

## North Norfolk Academy Trust



North  
Norfolk  
**Academy  
Trust**

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## Child Protection and Safeguarding Policy & Procedures

Including:

- Child Protection Procedures
- Site Security
- Managing allegations of abuse against teaching and other staff
- Protecting students from Internet abuse
- Staff Code of Conduct For Staff employed by the North Norfolk Academy Trust (NNAT) (Guidance for Safer Working Practice with students)
- Whistleblowing
- Annual reporting arrangements to governors

August 2018

To be reviewed annually by the governing body



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## **Child Protection and safeguarding policy**

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

- Keeping Children Safe in Education (2018) and Dealing with allegations of Abuse against Teachers and other Staff (2012)
- Working Together to safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children ( 2018)
- Norfolk Safeguarding Children Board procedures
- Norfolk Safeguarding Children Board Protocol 27: Allegations Against Staff, Carers and Volunteers
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings, DCSF, October 2015.

Every school in the NNAT fully recognises their responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

1. Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with students.
2. Raising awareness of child protection issues and equipping student with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting students who have been abused in accordance with his/her agreed child protection plan.
5. Establishing a safe environment in which students can learn and develop.

We recognise that because of the day-to-day contact with students, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to.
- ensure students know that there are adults in the school whom they can approach if they are worried.
- include opportunities in the PSHE curriculum for students to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Norfolk Safeguarding Children Board in accordance with Norfolk Local Assessment Protocols and NSCB Threshold Guidance as well as take account of guidance issued by the Department for Education to:

- ensure we have a member of the senior leadership team who is the lead professional for child protection who has received appropriate training and support for this role;
- ensure we have a nominated governor or trustee responsible for child protection;
- ensure every member of staff (including temporary, supply staff and volunteers) and governing body knows the name of the designated senior professional responsible for child protection and their role;
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior professional responsible for child protection;
- ensure that child protection procedures and guidance on recognising child abuse and neglect are detailed in the Staff Handbook;

- follow the government guidance in Keeping Children Safe in Education 2018 and the procedures laid down in that document.
- ensure that all staff appointed to the school will be subject to DBS checks and information will be sought from the Independent Safeguarding Authority where it is deemed necessary. All those who have regular contact with the school including governors and parent volunteers will also be subject to DBS checks.
- ensure that all staff are aware of their professional responsibility to share relevant information about the protection of children with other professionals particularly investigating agencies. If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the student sensitively that he/she has a responsibility to refer the matter to the designated teacher who will consider at all times what is in the best interests of the child;
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school website;
- notify Children's Services if there is an unexplained absence of more than two days of a student who is on the child protection register;
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences;
- keep written records of concerns about students, even where there is no need to refer the matter immediately;
- ensure all records are kept securely, separate from the main student file, and in locked locations;
- develop and then follow procedures where an allegation is made against a member of staff or volunteer;
- ensure safe recruitment practices for all staff are always followed.

We recognise that students who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of students at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive, safe and secure environment and gives students a sense of being valued. All staff are advised to maintain the attitude "it could happen here";
- in reporting any changes in behaviour of a young person ASAP in order for key staff to give support immediately; all staff are encouraged to report any noticeable changes to a young person's behaviour or presentation;
- the school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure the student knows that some behaviour is unacceptable but that he / she is valued and is not to be blamed for any abuse which has occurred;
- liaison with other agencies that support the student such as Children's Services;
- ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

## **Responsibilities**

### **The Governors**

- The NNAT has appointed **Gill Pegg** as the Named Trustee to liaise with the school's designated teacher on safeguarding students' issues and to coordinate annual meetings

across the Trust to ensure all schools within the Trust have a consistent approach to safeguarding.

- The governors will also appoint a Designated Safeguarding Lead for Students and ensure that he/she is trained and receives further updating at least every two years.
- The governing body will receive and consider annually a report from the Head on safeguarding students in the school.
- The Named Governor will determine appropriate training (in liaison with the Designated Safeguarding Lead) for the governing body.
- The governing body will determine any changes to the school's policies and procedures to reflect Part 2 of Keeping Children Safe in Education 2018
- The governing body is responsible for reviewing and amending the policy as appropriate.

### **The Head**

- The Head is responsible for the implementation of the policy and ensuring that the outcomes are monitored. The Head will report annually to the governors on the working of the policy.

### **The Designated Safeguarding Leads (DSL) for NNAT schools are**

- **The Designated Safeguarding Lead for Child Protection at Sheringham High School is a member of the Senior Leadership Team, Deputy Headteacher Jayne Melhuish**
- **The person(s) to contact in the absence of the Designated Safeguarding Lead is Tash Drury, Sharon Ransome or Andrew Richardson**
- **The Designated Lead at Stalham High School is the Assistant Headteacher Lee McMahon**
- **The person(s) to be contacted in his absence is Paula Beck, Dale Searle or Angela Martin**
- **The DSL at Antingham and Southrepps is the Headteacher Emma Harding and in her absence James Adams.**
- **The DSL at Gresham Village Primary School is the Headteacher Marc Goodliffe and in his absence Debbie Coombs should be contacted.**
- The designated professional is responsible for ensuring that all cases of suspected or actual problems associated with child protection are investigated and dealt with.
- The DSL will ensure that he/she is aware of the latest national and local guidance and requirements and will keep the Head and staff informed as appropriate.
- The DSL will ensure that appropriate training for staff is undertaken and updated regularly.
- The DSL will liaise with the governing body's Nominated Governor for Safeguarding Students.
- Responsibilities of the DSL is evidenced in his or her job description.

The Designated Safeguarding Lead and alternate will be released from school to attend specialised student protection training, which will up-dated at least every two years. The named Governor will also receive training.

It is the DSL's responsibility to ensure that all staff, teaching and support, paid and volunteers know who the Designated Lead is as well as the alternate Designated Lead and that they all receive, on a regular basis, information, which enables them to identify student protection matters and respond appropriately. Details regarding the Designated Lead and Child Protection are included in the Staff Handbook. The DSL will ensure that all staff have a copy of the school's behaviour policy and that they have an understanding of the School's response and safeguarding obligations if a child goes missing from education. The DSL and his / her deputies will ensure they follow procedures regarding peer on peer abuse as outlined in KCSIE 2018.

The DSL will liaise with those responsible for LAC leaving the School and ensure he / she has the contact details of the Personal Advisors for care leavers.

### **The Staff**

All staff, including supply teachers and other visiting staff (e.g. school nurse) and those supporting school trips will be informed of the designated lead's name(s) and the school's policy for the protection of children:

- during their first induction to the school;
- through the Staff Handbook;
- whole staff training or briefing meetings

All staff need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, as soon as possible, that day to the designated professional or named deputy. If in any doubt they should consult with the designated professional.

### **Equality and Diversity**

All staff and governors with responsibilities under this policy must take into account the equality and diversity policy when discharging their duties.

### **Monitoring and Review**

- The designated professional will monitor the working of the policy and will report as required to the Head.
- The Head will report to the governors annually on the working of the policy.

## **Child Protection Procedures**

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These procedures follow guidance on Child Protection from Keeping Children Safe in Education (2018), OFSTED as well as the Norfolk Safeguarding Children Board and Children's Services.

### **INTRODUCTION**

The Education Act 2002, Section 175 (2) states:

“The Governing Body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are students at the school.”

The staff and governors of Schools in the NNAT are committed to protecting and safeguarding all their students to ensure, as far as possible, that they are free from harm.

Each school recognises that children sometimes suffer abuse from those who should be caring for and protecting them. Abuse can take place within any socio-economic group and can occur at home or in institutions such as schools.

This document sets out the procedures which Schools in the NNAT have in place for exercising their duties in relation to safeguarding students.

### **THE NORFOLK SAFEGUARDING CHILDREN BOARD**

We actively encourage all our staff to keep up-to-date with the most recent local and national safeguarding advice and guidance. This can be accessed via Norfolk Safeguarding Children Board at [www.nscb.norfolk.gov.uk](http://www.nscb.norfolk.gov.uk) and within the safeguarding Section of Norfolk Schools website: <http://schools.norfolk.gov.uk/behaviour-and-safety/safeguarding/index.htm>. The DSL will provide regular reminders and updates for staff as appropriate.

In addition to Norfolk NSCB Procedures, Schools in the NNAT will have particular regard to the Department of Health, Home Office and DFE joint publication, *What To Do If You're Worried A Child Is Being Abused*. March 2015

## RECOGNISING POSSIBLE ABUSE

Children can be harmed in a number of ways. Four categories of student abuse are defined by the NSPCC:

- i. **Physical abuse:** where an adult physically injures or hurts a child;
- ii. **Sexual abuse:** where adults seek sexual gratification by involving children;
- iii. **Neglect:** where the essential needs of children, e.g. food, clothes, warmth and medical care, are not met;
- iv. **Emotional abuse:** where children are harmed by constant lack of love or affection or are verbally threatened.

Children sometimes suffer more than one type of abuse at a time.

Each School in the NNAT will ensure that staff members are trained to recognise signs of possible abuse or neglect and will know what to do if they suspect a student is suffering harm.

## PROCEDURES FOR MANAGING CONCERNS OVERVIEW

At Schools in the NNAT, we adhere to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Board (NSCB). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Norfolk Local Assessment Protocol](#) and the [NSCB Threshold Guidance](#).

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

All members of staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Senior Lead to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

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

The Designated Safeguarding Lead (DSL) or his / her deputy should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

If, at any point, there is a risk of **immediate** serious harm to a child a referral should be made to

Children's Services immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

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

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

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

### **CONTEXTUAL SAFEGUARDING**

All schools in the NNAT recognise that safeguarding incidents and / or behaviours can be associated with factors outside of the school environment and / or can occur between children outside of school. This is known as contextual safeguarding and all staff should be aware of this definition so they can include as much background information and background detail as possible in order that the DSL can make a referral with a holistic view of the child and all available evidence to be considered within the assessment process.

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

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

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

Similarly, we recognise that LAC or those who have been LAC previously remain very vulnerable and all staff should have the skills, knowledge and understanding to keep these children safe. It is important that all agencies work closely together and take prompt action when appropriate to safeguard these children.

### **PEER ON PEER ABUSE**

It is important that children should be safe from each other in school. NNAT Schools will not tolerate bullying (including cyber bullying), gender based violence/sexual assaults and sexting amongst its students and is committed to dealing with all complaints of such a nature. Strategies for dealing with bullying are explained in the school's Anti-Bullying Policy, which forms part of its policy on Behaviour and Inclusion.

Members of staff need to understand that students as well as adults can be abusers. Where a student discloses abuse by a fellow student the Designated Teacher will respond to these concerns in line with the guidance in part five of KCSIE and that outlined in “Sexual violence and sexual harassment between children in schools and colleges” (May 2016). We will ensure that all concerns, discussions and decisions made are clearly recorded and actions followed up.

We will work closely with Children’s Services and other agencies as required to respond to concerns about sexual violence or harassment. We will seek support from the Harmful Sexual Behaviour Team (HSB) to ensure that the student receives the correct support. If a student reports rape or a serious sexual assault, a referral may well be made to the Harbour Centre Sexual Assault Referral Centre (SARC). This centre has 24/7 helpline 01603 276381 if a student or a member of staff wishes to seek advice.

### **FGM/HBV**

We recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called ‘honour-based’ violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

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

### **RADICALISATION / EXTREMISM**

We understand that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society. We will ensure that:

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

### **TRAINING & INDUCTION**

When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school’s safeguarding policy along with the staff code of conduct, Part one and Annex A of *‘Keeping Children Safe in Education’* and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. All staff are expected to read these key documents. They will also be provided with the recording form, given information on how to complete it and to whom it should be given.

Every new member of staff or volunteer will receive safeguarding training. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a

child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school. Staff and students will be made aware of the School's behaviour policy and our approach to managing inappropriate behaviour in school and the wider community.

In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '*Keeping Children Safe in Education*'. In order to achieve this we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis in accordance with Norfolk Safeguarding Children Board ;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is

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

Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Educator Solutions.

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of '*Keeping Children Safe in Education*' (2018) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Board at [www.norfolkscb.org](http://www.norfolkscb.org) and within the Safeguarding Section of the Norfolk Schools website: <http://www.schools.norfolk.gov.uk/safeguarding>

The school will strive to create an atmosphere in which children feel able and safe to talk about their worries and fears. Staff will listen carefully to anything children want to tell them. They will:

- **not** ask leading questions
- **not** promise to keep the matter secret
- **not** attempt to investigate a situation themselves.

Staff might also have concerns about a student's safety because of the way he or she is behaving.

Whether suspicions arise, through disclosures, children make or because of observations, the member of staff concerned must:

- make written notes using the agreed template and ensure it is signed and dated
- refer the matter **immediately** to the Designated Lead or in her absence the alternate Designated Lead

Staff will be aware of the possibility that their records might have to be used as evidence in court, and must therefore be aware of the need to distinguish fact from opinion.

## **MAKING REFERRALS TO CHILDREN'S SERVICES**

The Designated Lead or her Deputy will refer all safeguarding concerns about a child to Children's Services immediately. Where practicable and appropriate the School will inform parents of the referral before it is made, or afterwards if contact cannot be made with them quickly. Parents will not be informed of a referral if it is considered:

- the student might be at greater risk of harm as a result;
- such action might impede a criminal investigation;
- the student might be the victim of fabricated or induced illness.

## **Safeguarding Referrals for Children & Young people – new system is LIVE from October 18<sup>th</sup> 2018**

### **Children's Advice and Duty Service (CADS) – what to do if you need to make a call**

If you are a professional concerned about a child in Norfolk and want to speak to someone, you can call the Children's Advice and Duty Service, on our direct line 0344 800 8021. If you are a member of the public you can do this through our Customer Service Centre on 0344 800 8020. Please see appendix 9 at the end of this policy for FAQ's and the CAD's flow chart.

<https://www.norfolk.gov.uk/news/2018/10/new-service-to-give-social-workers-more-time-to-work-with-those-at-risk>

For any call raising concerns about a child, CADS will ask:

- all of the details known to you/your agency about the child;
- their family composition including siblings, and where possible extended family members and anyone important in the child's life;
- the nature of the concern and how immediate it is;
- Any and what kind of work/support you have provided to the child or family to date.

They will also need to know where the child is now and whether you have informed parents/carers of your concern.

Notice to callers:

- Preparing for the conversation: please see the tools developed by the CADS to support communication. This includes, FAQs and a flow chart. Please remember to record your concerns for your internal audit trail.
- Consent: It is good practice and the expectation that you seek consent from parents. We acknowledge that there are occasions when to do so could put a child at risk or undermine the investigation into a serious crime. In these instances, we would accept a call without consent from the parents. Reasons for not seeking consent should be clearly stated when speaking with CADS and recorded on internal systems for your records.

For more information see the Norfolk Threshold Guide

It is advisable that staff at Schools in the NNAT make referrals via the DSL or their Deputy, it is important to note that anyone can make a referral or seek advice from Children's Services using the telephone numbers above.

NNAT Schools will expect a prompt response from Children's Services once a referral has been made to that Department. If nothing has been heard within seven days the Designated Lead will make enquiries. This telephone call will be recorded, again noting the name of the person spoken to, and the record signed by the Designated Lead with the date and time the telephone call was made. If there is no response, the SDP will contact the appropriate manager.

Where the school believes a referral to be a matter of student protection, but staff in Children's Services are not of the same opinion, the Senior Designated Lead will pursue the issue and will refer to the NSCB Resolving Professional Disagreements Policy to address any concerns.

### **ATTENDANCE AT AND REPORTS TO CHILD PROTECTION CONFERENCES**

If Children's Services decide, having received a referral from the school that a student might be at risk of harm a student protection conference may be called.

The Designated Lead will be asked to attend this conference and it is an expectation of Schools in the NNAT, that they will do so, unless it is considered that another member of staff has greater or more relevant knowledge of the student, in which case that person will attend. Where a conference is held during a school holiday, the school will do its best to send a senior member of staff.

The school will provide the person chairing the conference with a written report on the student at least **48 hours** in advance using the guidance and education report template or in exceptional circumstances take copies of the report with her. The author of the report will be aware that the student's parents will have access to it.

If a student's name is placed on the Child Protection Register following a decision made at a student protection conference, a 'core group' consisting of those with the most knowledge of and involvement with that student will be identified. The Designated Lead or other relevant member of staff will attend.

### **CONFIDENTIALITY**

Information on student protection cases will only be shared within the school with those who need it in order to ensure the safety of the children concerned.

All school records of student protection concerns and referrals are kept in a locked cabinet separately from the main student files. Only the Designated Leads, their alternates and the Secretary (head's PA in Stalham) have a key to this cabinet.

Only **one** student protection file will be kept on a student, and will contain, on the inside front cover, a maintained chronology of events. No other information of a student protection matter will be kept anywhere else in the school.

### **TRANSFER OF RECORDS**

When a student whose name is on the Child Protection Register leaves a School in the NNAT, the Designated Lead or their secretary will inform the relevant social worker and send the student protection records to the receiving school **as soon as is practicable**. If the name of the receiving school is not known, the Designated Lead will notify the student's social worker as a matter of urgency as soon as the student leaves or appears to be missing. In these circumstances, the student protection records will remain at the School until the student is known to have registered elsewhere.

When a student joins a School in the NNAT, and records from the previous school indicate his/her name is on the Child Protection Register, the Headteacher or Designated Lead will notify Children's Services **immediately**.

When a student whose name is known to be on the Child Protection Register joins a School in the NNAT and no student protection records have been received from the previous school, the Designated Lead or their secretary will contact the Designated Lead at that school to request the records be sent **immediately**. This request will be confirmed in writing and repeated if necessary. If they remain unavailable, the school will inform Children's Services.

### **SCHOOL ATTENDANCE (CME Children Missing in Education)**

Regular school attendance has a very important part to play in safeguarding children. All teaching staff in schools in the NNAT will ensure they follow attendance procedures by taking a register at the agreed times in the school day. We will make every effort to contact parents / carers to follow up absences. We will ensure we have at least two emergency contact numbers for each student wherever possible. Staff will ensure they raise concerns about absence to the DSL, particularly about vulnerable students and particularly when absences are unexplained. The Student Management Team will liaise with the DSL and SENCO and follow the procedures outlined in our Attendance Policy to follow up absence issues. This may mean organising attendance panels, fining parents or following Fast Track procedures. When removing a student from roll, we will inform the Local Authority in accordance with statutory requirements. We will always pass on safeguarding files.

## **CURRICULUM**

NNAT schools will strive to create a safe environment for the children on its roll. The curriculum will therefore be instrumental in preparing children for their future responsibilities as adults.

Through the curriculum, children will be helped to understand what is and is not acceptable behaviour towards them. They will be taught about staying safe from harm and the importance of speaking to a member of staff if they have worries or concerns

## **SCHOOL PROCEDURES**

If any member of staff is concerned about a student he or she must inform the Designated Senior Lead

The member of staff must record information regarding the concerns on the same day on the agreed template. The recording must be a clear, precise, factual account of the observations. It must be signed and dated.

The Designated Senior Lead will decide whether the concerns should be referred to Children's Services. If it is decided to make a referral to Children's Services this will be done with prior discussion with the parents, unless to do so would place the student at further risk of harm.

Particular attention will be paid to the attendance and development of any student about whom the school has concerns, or who has been identified as being the subject of a student protection plan (formerly referred to as the Child Protection Register) and a written record will be kept.

If a student who is/or has been the subject of a student protection plan changes school, the Designated Senior Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Lead at the receiving school, in a secure manner, and separate from the student's academic file.

## **WHEN TO BE CONCERNED**

All staff and volunteers should be concerned about a student if he or she:

- Has any injury which is not typical of the bumps and scrapes normally associated with accidental injury.
- Regularly has unexplained injuries.
- Frequently have injuries (even when apparently reasonable explanations are given).
- Gives confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.

- Indulges in sexual behaviour which is unusually explicit and /or inappropriate to his or her age/stage of development.
- Discloses an experience in which he or she may have been significantly harmed.
- Any other cause to believe that a student may be suffering harm.

### **DEALING WITH A DISCLOSURE**

If a student discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the student to talk freely
- Reassure the student, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children’s Services
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Senior Person without delay

### **Support**

Dealing with a disclosure from a student, and a student protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Lead.

### **CONFIDENTIALITY**

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children’s Services and the Police).
- If a student confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the student that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the student or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

### **RECORD KEEPING**

When a student has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation;
- Not destroy the original notes in case they are needed by a court;
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the student;

- Indicate the position of any bruising or other injury on the template provided;
- Record statements and observations rather than interpretations or assumptions;
- All records need to be given to the Designated Senior Lead promptly. No copies should be retained by the member of staff or volunteer.

## **Informing Parents and Carers**

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Parents and carers will be made aware of this policy and relevant procedures via one or all of the following as appropriate:

- School Prospectus
- School Newsletter
- School Website

## **Whistleblowing**

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All staff should have their attention drawn to the governors' Whistleblowing Policy. This policy aims to:

- encourage staff to feel confident in raising serious concerns and to question and act upon concerns;
- provide avenues for staff to raise those concerns and receive feedback on any action taken;
- ensure that staff receive a response to their concerns and that staff are aware of how to pursue them if they are not satisfied;
- reassure staff that they will be protected from possible reprisals or victimisation if they have a reasonable belief that you have raised any concern in good faith.

There are existing procedures in place to enable staff to lodge grievances relating to their employment. The Whistleblowing Policy is intended to cover concerns that fall outside the scope of other procedures. This Policy therefore includes your concerns about:

- conduct which is an offence or a breach of law;
- harassment;
- sex, race or disability discrimination;
- disclosures related to miscarriages of justice;
- health and safety risks, including risks to the public as well as other employees and students;
- damage to the environment;
- the unauthorised use of public funds;
- possible fraud and corruption;
- sexual or physical abuse of students or staff;
- breaches of the school's policies;
- anything that makes you feel uncomfortable in terms of known standards, your experience or the standards you believe the school subscribes to; or
- other unethical or improper conduct (not otherwise included in this list)
- concealing information about any of these matters

## **CONCLUSION**

The aim of these procedures is to ensure that all students in all NNAT Schools are safe and free from harm. If they are considered to be at risk of or to have suffered abuse or neglect the school will take the steps described to minimise the risk or protect them from further harm.

In order to monitor the effective safeguarding of students the Governing Body will require the Designated Professional and nominated Governor to submit an annual report on student protection issues within the school. This report will **not** reveal details of any individual children or families.

In all of its work to safeguard children, NNAT Schools will continue to work in partnership with other agencies and with parents.

The adequacy of this policy and procedures will be reviewed and formally adopted annually by the Governing Body.

## **Managing allegations of abuse against teaching and other staff**

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### **STAFF RECRUITMENT**

Before confirmation of appointment, all teaching and support staff and volunteers who apply to work at NNAT Schools will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work with children. References will be taken up and they will be required to give evidence of their qualifications and details of previous experience and work history. At all times the school will ensure that safer recruitment practices are followed in accordance with the requirements of Keeping Children Safe in Education DfE (2018). Potential suitable candidates will be interviewed and at least one member of the interviewing panel will have received safer recruitment training. As part of this recruitment process, all potential staff and volunteers will be subject to Disclosure and Barring checks.

### **ALLEGATIONS AGAINST STAFF & VOLUNTEERS**

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Norfolk Safeguarding Children Board Protocol: Allegations against Persons who Work with Children and Part 4 of Keeping Children safe in education are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) via the Local Authority Duty Desk on 01603 307797. A duty advisor will give advice on the next steps. If the advice is to make a referral, the form should be completed and will be made available via [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk).

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that the Headteacher or Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

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

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01603 223473. Further

national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences and who has been removed from working, paid or unpaid in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff a referral will be made as soon as possible after the resignation or removal of the individual in accordance with the school's Disciplinary policy and on advice from the LADO. A flowchart is attached.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in an education setting is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the student and at the same time supports the person who is the subject of the allegation. Thus, the procedures outlined in this policy will be followed alongside the school's complaints procedure and child protection policy.

All schools should have procedures for dealing with allegations, and all staff and volunteers should understand what to do if they receive an allegation against another member of staff or they themselves have concerns about the behaviour of another member of staff.

It is our policy that all allegations will be reported straight away, to the Headteacher, or to the Chair of Governors in cases where the Headteacher is the subject of the allegation or concern.

NNAT Schools adopt the Government guidance - Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (2018), which sets out the framework for managing cases of allegations of abuse against people who work with children. We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in [Norfolk Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children](#) and Part 4 of 'Keeping Children Safe in Education', DfE (2018) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) via the Duty Desk (see above. ) The LADO can be contacted to request a [consultation or to make a referral](#) via e-mail: [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk). The telephone number for the LADO Team is 01603 223473.

## **Purpose**

This policy will be adopted in respect of allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. The school's complaints and child protection procedures will be followed alongside this policy.

This policy will be used in respect of all cases in which it is alleged that a teacher or member of staff (including a volunteer) has:

- behaved in a way that has harmed a student, or may have harmed a student;
- possibly committed a criminal offence against or related to a student; or,
- behaved towards a student or students in a way that indicates s/he is unsuitable to work with students. This will include cases of verbal abuse.

There may be up to 3 strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;

- enquiries and assessment by Children’s Services about whether a student is in need of protection or in need of services;
- consideration by the school of disciplinary action in respect of the individual.

### **Supporting Those Involved**

Parents or carers of a student or students involved will be told about the allegation as soon as possible if they do not already know of it. They will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution. That includes the outcome of any disciplinary process.

The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the student will be told the outcome.

In cases where a student may have suffered significant harm, or there may be a criminal prosecution, Children’s Services, or the police as appropriate, will be consulted by the Chair of Governors to consider what support the student or students involved may need. The Chair of Governors will also keep the person who is the subject of the allegations informed of the progress of the case and consider what other support is appropriate for the individual. If the person is suspended, the Chair of Governors will also keep the individual informed about developments at school.

If the person is a member of a union or professional association s/he will be advised to contact that body at the outset.

### **Confidentiality**

Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated/considered.

### **Resignations and “Compromise Agreements”**

The fact that a person tenders his or her resignation, or ceases to provide their services, will not prevent an allegation being followed up in accordance with these procedures. Every effort will be made to reach a conclusion in all cases of allegations bearing on the safety or welfare of students including any in which the person concerned refuses to cooperate with the process.

Wherever possible the person will be given a full opportunity to answer the allegation and make representations about it. The process of investigating the allegation, and reaching a judgement about whether it can be regarded as substantiated will continue even if the person does not cooperate.

Similarly, so called “compromise agreements” by which a person agrees to resign, the school agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, will not be used in cases of alleged child abuse. In any event, such an agreement will not prevent a thorough police investigation where that is appropriate. Furthermore, it will not override the statutory duty to make a referral to the Children’s List (List 99) where circumstances require that.

### **Record Keeping**

A clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on a person’s confidential personnel file, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has moved on. It will provide clarification in cases where a future CRB Disclosure reveals information from the police about an allegation that did not result in a criminal conviction. In addition, it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The record will be retained for a period of 15 years from the date of the allegation. This record will be held by the Headteacher.

### **Timescales**

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. Every effort will be made to manage cases to avoid any unnecessary delay.

### **Initial Considerations**

The Headteacher should inform the accused person about the allegation as soon as possible after consulting the Chair of Governors. However, where a strategy discussion is needed, or police or Children's Services may need to be involved, the Headteacher will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the person.

If the person is a member of a union or professional association s/he will be advised to contact that organisation at the outset.

If the allegation is not demonstrably false or unfounded, and there is cause to suspect a student is suffering or is likely to suffer significant harm, a strategy discussion will be convened by the Headteacher – Chair of Governors if the allegation concerns the Headteacher - with appropriate agencies, such as the police and Children's Services. In cases where a formal strategy discussion is not considered appropriate because the threshold of "significant harm" is not reached, but a police investigation might be needed, the Headteacher will consult with the police and any other agencies involved with the student to evaluate the allegation and decide how it should be dealt with.

The police must always be consulted about any case in which a criminal offence may have been committed.

If the allegation is about physical contact, the strategy discussion or initial evaluation with the police will take account of the fact that teachers and other school staff are entitled to use reasonable force to control or restrain students in certain circumstances, including dealing with disruptive behaviour, under s550A of the Education Act 1996.

If the complaint or allegation is such that it is clear that an investigation by police and/or enquiries by Children's Services are not necessary, or the strategy discussion or initial evaluation decides that is the case, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available, and will range from taking no further action to summary dismissal or a decision not to use the person's services in future.

### **Suspension**

Suspension will be considered in any case where there is cause to suspect a student is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. However, a person will not be suspended automatically, or without careful thought.

The power to suspend is vested in the Headteacher and the Governors. However, they will canvass police/Children's Services views about whether the accused member of staff needs to be suspended from contact with children, to inform the school's consideration of suspension.

### **Action on Conclusion of a Case**

If the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, the Headteacher will discuss with the Local Authority referral to the Department for Education for consideration of Children's List (List 99) action.

All cases will be referred to the Disclosure and Barring Service if a person ceases to work in a school and there are grounds for believing they may be unsuitable to work with children, or may have committed misconduct.

In cases where it is decided on the conclusion of the case that a person who has been suspended can return to work the school will consider how best to facilitate that. Most people will benefit from some help and support to return to work after a very stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The school will also consider how the person's contact with the student or students who made the allegation can best be managed if they are still attending the school.

### **Action in Respect of False Allegations**

If an allegation is determined to be false, the Headteacher will refer the matter to Children's Services to determine whether the student concerned is in need of services, or may have been abused by someone else. In the rare event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the student who made it, or the police should be asked to consider whether any action might be appropriate against the person if s/he were not a student.

## **Guidance for staff regarding safer working practice with students October 2015 ; Code of**

### **Conduct for staff in NNAT schools**

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**This Guidance is based on the document Guidance for Safer Working Practice for Adults who Work with Children and Young People by Allegations Management Advisors commissioned by the DfE and recommended by Norfolk County Council. The guidance can be found attached to this document, which covers all points.**

## Appendix 1: Designated Professional Responsibilities

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The main role of the designated professional is to refer cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures set out in Annex B of Keeping Children Safe in education.

To be effective they must:

- have received training in how to identify abuse and know when it is appropriate to refer a case, together with having a working knowledge of how local children's safeguarding boards will operate and the conduct of a student protection case conference and be able to attend and contribute to these effectively when required to do so.
- act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.
- make themselves (and any deputies) known to all members of school staff and ensure those members of staff have had training in student protection relevant to their needs and are able to identify and report any concerns they have to the designated professional immediately they arise.
- ensure each member of staff has access to and understands the school's student protection policy. This is essential in respect of staff that are perhaps part time or work with more than one school for example Local Authority guidance advisors or trainee teachers.
- liaise with the Head teacher (where this role is not filled by the head teacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for their role.
- ensure the school's student protection policy is updated and reviewed annually and work with the governing body regarding this.
- be able to keep detailed accurate secure written records of referrals/concerns.
- ensure parents see copies of the student protection policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later.
- obtain access to resources and attend any relevant or refresher training courses and be allowed the necessary time to fulfil this role.
- where children leave school roll ensure their student protection file is transferred to new school as soon as possible and is kept separate from main school file

## **Appendix 2: Role and Responsibilities of Nominated Governor/Trustee**

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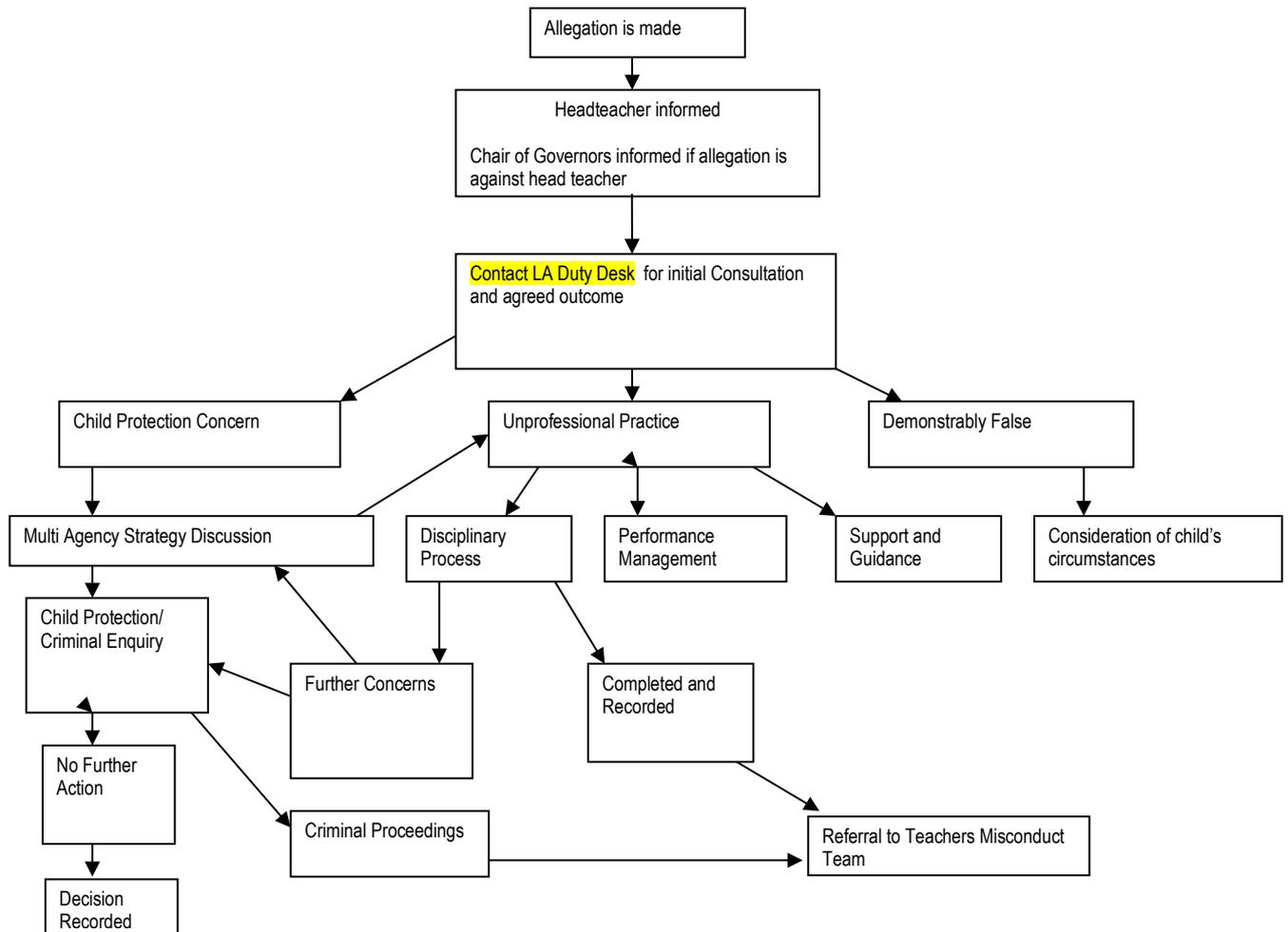
### **Role and Responsibilities of Nominated Governor/Trustee where they are also Chair of Governors**

- (a) ensuring, in liaison with the Head teacher/Senior Designated professional that the school has a student protection policy and procedures in place, which are consistent with NSCB procedures and the guidelines in Keeping Children Safe in Education as published 2018
- (b) ensuring that an annual item is placed on the governors' agenda to report on changes to student protection policy/procedures, training undertaken by the designated professional, other staff and governors, the number of incidents/cases (without names or details) and the place of student protection issues in the school curriculum.
- (c) responsibility for the oversight of procedures relating to handling allegations against staff, including the Head teacher.
- (d) responsibility for taking action according to LA procedures, where there are allegations against the Head teacher.

### **Role and Responsibilities of Nominated Governor/Trustee where they are not the Chair of Governors.**

As above, with the exception of (d). In these circumstances all allegations should be referred to the Chair of Governors and/or the LA Duty Desk. The nominated governor has no role in handling allegations against Head teacher.

### Appendix 3: Allegations of Staff Misconduct Flowchart



## **Appendix 4: The Children Act 2004**

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The Children Act 2004 is an important piece of legislation for schools.

### **The Children Act 2004 (Commencement No1) Order 2005**

#### ***Safeguarding Children***

Section 175 of the Education Act 2002 imposes duties on governing bodies and LAs concerning the welfare of children, including making sure that they carry out their functions with a view to safeguarding and promoting the welfare of students, having regard to any government guidance.

Note that section 175 does not impose any direct liability on any individual teacher if there is a failure to put the arrangements into place.

#### ***DfE Guidance***

The DfE has issued guidance in May 2018 – 'Safeguarding Children in Education' explaining how LAs and governors can discharge their duty.

Governing bodies have to ensure that the school has appropriate policies and procedures for safeguarding children's safety, including safe staff recruitment procedures, and procedures for dealing with allegations of abuse against staff and volunteers which reflect Part 2 of the above guidance. The governors must also ensure that there is a senior member of the Leadership Team designated to take lead responsibility in student protection issues.

The Teacher Standards 2012 state that teachers including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

Heads must ensure that:

- the school's policies are implemented and are known and followed by staff;
- there are sufficient resources to enable the designated member of staff to carry out their functions; and
- staff are able to raise any concerns about poor or unsafe practices; and
- concerns are properly addressed.

#### ***Designated Professional***

The main responsibilities for the designated teacher are:

- to refer suspected cases of abuse to the appropriate authorities;
- to ensure that all staff have training to recognise and identify signs of abuse, and when it is appropriate to make a referral, and to understand how student protection procedures operate;
- to raise awareness of student safety issues in the school;
- to ensure that policies and procedures are kept up-to-date; and
- to ensure that governors and parents are kept informed.

See: [www.education.gov.uk/schools/pupilsupport/pastoralcare/childprotection](http://www.education.gov.uk/schools/pupilsupport/pastoralcare/childprotection)

#### ***Preventing Unsuitable People Working with Children***

There are three processes in place to prevent unsuitable people from working with children and young persons:

- pre-appointment checks;
- DBS checks; and
- arrangements for reporting individuals to the Secretary of State on the grounds of misconduct.

### ***During the Appointment Procedure***

Checks have to be made on school staff at the time of appointment. Some of the checks are mandatory in law, while others are strongly recommended.

Schools should make all the checks unless there are overriding reasons for not doing so.

The Department recommends that the following checks should be made on all people (including volunteers) who come into contact with children:

- **Identity (e.g. by asking for proof of identity);**
- **Academic qualifications (e.g. by asking to see a relevant certificate);**
- **Children's List ; and**
- **Health.**

Children's List (List 99) is maintained by the DfE containing names and details of people barred or restricted by the Secretary of State. LEAs and schools must ensure that they do not appoint someone to a post from which they have been barred.

In respect of teachers, employers must contact the DfE to make the following checks on people who are selected for teaching posts:

### ***Professional and Character References.***

References should always be obtained directly from a referee before an appointment is confirmed. The DfE recommends that a reference should be obtained from the current or most recent employer.

### ***Previous Employment History.***

Schools should always seek information about previous employment and get satisfactory explanation for any gaps in employment. The reason for leaving previous employment should be ascertained. The DfE could confirm details of a registered teacher's previous employment history.

### ***Disclosure and Barring Service Checks.***

Any person applying to work in a school (including volunteers and governors) must be asked to declare any convictions, cautions or bind-overs which they have incurred. The School will carry out DBC checks in accordance with procedures set out in Part Three of Keeping Children Safe in Education. The DfE is responsible for administering three types of checks (Standard, Enhanced and Enhanced with barred list information), representing different levels of check. For most appointments, an enhanced DBS is required

The LA acts as the registered body for Disclosures for the schools they maintain, and for which they provide personnel services.

### ***Qualified Teacher Status (QTS).***

Anyone appointed to teach in a maintained school or non-maintained special school must either have QTS, or be exempted. Exempted persons are:

- trainee teachers on teaching practice;
- teachers working towards QTS on an employment based programme;
- overseas trained teachers (outside the European Economic Area); and
- unqualified teachers (e.g. instructors).

### ***Overseas Candidates***

There will be no point in seeking a DBS disclosure as the person will not have a criminal record in this country. Nor will they appear on the Children's List (List 99).

Both the LA and the school, therefore, have to take extra care in taking up references and carrying out checks, a task made more difficult by the fact that overseas trained teachers do not at present

have to register with the GTC, nor hold QTS, nor complete the statutory induction period. New regulations addressing these anomalies are expected in 2006.

Certificates of good conduct can often be obtained from the applicant's home police force published by the Home Office which is on GOV.UK. Such certificates are not available in Eire, and there is no arrangement with the Irish authorities for checking criminal backgrounds.

Further information about criminal record information that might be obtained from overseas police forces is available from the Teachers' Misconduct Team, Student Support and Independent Schools Division, DFE, Mowden Hall, Staindrop Road, Darlington, DL3 9BG, Telephone enquiries: 01325 392 098/392099 or 3962110, email [tsm.casework@DFE.gsi.gov.uk](mailto:tsm.casework@DFE.gsi.gov.uk)

### ***False Information***

If a candidate's application is found to be fraudulent or contain false information the school/LEA has to consider reporting the matter to the police, as serious or deliberate fraud or deception in connection with an application for employment could amount to a criminal offence under the Theft Act (Obtaining Pecuniary Advantage by Deception). The case must also be reported to the Secretary of State, who will consider whether to make a prohibition order in respect of the person.

### ***Dismissal on the Ground of Misconduct***

Under the Education (Restriction of Employment) Regulations 2000 employers also have to report to the DFE when a person is dismissed on the ground of misconduct, or resigns because there is a likelihood of such a dismissal. Following the Education Act 2002 regulations will be introduced to extend this requirement to agency workers, so that both the agency and the school will be under a duty to report all relevant information and supporting evidence must be supplied to the Secretary of State. This is particularly important if the person has not been convicted of a criminal offence, as the S o S can only act if the allegation of misconduct is substantiated.

The Department will determine whether the issues concern the safety and welfare of children. If they do not, the matter will be referred to the GTC.

### ***Guidance***

Guidance on the processes observed by the DFE is contained in Preventing Unsuitable People Working with Children: Guidance for Education Staff, available from the Teachers' Misconduct Team, and on the DFE website.

### ***Managing Child Protection within the School***

Managing student protection within the school should now follow the Allegations of Abuse guidelines issued in part 4 of the Keeping Children Safe in Education document of 2018. Schools are expected to have a "designated professional" and 'nominated governor', who between them co-ordinate action within the school, and with student protection agencies and the police.

In addition, all school staff are expected to play a part in the prevention of abuse, and in maintaining a safe environment. A crucial role from early school days is to help children understand what is unacceptable behaviour towards them, and to speak out if they are worried. Once they do, they must be listened to, and their concerns passed on to the designated teacher.

### ***Internet Abuse***

A disturbing new phenomenon is the easy access children have to the internet. Many schools work with parents in educating children on 'safe surfing'. To do this Heads and staff must themselves understand what can be done, which requires training. The Home Office's Internet Child Protection Task Force, which has brought about improved supervision of Chat Rooms, has produced a booklet for parents and schools. ([www.wiseuptothenet.co.uk](http://www.wiseuptothenet.co.uk))

## **Appendix 5: Protecting Children from Internet Abuse**

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### **Introduction**

No one would deny that the internet offers infinite opportunities as a wonderful learning resource for children of all ages. However, like all good things, it has a dark side and the more widespread and accessible it has become, the more it has attracted the attention of those people with unhealthy interests in sex, particularly activities involving children.

### **Child Exploitation and Online Protection Centre (CEOP)**

To tackle the growing problems of child abuse via the internet, the government set up the Child Exploitation and Online Protection Centre (CEOP) in 2006. The aim was to provide a 24/7 online resource to enable the reporting of instances of online child sex abuse and to put in place systems to track sex offenders that would enable victims to be identified and given appropriate support. The organisation brought together under one umbrella a team of law enforcement officers, specialists from the internet industry and children's charities.

Since its inception CEOP has worked to develop a range of online awareness tools and offline education materials to encourage safe use of the internet.

Child Sexual Exploitation (CSE) is high on the current safeguarding agenda and specific advice on how to tackle this ever growing problem is also given in the Safeguarding Children in Education (2016) document and the school will ensure all staff are trained in this area as part of their annual update.

### **A global problem**

Great emphasis has been placed on international cooperation to combat this problem and reports are regularly received from law enforcement agencies from around the world. Some of these reports relate to individuals, others to allegations involving hundreds of possible suspects. In the year between March 2008 and February 2009 the Centre received over 5,400 reports. Almost half of these came from members of the public and a large percentage from children. Almost 90% of reports related to grooming in some form or other. Since it came into being the work of CEOP has led to over 700 arrests and well over 300 children safeguarded.

### **A converged environment**

More recently CEOP has identified a worrying new trend. At one time children and young people could largely be protected from viewing unsuitable material by means of internet filters. There are now clear indications that child sex offenders are switching between the internet and the offline world with increasing frequency and severity in order to target young victims. Recent technological advances mean that children are increasingly accessible to sex offenders. Since it is now possible to access the internet at any time and from any location, the ability to supervise children's activities is significantly reduced. In a 'converged environment' both offenders and young people are able to move between on and offline spaces in the same way.

Just as worrying is the fact that there has been a noticeable change in the way that offenders access images, with most trading now taking place on various peer-to-peer (P2P) platforms. These networks are made up of users who make available a portion of their resources, such as disk storage and network bandwidth, directly to their peers without intermediary network hosts or servers. This means that everyone within the network can share files directly and privately.

The upshot is that sex offenders are no longer satisfied with accessing images from commercial websites and paying to download material much of which they don't want. Now they can access new content and adapt their fantasies to reality through the many networks of offenders operating online. By operating on P2P platforms or other private networks, offenders are able to share and order bespoke images and to become involved in 'live-time' abuse.

There is another growing trend where sex offenders are gaining extra kudos by using online networks to communicate with each other and to share live-time images of severe sexual contact and abuse.

### **Incitement by webcam**

CEOP also reports a particular increase in the use of webcams linked to instant message technology. These are being used to incite a child to perform or witness a sexual act. More than a third of grooming reports made by under-18s relate to a child being urged to perform a sexual act, with a further 20% inciting a child to watch one.

### **Vulnerability of children**

Children of all ages are increasingly adept at accessing and using the internet. However, this makes them increasingly at risk to predation because of a ready acceptance of risk.

This is primarily linked to social networking and video-sharing sites. Many children have grown up with the ability to create and post their own material online and all young people are becoming increasingly confident. Technological advances mean that children are able to talk to each other with ease using webcams and are happy to post images and videos of themselves on social sites such as Facebook. Some of these risk-taking behaviours are linked to certain kinds of offences, particularly the grooming of children by adults to perform sexual acts online.

One idea being currently flagged is for social networking sites to put a panic button on their webpages which children can press immediately they find themselves being threatened or bullied online and get through to a member of the CEOP support staff. The Bebo site does this already but not Facebook or Twitter who cite operational difficulties. However, both stress that they have trained teams of staff working to combat cyberbullying.

CEOP believes however that although children and young people are aware of and fear the dark side of the internet, many regard this as an unpleasant fact of life largely outside their control. They regard this as an everyday risk and the real skill is to learn how to react and manage the risk and to prevent personal harm being accrued by reckless or uninformed behaviour.

What is certain is that despite a robust policy for identifying and prosecuting sexual offenders, it is impossible to provide children and young people with anything approaching 100% protection. With a converged environment and webcams, filtering systems are simply not as effective as they once were.

### **Reporting abuse**

The majority of CEOP's information comes via its unique report button, which is carried on many websites, but this is by no means universally available. These reports are vital to the organisation's understanding of the methodology of offenders. Recent cases have ranged from infiltration of social networks and other online environments in order to collect pictures of young children, to examples of sustained grooming and blackmail that have led to offenders seeking to meet a child offline for sexual abuse and even abduction.

The CEOP website contains a vast amount of information including advice, news reports, strategic overviews etc. as well as examples of the Hector's World internet safety resources for five to seven-year-olds. Go to: [www.ceop.police.uk](http://www.ceop.police.uk)

What can the school do?

It is becoming increasingly clear that it is simply not enough to teach students that they cannot avoid participating in the digital world; they must also be taught how to participate safely and without threat.

Students must be taught the importance of reporting bad experiences and anxieties. These reports are vital in providing information that will lead to possible prosecutions and the protection of children involved in online abuse. Our PSHE programme which tackles bullying will include abuse via new technologies.

Young people need also to be aware of the risks of not reporting, either their own bad experiences or those of people they know. They also need to be aware of behaviour that might indicate that someone they know is suffering from online abuse.

Schools and parents have a vital role to play in training young people to identify and manage the risks of what is an exciting and continually developing environment but one which has its dark corners and unexpected pitfalls.

### **More useful tips and resources**

E-safety should be a high profile activity across Trust Schools. The more the school talk about it the easier it will be for a student to come forward if they have a concern. It is also important for the school to:

- ensure E-safety is a whole-school issue, not just the responsibility of the ICT department;
- ensure E-safety is part of the whole school assembly programme;
- work with parents to ensure a consistent message;
- teach E-safety within overall schemes of work and use special events to raise awareness; and
- keep an ear to the ground for indications that a student might be taking risks. What students do is often common knowledge among their peers.

For more information CEOP has a very useful website with a large range of resources, many of them linked to the curriculum: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

### **Appendix 6: Annual Report to the Governing Body on Safeguarding Students (Sheringham Only)**

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The following pro-forma is an example of a template used for the annual report on safeguarding to the governing body across the Trust:

Section 175 of the Education Act 2002 places a statutory duty on Local Authorities and governing bodies of maintained schools to have arrangements in place to ensure that they safeguard and promote the welfare of children.

This report should be submitted to the Governing Body so that they can monitor compliance with the Education Act 2002 and identify areas for improvement.

The report should not contain details about individual pupils but should provide sufficient information for the governing body to enable it to make a judgement about the quality of safeguarding within the school. Where weaknesses are evident, the governing body should ensure that these are addressed within the School Improvement Plan, and that progress toward achieving the desired outcomes is regularly monitored. It is good practice to identify a specific governor with responsibility for safeguarding who can undertake monitoring across the year, and would be in a position to validate the report.

Date of report:

This report is for the period from: \_\_\_\_\_ to:

Report author:

NB The information in this report is confidential – names and specific circumstances cannot be discussed.

### Safeguarding Management Team

	Name	Dates of Training			
		Multi-agency training	Safeguarding Agency Programme (Level B)	Single Core	Safeguarding in Education for Senior Designated Lead
Headteacher					(only required if DSL)
Senior Designated Lead					
Alternate Senior Designated Lead(s)					

Named Governor for Safeguarding:  
Date attended Safeguarding for Governors:

### Whole-School Training

Teachers and other staff and regular volunteers should receive training every 3 years.

Staff	Number	Date	Name of course	Course Provider
Teaching staff				
Teaching Assistants				
Administrative staff				
Caretaking and cleaning staff				
Technicians				
Volunteers				

What arrangements are in place for any staff who have not received suitable training?

### Induction:

All new members of staff have a special induction on CP and safeguarding procedures. This is usually done on a CPD day at the start of the academic year or as a twilight session if a colleague joins midyear.

Outline the procedures for providing a safeguarding induction to new staff/volunteers including school safeguarding policies and procedures e.g:

- Outline of training provided
- School's safeguarding policy
- Associated policies for example code of conduct, whistle-blowing
- Quick reference guide/summary of procedures
- A copy of 'What to do if you're worried about a child being abused', DfES 2006.
- Other resources

What arrangements are in place for those who have not received suitable induction?

Staff	Number	Safeguarding induction, including policies and procedures given (yes/no)	Safeguarding Children Training arranged (yes/no -date if available)
Teachers			
Support Staff			
Volunteers			

### Recruitment & Selection:

We ensure that:

- All adverts and related documentation contain a safeguarding statement.
- All person specifications have a safeguarding element.
- All job descriptions have a safeguarding responsibility.
- Applications are scrutinised for missing information and inconsistencies, and concerns are followed up.
- All interviews include at least one senior member of staff who has undergone safer recruitment training
- Successful candidates' qualifications are verified and their identity checked.
- Reference requests require specific safeguarding information, including the person's suitability to work with young people.
- References are requested from the current/most recent employer.
- Missing information or vague information is always followed up with the referee.

### Single Central Record:

A single central record (SCR) of staff is in place and available for inspection at any time from Victoria Cornell who is responsible for maintaining the SCR.

The SCR clearly shows:

- that identity checks have been carried out and by whom
- that all teachers have been checked against the Children's List (previously List 99)
- that supply teachers have been checked against the Children's List (or List 99) or have an enhanced CRB disclosure
- a record of anyone else who works regularly or intensively with children
- the date when the CRB or Children's List (or List 99) check was carried out (and who carried out the check)
- evidence of 'right to work' in the United Kingdom and suitability checks as appropriate

### Safer Recruitment Training:

Role	Name	Date of training	Governor Services or
Headteacher			

Governor			
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**Policies and documents relating to safeguarding:**

The following policies are in place and review dates are available via Natasha Allen, Clerk to the governing body

- Safeguarding
- Child Protection
- Attendance
- Anti-bullying
- Behaviour Management
- Drugs and Substance Misuse
- Equal Opportunities
- First Aid (including management of medical conditions, intimate care)
- Health and Safety (including school security)
- Management of allegations against staff and confidential reporting codes and process
  
- Racial Equality
- Recruitment and Selection
- Safeguarding Statement in School Prospectus
- Sex Education
- Staff Handbook - Guidance on Conduct
- Use of Force and Restraint (physical intervention)

Has the school completed the Self-Review tool for safeguarding & Child protection in schools? If this has not been provided to the GB, attach a copy to this report.

**Referrals and Multi-agency working:**

NB this section provides an overview of safeguarding activity and referrals. It is not appropriate to include names or details of individual cases.

Intervention/support:	Number:
Family Support Process	
Team Around the Child Meetings Attended	
Referrals made to Children’s Social Care Services	
Outcomes of referrals known	
Child Protection Invitations	
Child protection meetings attended	
Reports submitted to Child Protection Conferences	
Core groups attended	
Pupils in receipt of a CP Plan	
Pupils in receipt of Child in Need plan	
LAC pupils on roll	
Allegations made against staff	
Referrals to the LADO	

**Other comments on safeguarding issues and actions to be taken:**

**Appendix 7a: Recording Form for Safeguarding Concerns Sheringham High School 2018;**  
**(each Trust school has) its own personalised version of this form**

Staff, volunteers and regular visitors are required to **complete this form and pass it to Jayne Melhuish**, Deputy Headteacher, or in her absence to Tash Drury, Sharon Ransome or Andrew Richardson ,Headteacher, if they have a safeguarding concern about a child in our school.

Full name of child	D o B	Tutor/Form	Your name and position in school

<b>Nature of concern/disclosure</b>	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said	
Was there an injury? Yes/No	Yes/No Did you see it?
Describe the injury ( size and shape)	
Have you filled in a body plan to show where the injury is and its approximate size? Yes/No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?

Who are you passing this info to?

Name:

Date:

Position:

Time

Your signature:

Date:

Time form received by DSL:

Action taken by DSL:

Referred to...?

Attendance Lead

Police

Just one number

Children's  
Services

PSA

Early Help

Other

Date:

Time:

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

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

Further Action Agreed:

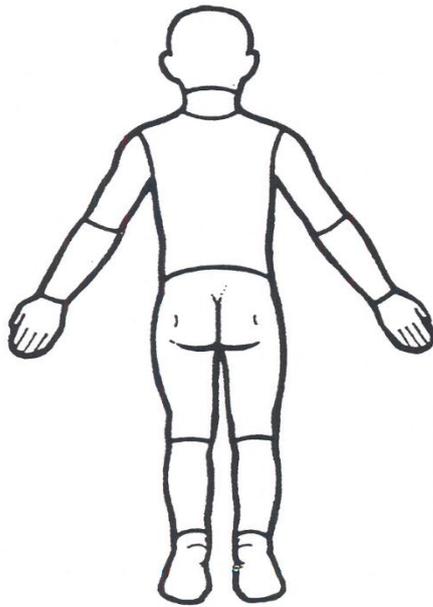
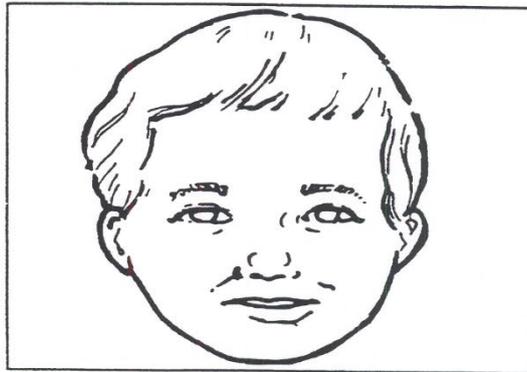
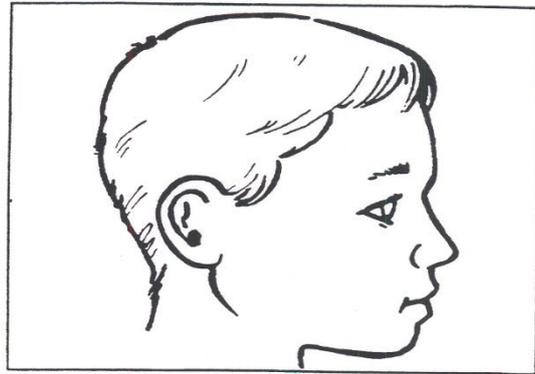
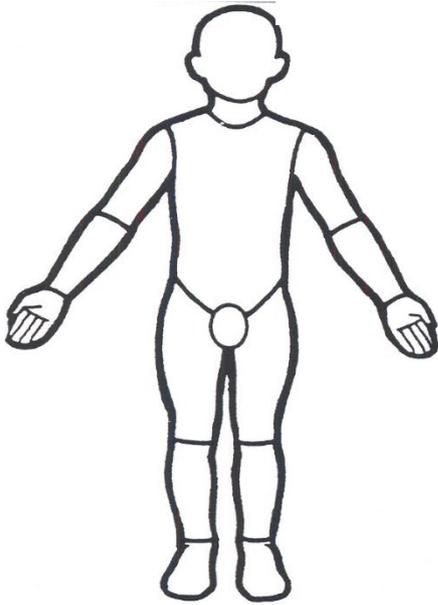
*e.g. School to instigate a Family Support Process, assessment by Children's Services*

Full name:

DSL Signature:

Date:

Older Child



## **Stalham High School**

Recording Form for Safeguarding Concerns

# **Nagging Doubt Form**

Staff, volunteers and regular visitors are required to complete this form and pass it to

**Mr McMahon (DSL) or, Ms Beck, Ms Searle or Ms Martin (Alternate Safeguarding Officers)**

if they have a safeguarding concern about a child in our school.

<b>Full name of child</b>	<b>Print your name and position in school</b>

### **Nature of concern/disclosure**

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

Was there an injury? Yes / No	Did you see it? Yes / No
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## **Appendix 8a: Site security Sheringham High School 2018**

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The High School is part of a campus that includes Sheringham Woodfields Complex Needs School and Sheringham Primary and Nursery Schools. We share our main entrance with Sheringham Woodfields School and the Nursery. As a result, our site is used by legitimate visitors/parents to these other schools; visitors who have not been “invited” to Sheringham High School.

Management of visitors and campus security is therefore in part reliant on ensuring that we are aware of invited guests and external staff being able to be identified if they are on our premises.

To ensure that staff and students at Sheringham High School are aware of approved visitors on our site, we require that all visitors have proper identification that is clearly visible, showing that they are approved visitors.

All visitors **MUST** sign in at Reception. To make visitor identification easier ***all visitors will be required to wear a red lanyard around their neck with an attached official pass.*** Teacher and support staff colleagues from Sheringham Woodfields School are asked to display their badges at all times.

Visitors to Sheringham High School not wearing this ID will be politely challenged to offer a reason for being on site by both High School staff and students.

We encourage all students and staff to take a proactive role in policing of our site by reporting immediately any unidentified visitors to a senior member of staff.

## **Appendix 8b: Site security Stalham High School 2018**

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To ensure that staff and students at Stalham High School are aware of approved visitors on our site, we require that all visitors have proper identification that is clearly visible, showing that they are approved visitors.

All visitors **MUST** sign in at Reception. To make visitor identification easier ***all visitors will be required to wear a red ‘visitor’ lanyard around their neck with an attached official pass.*** Teacher and support staff colleagues from other professional agencies are asked to display their ID badges in addition.

Visitors to Stalham High School not wearing this ID will be politely challenged to offer a reason for being on site by both High School staff and students.

We encourage all students and staff to take a proactive role in policing of our site by reporting immediately any unidentified visitors to a senior member of staff.

## **Appendix 8c: Site Security Antingham and Southrepps Primary School**

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Antingham and Southrepps Primary School is a small rural primary school that can only be easily accessed from the front of the school. In order to enter the school legitimately, visitors must come through the main entrance and report to the office in order to enter. At Reception visitors are identified and required to sign in and read our site information before being allowed access to any other part of the school. All visitors are required to wear a visitor lanyard with the safeguarding and fire drill information located on the back, unless they are known parents at pick up time. All adults on site are

required to where a green staff lanyard or a red visitor/governor lanyard and staff are required to challenge any visitor not wearing one. Children are taught to report anyone without a lanyard to a member of staff.

#### **Appendix 8d: Site Security Gresham Village Primary and Nursery School**

Gresham Village School and Nursery is a small rural primary school that can only be easily accessed from the front of the school. In order to enter the school legitimately, visitors must come through the main entrance and report to the office in order to enter. At the entrance, visitors are identified and required to sign in and read our site information before being allowed entry. On entry, all visitors are required to wear a visitor badge, unless they are known parents at pick up time. Staff are required to challenge any visitor without a visitor badge; children are taught to report unidentified visitors to a member of staff.

### **Why are you changing the Multi-Agency Safeguarding Hub (MASH)?**

We want to provide the best service to Norfolk's children and families, as well as to our partner agencies. The MASH has been under significant pressure because of increasing numbers of contacts and referrals and we want to manage these better, so that children get the right support first time.

### **What are the changes?**

The biggest change is the creation of our new Children's Advice and Duty Service. This will be made up of senior social workers, who will provide advice and support to other professionals and ask key questions about the risks and strengths within families. They will then agree together who is best placed to meet the needs of a child. The service will no longer take written referrals.

### **Will the MASH still exist?**

Yes, the MASH will continue and will provide vital cross agency checks for those children most at risk. The new Children's Advice and Duty service will mean that the MASH will be able to get support to those children who need it the most.

### **What is the aim of the new Children's Advice and Duty Service?**

The aim is to get the right support to children and families first time. We're basing it on what's worked well elsewhere. By talking through concerns and solutions with professionals we can work even better together and get support earlier to families. At the moment we are carrying out too many unnecessary social work assessments and we want to make sure that we're only doing these assessments where they are needed.

### **What is the number of the new service?**

All agencies and children service providers have been issued with contact details for the Children's Advice and Duty Service. If you do not have this number you can contact the NSCB Business Unit on 01603 223409 or call customer service on 0344 800 8020.

### **What number do members of the public call?**

They will continue to call our Customer Service Centre number 0344 800 8020.

### **What information do I need to give when I call?**

You can use the Children's Advice and Duty Service flowchart to prepare for your call. This includes details on what information the Consultant Social Worker handling your call might need.

### **What sort of things can I call the service about?**

If you are a professional working with children and families, you can call with any safeguarding concern you might have about a child.

**If there is no written referral, how do I evidence that I have made contact with Children's Services? How will information be recorded?**

Every phone call will be followed up in writing by the consultant social worker.

It is also best practice to keep a record of the contact you have made, the discussion and any decisions made. You should also record whether you have obtained parental consent and if not, why not.

**What records of the conversation will be made and how will they be kept?**

This will depend on the individual discussion and the risks identified to a child. It will also depend on whether you have got consent from the child's parent.

However, we will record all of the conversations on our system; by having a record, we will also be able to see when there might be a repetition or accumulation of concerns about a child.

**What is the difference between a conversation, consultation and referral?**

All calls will result in a conversation. The outcome of the conversation will depend on the levels of concerns raised and the agreed course of action. We are moving away from the restrictions of terminology like consultation and referral, however, the Consultant Social Worker and caller will agree and record the outcome of any conversation.

**Do I have to get parents' consent before I make a call?**

It is good practice and the expectation that you seek consent from parents. We acknowledge that there are occasions when to do so could put a child at risk or undermine the investigation into a serious crime. In these instances, we would accept a call without consent from the parents. Reasons for not seeking consent should be clearly stated when speaking with CADS and recorded on internal systems for your records.

**What are the opening hours of the Children's Advice and Duty Service?**

The service will run Monday to Friday from 8am to 8pm.

**What do I do outside of these hours?**

You can continue to contact our Emergency Duty Team on 0344 800 8020.

**What happens if I disagree with what the social worker recommends?**

The aim of the new service is to work together to come up with the right support or service for a child or family. We hope that professional disagreements will be rare but if you wish to escalate you can follow the NSCB's [resolving professional disagreement policy](#).

**How can I provide feedback about the service?**

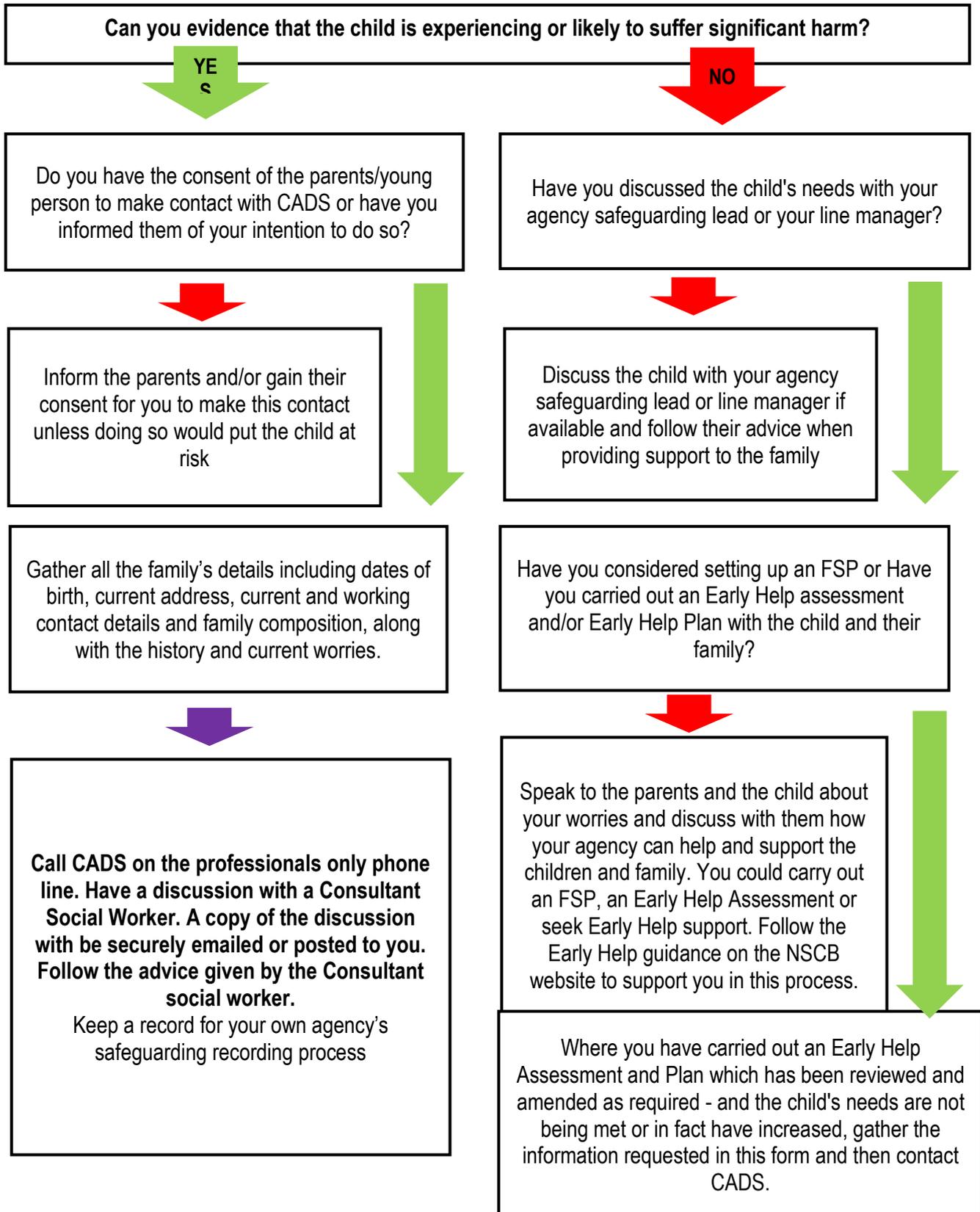
When the caller receives the record of the conversation, there will be a link included to a short survey so that all callers can feedback on the service provided.

## **How can I contribute to the FAQs?**

This is an iterative document and will be reviewed monthly. Callers can e-mail the NSCB Business Unit with questions as they arise on [nscb@norfolk.gov.uk](mailto:nscb@norfolk.gov.uk), and they will be passed to the Head of Children's Advice and Duty Service.

## Children's Advice and Duty Service- CADS

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



**Appendix 10a: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers at Sheringham High School 2018**

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

If you have any concerns about a student in our school, you must share this information immediately with our Senior Designated Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from Reception. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01603 223473.

The people you should talk to in school are:

**Senior Designated Lead: Jayne Melhuish**

Location of office: Admin Corridor

Contact Number: 01263 822363 extension 202

**Alternate Designated Professional: Tash Drury**

Location of office: Millennium Block up stairs

Contact Number: 01263 822363 extension 230

**Second Alternate Designated Professional Sharon Ransome**

Location of Office; Learning Support Unit

Extension 214

**Vice Chair NNAT (Safeguarding): Gill Pegg**

Contact Number: 01263 822363

**Appendix 10b: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers at Stalham High School 2018**

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

If you have any concerns about a student in our school, you must share this information immediately with our Senior Designated Lead or one of the alternate post holders. There is a poster in each classroom to indicate who these people are.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below

and provide them with a written record of your concern. A copy of the pink 'nagging doubt' form to complete can be obtained from Reception. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Executive Headteacher. If an allegation is made about the Executive Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01603 223473.

The people you should talk to in school are:

**Senior Designated Lead: Lee McMahon**

Location of office: Next to the Main Hall/LSU  
Contact Number: 01692583825 extension 272

**Alternate Designated Professional: Paula Beck**

Location of Office: Isolation room  
Extension 282

**Alternate Designated Professional: Dale Searle**

Location of Office; Learning Support Unit  
Extension 282

**Second Alternate Designated Professional: Angela Martin**

Location of Office: Careers Office  
Extension 219

**Vice Chair of NNAT (Safeguarding): Gill Pegg**

Contact Number: 01263 822363

## **Appendix 10c: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers at Antingham and Southrepps Primary School**

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

If you have any concerns about a student in our school, you must share this information immediately with our Senior Designated Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from Reception. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01603 307797.

**The people you should talk to in school are:**

**Designated Safeguarding Lead: Emma Harding**  
**Location of office: Head of School/Hedgehogs Class**  
**Teacher Contact Number: 01263 833282**

**Alternate Designated Safeguarding Lead: James Adams Teacher Contact Number: 01263 833282**

**Safeguarding Governor: Doug Wright**  
**Contact Number: 01263 833282**

## **Appendix 10d: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers at Gresham Village School and Nursery**

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

If you have any concerns about a student in our school, you must share this information immediately with our Senior Designated Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from Reception. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01603 307797.

The people you should talk to in school are:

**Designated Safeguarding Lead: Marc Goodliffe**

Location of office: Headteacher  
Contact Number: 01263 577349

**Alternate Designated Safeguarding Lead: Debbie Coombs**

Location of office: KS1 class teacher  
Contact Number: 01263 577349

**Safeguarding Governor: Gillian Sampson**

Contact Number: 01263 577349

***At all NNAT trust schools we strive to safeguard and promote the welfare of all of our children.***

**STAFF INVOLVEMENT**

The first draft of this policy was written by Jayne Melhuish, Tash Drury and Gill Pegg, the safeguarding governor for Sheringham and Stalham High Schools. The DSL and alternate DSL for the individual schools were consulted and amendments made as a result. The policy was ratified by Trust Governors/Trustees.