



SMITHDON HIGH SCHOOL

**WHOLE SCHOOL POLICY FOR
SAFEGUARDING
INCORPORATING CHILD PROTECTION**

(Based on the Norfolk County Council model policy
updated August 2015)

Reviewed by:

Approved:

Next Review Date: June 2018

Signed: Mr S Wilson, Headteacher

Date:

Signed: Mr R Lodge, Chair of Governors

Date:

Policy Consultation & Review

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

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance ['Keeping Children Safe in Education'](#), DfE (2016).

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in June 2017. It is due for review in March 2018.

1. Purpose and Aims

- 1.1 The purpose of Smithdon High School's Safeguarding Policy is to ensure that every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:
 - Protect children and young people at our school from maltreatment;
 - Prevent impairment of our children's and young people's health or development;
 - Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
 - Undertake that role so as to enable children and young people at our school to have the best outcomes.
- 1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.
- 1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.
- 1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibility for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.
- 1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors. The Children Acts 1989 and 2004 state that a child is anyone who has not reached their 18th birthday. Therefore when this policy uses the word 'Child' or 'Children' it is referring to 'children and young people'.

2. Key Definitions and Key Signs and Symptoms

2.1 All staff should be aware of the following signs and symptoms displayed in children in their care. Most signs and symptoms will overlap with reasons why. Any concerns should be reported to our School's DSL

2.2 You should make sure that you are alert to the signs of abuse and neglect. You should make sure you know where to turn to if you need to ask for help, and that you refer to children's social care or to the police, if you suspect that a child is at risk of harm or is in immediate danger. There are four kinds of abuse and neglect;

- **Physical abuse** – the act of deliberately physically hurting a child
- **Emotional abuse** – is the persistent emotional maltreatment of a child
- **Sexual abuse** – is any sexual activity with a child
- **Neglect** – is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter

The symptoms of these are shown in **Appendix 7**, taken from the 'What to do if you are worried a child is being abused' documentation (2015)

2.3 **Sexual exploitation** is a form of sexual abuse, in which a young person is manipulated or forced into taking part in a sexual act. Children and young people that are victims of sexual exploitation often do not recognise they are being exploited. However, there are a number of signs that a child may be being groomed for sexual exploitation. These include:

- Going missing for periods of time or regularly returning home late
- Regularly missing school or not taking part in education
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from sexually transmitted infections
- Mood swings or changes in emotional wellbeing
- Drugs and alcohol misuse
- Displaying inappropriate sexualised behaviour.

2.4 **Female Genital Mutilation (FGM)** involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. It is important to recognise the signs of possible planning of FGM and those at risk to it as well as the symptoms themselves. Please refer to Appendix 6, all reports of disclosures on FGM about a female under 18 must be reported to the police as a mandatory duty.

2.5 Under the **Counter Terrorism and Security Act (2015)** the school has a duty to follow the Prevent Strategy, a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. The prevent strategy covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups, the call for the deaths of the Armed Services and other causes. Our School Prevent Strategy is outlined in another policy, but key terms related to this include:
Extremism – vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs.
Ideology – a set of beliefs

Terrorism – a violent action against people or property, designed to create fear and advance a political, religious or ideological cause

Radicalisation – the process by which a person comes to support extremism and terrorism

It is the duty of the school to report such instances if they become aware of them.

2.6 Private fostering is when a child under the age of 16 (or 18 if disabled) is cared for by someone who is not their parent or 'close relative'. This is a private arrangement made between a parent and carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). There is a duty on the part of parents and carers entering into private fostering arrangements to notify their local authority. This is in order to safeguard and protect the child's welfare as well as ensuring that the child, carer and parent are receiving appropriate support and help.

2.7 Peer on Peer Abuse – Peer on peer abuse can manifest itself in many ways. This can include sexual bullying, being coerced to send sexual images, sexual assault and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse. This form of abuse will not be tolerated and victims will be appropriately supported. Any indication that a child has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy. Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations. The school will include within the curriculum, information and materials that support children in keeping themselves safe from abuse including abuse from their peers and online. Additional guidance on sexting can be found in 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Child Internet Safety.

3. Our Ethos

- 3.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.
- 3.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.**
- 3.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child

will know what the adult will have to do with any information they have chosen to disclose.

- 3.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material which will encourage our children to develop essential life skills.
- 3.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

4. Roles and Responsibilities

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Ms R Bazeley-Smith Head of Achievement and Inclusion	Ext 111 r.bazeley-smith@smithdonhigh.org.uk
Alternate DSL	Miss S Fairweather Head of Year	Ext 131 s.fairweather@smithdonhigh.org.uk
Alternate DSL	Mrs S Dixon	Ext 124 s.dixon@smithdonhigh.org.uk
Headteacher	Mr S Wilson	Ext 102 s.wilson@smithdonhigh.org.uk
Named Safeguarding Governor	Mrs J Seed	Via school office
Chair of Governors	Mr R Lodge	Via school office

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

The Governing Body

- 4.2 The Governing Body of Smithdon High School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.
- 4.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Board policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2015);
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training which is updated regularly;
- All staff are also able to contribute to the writing and revision
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2016); or the most recent version thereof;
- They remedy without delay any weakness in regard to our safeguarding arrangements which are brought to their attention.

4.4 The governing body will receive a safeguarding report at each meeting to record the training which has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity which has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

4.5 At Smithdon High School the Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL) – Ms R Bazeley-Smith;
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role –Mrs S Dixon and Ms S Fairweather;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;

- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead (DSL)

- 4.6 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.
- 4.7 The DSL at Smithdon High School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.
- 4.8 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.
- 4.9 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed schools' [safeguarding training pack](#) provided by Children's Services.

5. Training and Induction

- 5.1 When new staff, volunteers or regular visitors 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 and told who our Designated Safeguarding Lead (DSL) is. They will also be provided with the recording form, given information on how to complete it and who to pass it to.
- 5.2 Every new member of staff or volunteer will have an induction period which will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead (DSL). At induction, all staff will also be provided with a copy of Part One of *'Keeping Children Safe in Education'* (2016) and will be expected to read this.
- 5.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Norfolk Safeguarding Children Board advice.

- 5.4 All regular visitors 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. (See Appendix 2).
- 5.5 The DSL, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Board at least once every three years. In addition to this, the DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years.
- 5.6 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 [Norfolk Governor Services](#).
- 5.7 We actively encourage all our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of '*Keeping Children Safe in Education*' (2016) 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.nscb.norfolk.gov.uk and within the Safeguarding Section of the Norfolk Schools website: <http://www.schools.norfolk.gov.uk/safeguarding>. The DSL will also provide regular safeguarding updates for staff.

6. Procedures for Managing Concerns

- 6.1 Smithdon High School adheres to child protection procedures which have been agreed locally through the Norfolk Children's Safeguarding Board.
- 6.2 Every member of staff including volunteers working with children at our school is 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.
- 6.3 All staff are encouraged to report any concerns they may 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 for staff to record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

- 6.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 6.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the 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.
- 6.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1).
- 6.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- 6.8 All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 7.
- 6.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.
- 6.10 Early Help – All staff must be prepared to identify children who may benefit from early help (Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professional in an early help assessment). All staff must be aware of the process of early help. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. If early help is appropriate the safeguarding lead will support the staff in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to improve.
- 6.11 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 pupil's safety.

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

6.13 Children with Statements of Special Educational Needs and/or ECHP's
Our SEND policy is set out in a separate document. We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse especially those with communication difficulties. Where appropriate any safeguarding concern involving a student with SEND will involve the school designated SENDCO.

7. Records and Information Sharing

7.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

7.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

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

8. Working with Parents and Carers

- 8.1 Smithdon High School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.
- 8.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.
- 8.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.
- 8.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.
- 8.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:
- Full names and contact details of all adults with whom the child normally lives;
 - Full names and contact details of all persons with parental responsibility (if different from above);
 - Emergency contact details (if different from above);
 - Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

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

- 8.6 Any child missing education will be reported to the local authority following two weeks unexplained absence.

9. Child Protection Conferences

- 9.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.
- 9.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.
- 9.3 All reports for child protection conferences will be prepared in advance using the guidance and education [report](#) template provided by Children's Services. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.
- 9.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

10. Safer Recruitment

- 10.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2016).
- 10.2 At Smithdon High School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.
- 10.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

10. SAFER WORKING PRACTICE

- 10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.
- 10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.
- 10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.
- 10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps which every adult should take in their daily professional conduct with children. This advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#)', DCSF, October 2015. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

11. Managing Allegations against Staff and Volunteers

- 11.1 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.
- 11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- 11.3 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 (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 01603 223473.

- 11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is 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.
- 11.5 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.
- 11.6 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.
- 11.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.
- 11.8 Whistle-blowing – All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues. Any concerns should be reported following the school's Whistle-blowing policy.

12. Relevant Policies

- 12.1 To underpin the values and ethos of the school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies are also included under our safeguarding umbrella:
- Staff Code of Conduct
 - Preventing Extremism & Radicalisation Policy
 - Anti-Bullying
 - Positive handling and managing behaviour
 - Recruitment and Selection
 - Whistleblowing
 - Attendance
 - E-Safety
 - Health & Safety (including site security)
 - Harassment and discrimination, including racial abuse
 - Meeting the needs of pupils with medical conditions
 - Intimate Care

- First Aid
- Educational Visits including overnight stays

Statutory Framework

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

- ['Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'](#), DfE (2015)
- ['Keeping Children Safe in Education'](#), DfE (2016)
- [Norfolk Safeguarding Children Board](#) procedures
- [Norfolk Safeguarding Children Board Protocol : Allegations Against Persons who Work with Children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#), DCSF, October 2015.
- ['What to do if you're worried a child is being abused'](#) DfE (March 2015)
- 'Information Sharing: Advice for practitioners' DfE (March 2015)
- 'The Prevent Duty: Departmental advice for schools and childcare providers' DfE (2015)

Appendix 1: Draft Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to Sandra Dixon, Assistant Headteacher if they have a safeguarding concern about a child in our school.

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

Nature of concern/disclosure

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

Was there an injury? Yes / No

Did you see it? Yes / No

Describe the injury:

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

Was anyone else with you? Who?

Has this happened before?

Did you report the previous incident?

Who are you passing this information to?

Name:

Position:

Your signature:

Date:

Time:

Action taken by DSL

Referred to...?

Attendance
Improvement
Officer

Police

School Nurse

Children's
Services

PSA

Guidance
Advisor

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:

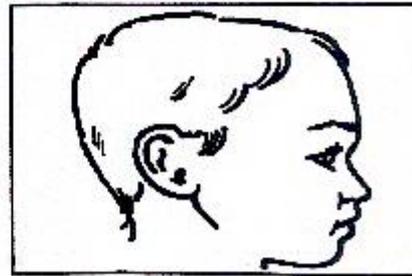
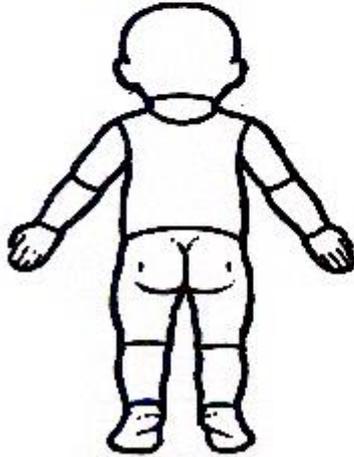
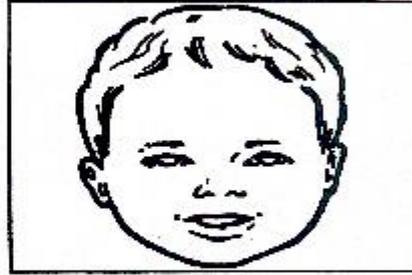
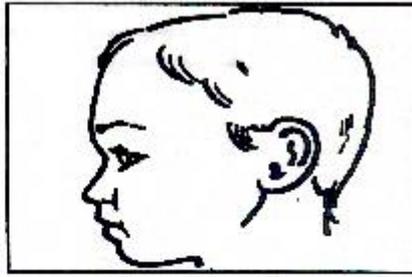
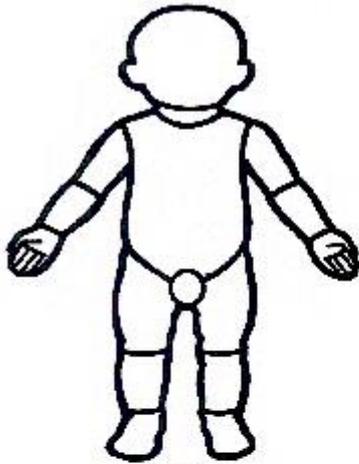
e.g. School to instigate a Family Support Process, assessment by Children's Services

Full name:

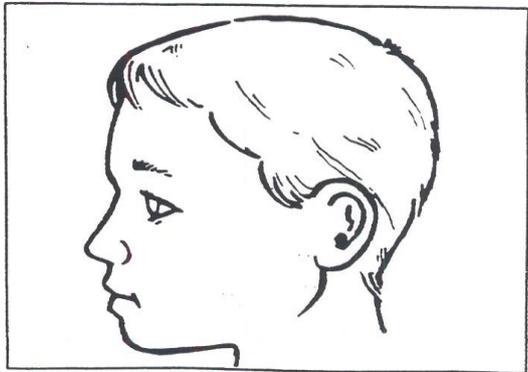
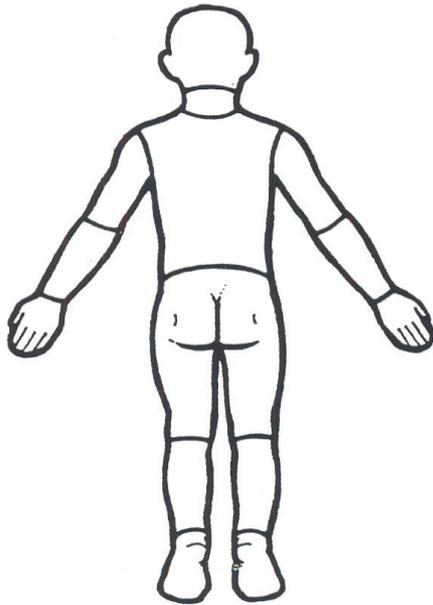
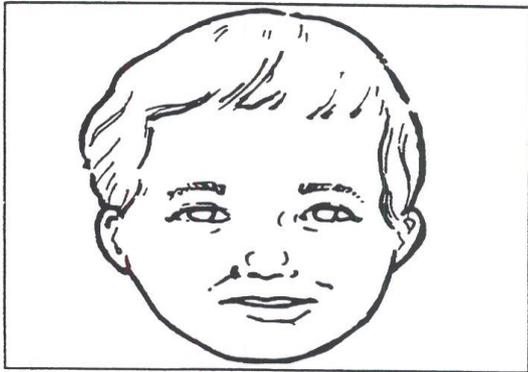
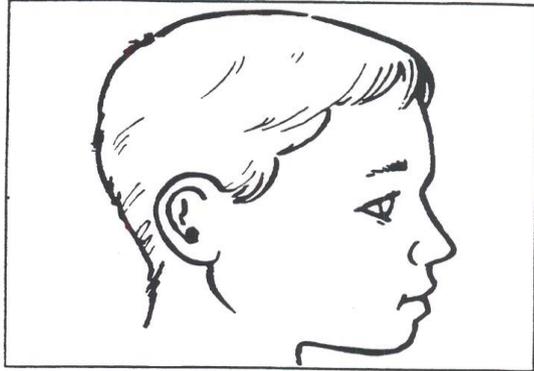
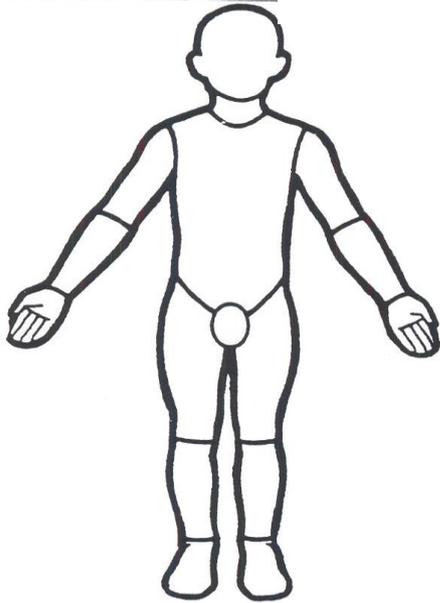
DSL Signature:

Date:

Young Child



Older Child



Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

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

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

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

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

Designated Safeguarding Lead: Ms R Bazeley-Smith, Head of Achievement and Inclusion
Location of office: A Block
Contact Number: Ext 111

Alternate Designated Lead: Ms S Fairweather, Head of Year
Location of office: C Block
Contact Number: Ext 131

Alternate Designated Lead: Mrs S Dixon
Location of office: C Block
Contact Number: Ext 124

Chair of Governing Body: Mr R Lodge
Contact Number: c/o school office 01485 534541

At Smithdon High School we strive to safeguard and promote the welfare of all of our children.

Appendix 3: Staff and Volunteer Safeguarding and Child Protection Training

ALL STAFF

As part of induction:

- Full 1 hour Safeguarding Training taken from Norfolk County Council training.
- Provided with all up to date relevant Safeguarding materials
- Attendance is compulsory and materials will need to be signed for

On-going training:

- Annual refresher training to all staff. This will include new initiatives as necessary. For example: MASH leaflet to all, Radicalisation Concerns, FGM and any new procedures.
- New materials issued throughout the year as and when necessary

PASTORAL/DESIGNATED STAFF

- Training completed in line with statutory national requirements for all staff involved in CP.

The school office has a record of all training undertaken and all requirements.

Appendix 4 – Flow of Concerns

Identification of Concern

- Training for all Staff
- Template for recognising concerns
- Staff leaflets/Posters/Information

Referral Made

- Made in writing to RBa/SDi/SFa
- Previous Referrals Consulted
- Evaluation of the Referral
- Establish if the young person is in imminent danger

Action

- Discussion of case with CP trained individuals
- Monitoring
- MASH Consultation/Referral
- Police informed
- Informing staff (where relevant)
- Informing parents (where relevant)
- Liaising with multi-agencies

Appendix 5: Signs and Symptoms of Abuse and Neglect

Taken from the policy 'What to do if you're worried a child is being abused' (2015)

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who are reluctant to go home after school;
- Children with poor attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

This is not an exhaustive list, if in doubt, please contact the school's DSL

Appendix 6: Female Genital Mutilation – the signs, those at risk and symptoms

FACTORS THAT MAY INDICATE A GIRL IS POTENTIALLY AT RISK OF BEING AFFECTED BY FGM ALL REPORTS AND DISCLOSURE ON FGM ABOUT A FEMALE UNDER 18 SHOULD BE REPORTED TO THE POLICE AS A MANDATORY DUTY.

The most significant factor to consider when deciding whether a girl or woman may be at risk of FGM is whether her family has a history of practising FGM. In addition, it is important to consider whether FGM is known to be practised in her community or country of origin.

There are a number of factors in addition to a girl's or woman's community, country of origin and family history that could indicate she is at risk of being subjected to FGM. Potential risk factors may include:

- A female child is born to a woman who has undergone FGM;
- A female child has an older sibling or cousin who has undergone FGM;
- A female child's father comes from a community known to practise FGM;
- The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- A woman/family believe FGM is integral to cultural or religious identity;
- A girl/family has limited level of integration within UK community;
- Parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law;
- A girl confides to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- A girl talks about a long holiday to her country of origin or another country where the practice is prevalent;
- Parents state that they or a relative will take the girl out of the country for a prolonged period;
- A parent or family member expresses concern that FGM may be carried out on the girl;
- A family is not engaging with professionals (health, education or other);
- A family is already known to social care in relation to other safeguarding issues;
- A girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
- A girl talks about FGM in conversation, for example, a girl may tell other children about it – it is important to take into account the context of the discussion;
- A girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
- A girl is unexpectedly absent from school.

INDICATIONS THAT FGM MAY HAVE ALREADY TAKEN PLACE

A girl may:

- Ask for help;
- Confide in a professional that FGM has taken place;
- Have difficulty walking, sitting or standing or looks uncomfortable;

- Find it hard to sit still for long periods of time, and this was not a problem previously;
- Spend longer than normal in the bathroom or toilet due to difficulties urinating;
- Spend long periods of time away from a classroom during the day with bladder or menstrual problems;
- Have frequent urinary, menstrual or stomach problems;
- Avoid physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;
- Have prolonged or repeated absences from school or college
- Have increased emotional and psychological needs, for example withdrawal or depression, or a significant change in behaviour;
- Be reluctant to undergo any medical examinations;
- Ask for help, but is not explicit about the problem; and/or
- Talk about pain or discomfort between her legs.

- Appendix 7: Local Safeguarding Referral Procedures 2016



NHS Norfolk
NHS Great Yarmouth and Waveney



NORFOLK MASH

Multi-Agency Safeguarding Hub: Referral Procedures

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

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

- **Faxed to the MASH Team on 01603 762445**
- **Posted to: The MASH Team Manager, Floor 5, Vantage House, Fishers Lane, Norwich, Norfolk, NR2 1ET**
- **NSCB1 forms can also be e-mailed to MASH via mash@norfolk.gcsx.gov.uk but must only be sent from a secure email address.**

Safeguarding Consultation Line

You can request a professional consultation if you are not clear about how to support a family and require further advice about a child. This is provided by the MASH Team. In order to access this service call Customer Services on **0344 800 8020** and state that you request a professional consultation. This procedure replaces the consultation service previously offered by the local Duty Teams.

Please note that consultations should not be used in circumstances where you suspect immediate risk or harm to a child e.g. when the child has made a disclosure of abuse or you suspect the child is presenting with a non-accidental injury. In these circumstances, you should contact Customer Services and explain that you wish to make a referral.