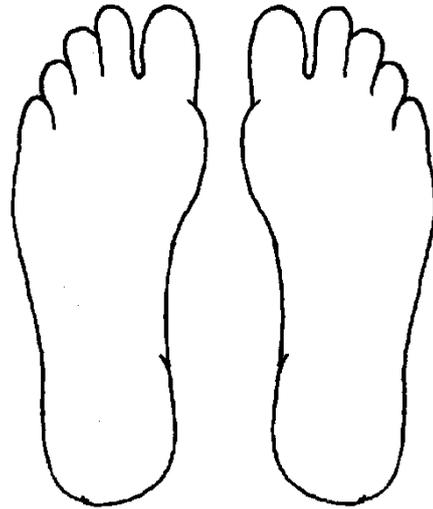
Name of Pupil: _____ Year: _____

Name of Staff: _____ Job title: _____

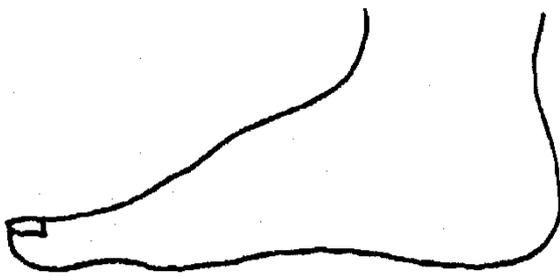
Date and time of observation: _____



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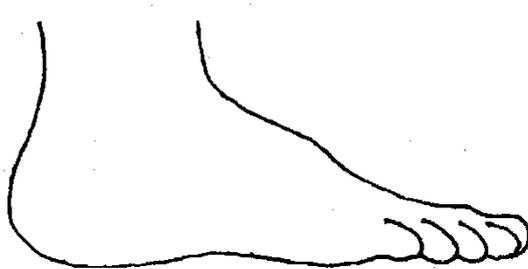
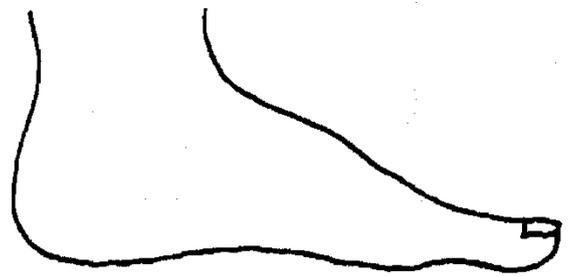
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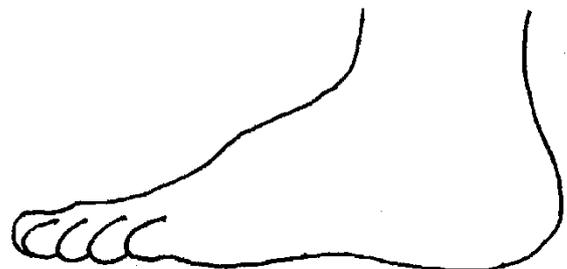
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Appendix 9

COVID-19 ADDENDUM TO SAFEGUARDING AND CHILD PROTECTION POLICY

Context

1. On 20th March 2020 parents were asked to keep their children at home, wherever possible, as part of the response to coronavirus (COVID-19). Schools and childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.
2. The way Norfolk House School is currently operating in response to coronavirus is fundamentally different, however our safeguarding principles in accordance with 'Keeping Children Safe in Education' (KCSIE) 2019 remain the same:
 - the best interests of children will always come first
 - if anyone has a safeguarding concern about any child they should continue to act and act immediately
 - a DSL is always available
 - unsuitable people are not allowed to enter the children's workforce and/or gain access to children
 - children should continue to be protected when they are online
 - This addendum to the Safeguarding and Child Protection policy contains details of any amendments to our existing safeguarding arrangements.

Key School Contacts

| | Name | Email | Phone number |
|--|----------------|-------------------------------------|------------------|
| Headmistress DSL | Mrs S Palmer | s.palmer@norfolkhouseschool.co.uk | 0121 454 7021 |
| Head of Teaching and Learning DSL | Mr N Champs | n.champs@norfolkhouseschool.co.uk | 0121 454 7021 |
| Head of Pastoral Care DSL | Dr C Anderson | c.anderson@norfolkhouseschool.co.uk | 0121 454 7021 |
| Head of Lower School | Mrs R Hifle | r.hifle@norfolkhouseschool.co.uk | 0121 454 7021 |
| Chair of Directors | Mr J Challinor | info@norfolkhouseschool.co.uk | 0121 454 7021 |

Vulnerable children

1. The school has allocated Dr C Anderson, Head of Pastoral Care to coordinate welfare and contact and have the oversight of all the vulnerable pupils during this period of time.
2. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.
3. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.
4. Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.
5. Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

6. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.
7. Norfolk House School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Dr C Anderson
8. There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Norfolk House School will explore the reasons for this directly with the parent.
9. Where parents are concerned about the risk of the child contracting COVID19, Norfolk House School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.
10. Norfolk House School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance Monitoring

11. The attendance or otherwise of every child will be registered at the start of every lesson in the timetable. Attendance registers will be recorded in the Firefly Marksheet section. Attendance will be monitored by subject to ensure that each child is receiving a full and balanced education. Contact will be made with parents of children who miss lessons, whether remotely or in person.
12. The school will contact every remote family by telephone every day in order to ascertain whether the child has any additional needs during this period of lockdown.
13. DfE return detailing the children on site, will be completed every day –by Miss D Thorpe and by Mrs S Palmer.
14. Transition, Reception, Year 1 and Year 2 will have a daily Form Lesson at the start of each day. This will help with monitoring remote learners.

Designated Safeguarding Leads

5. Mrs S Palmer, Mr Neil Champs and Dr C Anderson will be available on site during the week. Mrs R Hifle is available by phone and Zoom. Mr J Challinor is available remotely if necessary. One DSL will always be on site, subject to enforced absence through illness. Being remote does not necessarily mean that DSL support is ineffectual.

Reporting a Concern

6. Staff will follow the usual processes as set out in the Safeguarding and Child Protection Policy, irrespective of whether they are working on site or remotely. It may be necessary for a member of staff reporting a concern to speak to a DSL not tasked with overseeing the year group that the child is in. Staff should feel able to speak to any of the DSLs on site before contacting a remote DSL. Staff will be reminded to report a concern immediately, whether it arises via face-to-face contact or remote contact.

Safeguarding training and induction

7. All DSLs are up-to-date with their training. All staff recently received safeguarding training. It is unlikely that new staff will be recruited and will start working during this time. Interviews, if needed, can take place over Zoom and will follow Safer Recruitment processes. In the unlikely event of a new member of staff joining the school during this period, the recently reviewed Induction process will be followed with one member of the SLT acting as mentor. New members of staff will be provided with a copy of the Safeguarding and Child Protection Policy, including the addendum, along with all other policies listed in the Induction Policy. No members of the public are being allowed to enter the school during the working day due to social distancing measures, except in an emergency.

Online safety

8. We continue to use the online filtering services in place before this Covid-19 period. All staff using Zoom will use school machines. Where pupils are using computers in school, appropriate supervision will be in place, unless specific permission has been granted by the Headmistress according to the terms of the Working at Home (Mobile Device) Policy. Any concerns regarding online behaviour or use will be responded to in line with existing policies and protocols. Children will be reminded of expected standards of behaviour at the start of lessons. Pupils will be muted unless directly asking or answering questions.

Children and online safety away from school

9. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and child Protection Policy and, where appropriate, referrals should still be made to CASS and, as required, the police.
10. When delivering online lessons:
 - a. There will be no 1:1 lessons, except for instrumental lessons, where a second adult must be present in the meeting.
 - b. For groups smaller than 5 children, a second adult must be present in the meeting.
 - c. Staff and children should wear appropriate clothing, as should anyone else in the household.
 - d. Any computers used should be in appropriate areas.
 - e. Live classes should be kept to a reasonable length of time, particularly for younger children.
 - f. Zoom will be used for all online lessons.
 - g. Staff should record the date, time, length and attendance at each lesson should be recorded.

Supporting children not in school

11. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.
12. Details of this plan must be recorded, as should a record of contact have made.
13. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.
14. Norfolk House School and its DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan.
15. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

Supporting children in school

16. Norfolk House School is committed to ensuring the safety and wellbeing of all its students.

17. Norfolk House School will continue to be a safe space for all children to attend and flourish. The Headmistress will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.
18. Norfolk House School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.
19. Norfolk House School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded.

Peer on peer abuse

20. Norfolk House School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.
21. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy.
22. The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.
23. Concerns and actions must be recorded and appropriate referrals made.

Signed S. Palmer
(Mrs S Palmer, Headmistress)

Signed J. Challinor
(Mr J Challinor, Chair of Directors)

Dated: 3rd February 2020

Review Date: 3rd February 2021