



Safeguarding & Child Protection Policy

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Written By	Rachel Quick (P):
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Reviewed by	Rachel Quick: Meike Stepp (Inclusion Manager / DSL) Dani Williams + staff (CPD 4th September 2023)
Review Schedule	<p>This policy will be monitored annually in line with annual changes to Keeping Children Safe in Education.</p> <p>This mechanism recognises that changes in legislation may prompt a review of the policy before the annual review stipulated.</p> <p>Next Review: September 2024</p>



WHOLE SCHOOL (TRUST) POLICY FOR SAFEGUARDING: INCORPORATING CHILD PROTECTION

[‘Keeping Children Safe in Education’](#), DfE (2023)

The school policy was revised in June 2023 to reflect the changes in national guidance as a consequence of the publication of revisions to *‘Keeping Children Safe in Education’* on 6 June 2023. This guidance will become statutory on 1 September 2023 and all schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

In accordance with the guidance, governing bodies and proprietors of independent schools and colleges should ensure that all staff and volunteers are aware of the new policy and are kept up to date as it is revised.

See Appendix for changes

The school safeguarding policy is:

- publicly available via the school website or by other means;
- provided to all staff at induction along with a staff code of conduct, behaviour policy and the safeguarding response to children who go missing from education.
- Available to staff and Commissioned clinical team professionals through the Safeguarding Portal CPOMS (Documents)

All staff have read Part One and Annex A of *‘Keeping Children Safe in Education’* and there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of this guidance.

The school Governing body and proprietors provide staff with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy, and where necessary strengthen arrangements, through discussion and review throughout the academic year.

Policy Consultation & Review

This policy is available on our 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.

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

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

This policy will be reviewed in full by the Governing Board on an annual basis. This policy was last reviewed and agreed by the Governing Board on 2.9.2023. It is due for review on September 2024

Signature

Principal/CEO

Date:

Signature

Chair of Governors

Date:



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PURPOSE & AIMS - The purpose of The Wherry School (Trust) safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. The Wherry School Trust supports pupils with a diagnosis of Autism, or those with communication and interaction disorders – all staff, volunteers and those working within the school need to be aware of the context and unique needs of these pupils when working with this policy.

1.1 This means we will always work to:

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

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

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

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.



2.3 At The Wherry School (Trust) we ensure that safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development. We operate with the best interests of the child at their heart.

2.4 Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The systems we have in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

2.5 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. All staff will be trained to recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

2.6 Throughout our broad and balanced curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and others to stay safe (this includes online). The Relationships Education, Relationships and Sex Education and Health Education (delivered in regularly timetabled lessons and reinforced throughout the whole curriculum) will cover relevant topics in an age and stage appropriate way, enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. This will provide further reinforcement to help children identify risks, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources. **See Appendix 11 for details of the school offer**

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

2.7 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](#) (2018) and the [Norfolk Multi Agency Safeguarding Partnership arrangements](#).

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;



- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child
- has a family member in prison, or is affected by parental offending;
- is persistently absent from education, including persistent absences for part of the school day.

2.9 At The Wherry School (Trust) we understand the importance of working in a way that adheres to the following legislation:

- The Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty

This means we do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Meike Stepp	01603 629440 meikestepp@thewherryschool.co.uk
Mental Health Lead	Dani Williams	01603 629440 daniwilliams@thewherryschool.co.uk
Deputy DSL	Dani Williams	01603 629440 daniwilliams@thewherryschool.co.uk
Deputy DSL	Rachel Quick	01603 629440 principal@thewherryschool.co.uk
Trust CEO (Principal)	Rachel Quick	01603 629440 principal@thewherryschool.co.uk
Head of School	Dani Williams	01603 629440 daniwilliams@thewherryschool.co.uk
Named Safeguarding Governor	Sara Johnston	sarajohnston@thewherryschool.co.uk
Chair of Governors / Trustees	TBC	Chairofgovernors@thewherryschool.co.uk

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



safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Board

3.2 The Governing Board (Trustees) of The Wherry School (Trust) is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

3.3 The Governing Board will ensure that:

- The safeguarding policy is in place, is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Partnership policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.
- All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the school's safeguarding response for those pupils who are absent from education as detailed in section 6 of this policy.
- All staff undertake appropriate child protection training that is updated annually and online safety training;
- In terms of filtering and monitoring there is consideration to the number of and age range of children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2023);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The governing board will receive a safeguarding report at each meeting that will record the training that has taken place, staff attending and any outstanding training requirements for the school. It will



also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Head of School (supported by the Principal/CEO)

3.5 At The Wherry School (Trust) the Head of School with the Principal/CEO is responsible for:

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

The Designated Safeguarding Lead (DSL)

3.6 The Designated Safeguarding Lead is a senior member of staff, from the wider school leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of [‘Keeping Children Safe in Education’](#).

3.7 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.

3.8 During term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and/or any other relevant media.

3.9 The DSL (or their appropriately trained DDSL representative) 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.

3.10 The DSL will maintain records and child protection files ensuring that they are kept confidential and stored securely (see section 7 for more information.)

3.11 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 school’s [safeguarding training package](#) provided by Children’s Services and other resources such as those from The Key .

3.12 The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.



- 3.13 The DSL(s) will work with the Head of School/Principal/CEO and senior leaders, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement.
- 3.14 This will include understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential.
- 3.15 We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. The DSL will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- 3.16 The DSL will take the lead responsibility for understanding the filtering and monitoring systems and processes in place at the school.

4. TRAINING & INDUCTION

4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct, Part one and/or Annex A of '*Keeping Children Safe in Education*' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. They will also receive a copy of the behaviour policy and the school's response to children who are absent from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with information about how to record and report safeguarding concerns.

They will be given a copy of and an introduction (Within 1 day) by D/DSL to

- 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.
- They will also receive a copy of the behaviour policy and the school's response to children who go missing from education
- Training and induction is determined for new staff/volunteers by the SLT/DSL: training resources remain available to staff via documents on CPOMS portal

4.2 Every new member of staff or volunteer will receive more detailed safeguarding training during their induction period **within 4 weeks of joining the school**. This programme will include information relating to

- signs and symptoms of abuse,



- how to manage a disclosure from a child (including reassuring victims that they are being taken seriously and that they will be supported and kept safe),
- how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47
- as well as the remit of the role of the Designated Safeguarding Lead (DSL).
- information about whistleblowing in respect of concerns about another adult's behaviour and suitability to work with children.
- online safety training, including understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring as this is part of the overarching safeguarding approach of our school.

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

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

4.4 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. (See Appendix 2): information is in the form of a leaflet, on the lanyards for visitor passes, as well as within the sign in/sign out process.

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Partnership **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:

- e-courier MI Sheets,
- receiving relevant information from national DSL forums,
- use of Norfolk DSL X information and
- disseminating national and local updates to staff,
- Personal Development, DSL online forums/cluster groups].

4.6 Our governing body will also undertake appropriate training to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. This training takes place at induction and is updated regularly. Training for Governors to support them in their safeguarding role is available from [Norfolk Governor Services](#) as well as DSL support and online training from The Key or other such providers.



4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex B of *'Keeping Children Safe in Education'* (2023) provides links to guidance on specific safeguarding issues such as Child Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Partnership and within the [Safeguarding Section](#) of the [Norfolk Schools and Learning Providers website](#).

5. PROCEDURES FOR MANAGING CONCERNS

5.1 The Wherry School (Trust) adheres to child protection procedures that have been agreed locally through the Norfolk Safeguarding Children Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Norfolk Local Assessment Protocol](#) and the [Norfolk Threshold Guidance](#).

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

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

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

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the 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.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed system in the setting (see Appendix 1). Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from the Norfolk Children's Advice & Duty Service (CADS) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.



5.8 All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 3.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Norfolk CADS immediately. Anybody can make a referral in these circumstances. 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 Head of School/Principal/CEO. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Norfolk CADS, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Head of School/Principal/CEO are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head of School or CEO/Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Norfolk CADS directly with their concerns.

6. SPECIFIC SAFEGUARDING ISSUES

Contextual safeguarding

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

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

- 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.



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

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

6.4 At The Wherry School (Trust) we train staff to recognise that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

6.5 At The Wherry School (Trust) we recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology. We understand that some children may not realise they are being exploited e.g. they may believe they are in a genuine romantic relationship.

6.6 At The Wherry School (Trust) we understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

6.7 We understand that children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. We will treat these children as victims understanding that they have been criminally exploited even if the activity appears to be something they have agreed or consented to. We recognise the experience of girls who are criminally exploited can be very different to that of boys and that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

6.8 At our school staff are aware of the indicators and risk factors which may signal a child is vulnerable to or involved with serious violent crime. We make reference to the Home Office's [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines](#) guidance for more information.

6.9 If a child is suspected to be at risk of or involved in county lines, a referral to the Children's Advice and Duty Service (CADS) will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.



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

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

6.11 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. [Section 5B of the Female Genital Mutilation Act 2003](#) (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (January 2020)

6.12 At our school we recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. The Forced Marriage Unit has [statutory guidance](#) and [Multi-agency guidelines](#) and can be contacted for advice or more information: Contact 020 7008 0151 or email fm@fco.gov.uk

Preventing radicalisation and extremism

6.13 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At The Wherry School (Trust), 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.

Child on child sexual violence and sexual harassment



6.14 At The Wherry School (Trust) all staff are trained so that they are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

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

6.15 We recognise that children are vulnerable to physical, sexual and emotional abuse by other children or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers to remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. We understand that abuse can occur in intimate personal relationships between children; and that consensual and non-consensual sharing of nudes and semi nudes images and or videos¹ (also known as sexting or youth produced sexual imagery) is a form of child on child abuse.

6.16 We understand, that even if there are no reports in our setting it does not mean it is not happening, it may be the case that it is just not being reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to child on child abuse and they will always challenge this. It must never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

6.17 At The Wherry School (Trust) we regularly review decisions and actions and relevant policies are updated to reflect any lessons learnt. We look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we decide upon an appropriate course of action.

6.18 At our school all staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. We will also offer appropriate support to the perpetrator and any other children involved.

6.19 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about child on child abuse. The DSL will respond to any concerns related to child on child abuse in line with guidance outlined in Part five of ‘*Keeping Children Safe in Education*.’

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



We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

6.20 We will work with other agencies including the police and Children's Social Care, as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren).

6.21 Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to [The Harbour Centre Sexual Assault Referral Centre](#) (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Norfolk but the victim must live in Norfolk to access support. The SARC also has a 24/7 helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on [The Harbour Centre website](#). The DSL will always contact the police in cases of rape and serious sexual assault as per the guidance [When to call the Police: a guide for schools and colleges, National Police Chiefs Council](#).

Modern Slavery

6.22 At The Wherry School (Trust) we understand that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. We refer to the DfE guidance [Modern slavery: how to identify and support victims](#) for concerns of this nature. for concerns of this nature.

Safeguarding responses to children who are absent from education

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

6.24 At our school we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who are absent from education:

- An attendance register is taken at the start of the first session of each school day and once during the second session – agreement around session timings and start times for pupils may be altered in line with noted EHCP provision or medical support – these improvement or build up plans are shared with the attendance team
- We make every effort to contact parents and carers and follow up with the emergency contacts held;
- We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible.
- Staff will alert DSLs to any concerns raised regarding children who are absent from school;
- The DSLs will meet regularly with the Attendance Lead, SENCo and other members of the pastoral team to ensure that each response is thorough and takes into account all the relevant information about individual children;



- We will follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
- When removing a child from roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files.

Where the school identifies that a child is missing education or at risk of missing education, the following support structures are implemented:

- **The Phase leaders or SLT members will speak with parents**
- **Home visits arranged including the school PSSA (Parent Specialist Support Adviser), ASD specialist support adviser (Sue Sengupta), class clinical link professional eg Clinical psychologist, Educational Psychologist,**
- **The school will engage the support of the pupil's EHCP coordinator**
- **If required, the school will also use attendance panel meetings with parents**

Mental Health

6.25 At The Wherry School (Trust) all staff are made aware, through training, that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

6.26 We understand that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, through training, staff are aware of how children's experiences, can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child that is *also* a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.

6.27 At our school we have a named Mental Health Lead. There are clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns. Designated Safeguarding Leads make reference to the '[Mental Health and Behaviour in Schools](#)' DfE guidance for further support.

Online Safety

6.28 At The Wherry School (Trust) all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. We understand that in many cases abuse will take place concurrently via online channels and in daily life. We know that children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

6.29 As part of the requirement for staff to undergo regular updated safeguarding training, online safety training is also delivered. We will ensure online safety is a running and interrelated theme



throughout the curriculum and is reflected in relevant policies, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

6.30 At The Wherry School we utilise Securly Filter and Securly Aware across all school devices, which provides real time updates and alerts to potential issues along with sentiment scanning of searches and text. Securly Filter is applied to managed browsers, and managed devices, with user-level logging and filtering through sign in with G-Suite. Securly Filter is applied to school owned devices regardless of how they access the internet or whether they are within the school network and is applied at both the user/device level and at the network level.

NetSupport is used at a classroom level to allow staff to deny students access to websites or applications as necessary and to provide a monitoring facility within the classroom for staff. Both Securly and NetSupport have been members of the Internet Watch Foundation (IWF) since 2016.

Securly filtering meets the requirements for blocking:

- illegal child sexual abuse material
- unlawful terrorist content
- adult content
- And has been tested using the South West Grid for Learning's (SWGfL)
- testing tool.

Please see the appendices for supporting documentation regarding how these systems meet the needs of KCSIE 2023. More details can be found in our policies on Online Safety and Mobile and Smart Technology which consider the 4Cs, content, contact, conduct and commerce and reflect the fact that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G).

6.31 At our school we recognise that technology, and risks and harms related to the internet evolve and change rapidly. Therefore, we carry out an annual review of our approach to online safety, supported by a risk assessment (on at least an annual basis) that considers and reflects the risks that children face in our setting. We also communicate with parents and carers to reinforce the importance of children being safe online.

Cybercrime

6.32 We understand that cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). We are aware of the [Cyber security standards for schools and colleges.GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/cyber-security-standards-for-schools-and-colleges.pdf).

6.33 If there are concerns about a child in this area, the designated safeguarding lead will consider a referral to the [Cyber Choices programme](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/cyber-security-standards-for-schools-and-colleges.pdf) which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Domestic Abuse



6.34 At The Wherry School all staff are aware that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. We understand that children can be victims of domestic abuse, and this can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. We are aware of the [Norfolk Integrated Domestic Abuse Service \(NIDAS\)](#) and signpost victims to the service. [Norfolk and Suffolk Victim Care](#) are available to offer support where threshold for NIDAS support has not been met.

Children with special educational needs and disabilities or physical health issues

6.35 As a specialist school/Trust for autistic pupils and pupils with complex needs around communication and interaction, we recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges such as

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

6.36 We work to address these additional challenges and consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

6.37 At our school we also recognise that pupils who attend Alternative Provision will often have complex needs and due to this we are aware of the additional risk of harm these children may be vulnerable to: we work closely with AP providers to ensure support to pupils who are placed within these settings.

Children who are lesbian, gay, bi or trans (LGBT)

6.38 The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, in line with 'Keeping Children Safe in Education', we recognise that children who are LGBT or those perceived by other children to be LGBT could potentially be more vulnerable and therefore we work to reduce any additional barriers faced. We provide a safe space for these children to speak out or share their concerns with members of staff. Through our curriculum, we counter homophobic, biphobic and transphobic bullying and abuse.

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 either on the agreed reporting form (Appendix 1) or through the setting's electronic system. Any concerns should be passed to the DSL without delay.



Staff use the CPOMS online portal for recording concerns, and this is stored electronically and in the cloud: all incident reports are triaged by the DSL team and responses noted: the incidents and reports linked to any pupil can only be accessed and viewed by key personnel

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

7.3 Child protection information will be kept up to date. Each concern logged will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

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

7.4 When a child leaves our school, (including in year transfers) the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term. We recognise that not providing information as per the timescales can impact on the child's safety, welfare and educational outcomes.

7.5 We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

7.6 Prior to a child leaving we will consider if it would be appropriate to share any additional information with the new school or college in advance to help them put in place the right support to safeguard this child.

7.7 Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the [Services to Home Educators Team](#) within Norfolk County Council.

8. WORKING WITH PARENTS & CARERS

8.1 The Wherry School (Trust) 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 contact Norfolk Children's Advice & Duty Service.

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 Norfolk CADS in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, the school requires parents 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 At The Wherry School (Trust) we are working in partnership with Norfolk Constabulary and Norfolk Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Norfolk Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s). On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with the 'Norfolk Joint Agency Protocol for Domestic Abuse – Notifications to Schools'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

9. CHILD PROTECTION CONFERENCES

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

9.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually, the person representing the school at these meetings will be the Head of School/Principal/CEO or DSL. In any event, the person attending



will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

9.3 All reports for child protection conferences will be prepared in advance using the [guidance](#) and [template report](#) provided by the Norfolk Safeguarding Children Partnership. The information contained in the report will be shared with parents 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 Head of School/Principal/CEO and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Head of School/Principal/CEO and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2023). At least one person involved in conducting an interview will have received safer recruitment training.

10.2 At The Wherry School (Trust) we will use the recruitment and selection process to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities.

10.3 We require details of a candidate's present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment and evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, and shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

10.4 At the school we use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel and any potential areas of concern are explored to determine the applicant's suitability to work with children.

10.5 We will undertake Disclosure and Barring Service checks and other pre-employment checks as outlined in *'Keeping Children Safe in Education'* to ensure we are recruiting and selecting the most suitable people to work with our children.

10.6 We will maintain a Single Central Record (SCR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff will check the SCR regularly to ensure that it meets statutory requirements.

10.7 At The Wherry School (Trust) we recognise that safer recruitment is not just about carrying out the right DBS checks and is not limited to recruitment procedures. Therefore, we understand



the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Further information about all of these processes can be found in our Recruitment and Selection policy.

11. SAFER WORKING PRACTICE

11.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

11.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Norfolk Steps training will be kept by the Head of School/Principal/CEO.

11.3 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.

11.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in ['Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'](#) (February 2022). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

12. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

Allegations that may meet the harms threshold

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

12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We work to the thresholds for harm as set out in *'Working Together to Safeguard Children'* (2018) and *'Keeping Children Safe in Education'*, DfE (2023) below. An allegation may relate to a person who works / volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or



- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The 4th bullet point above recognises circumstances where a member of staff (including supply teachers) or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.

12.3 At our school we recognise our responsibility to report / refer allegations or behaviours of concern and / or harm to children by adults in positions of trust who are not employed by the School to the LADO service directly at lado@norfolk.gov.uk These are adults such as those in the voluntary sector, taxi drivers, escorts, and fosters carers.

12.4 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. When concerns arise, we will always ensure that the procedures outlined in the local protocol [Allegations Against Persons who Work with Children](#) and Part 4 of 'Keeping Children Safe in Education', DfE (2023) are adhered to and will seek appropriate advice. The first point of contact for schools regarding concerns and/ or allegation issues (including for supply teachers) is via the Local Authority Education Duty Desk on 01603 307797. A Duty Advisor (not a LADO) will give advice and guidance on next steps. If the advice is to make a referral to the LADO service then the [LADO referral form](#) should be completed. The completed LADO referral form is then sent via e-mail to: LADO@norfolk.gov.uk. See Appendix 4 for further details.

12.5 If an allegation is made or information is received about *any* adult who works/ volunteer in our setting which indicates that they may be unsuitable to work / volunteer with children, the member of staff receiving the information should inform the Head of School/Principal/CEO immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Head of School/Principal/CEO, this will be reported to the Chair of Governors. In the event that neither the Head nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head of School/Principal/CEO or the Vice Chair of Governors.

12.6 The Head of School/Principal/CEO or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

12.7 When using a supply agency, we inform the agency of our process for managing allegations against staff and keep them up to date with any policy developments. Where concerns are raised about an individual and the school is not their employer, we recognise that we still have responsibility to ensure allegations are dealt with properly. In order to achieve this, we will liaise with relevant parties including the LADO to determine a suitable outcome. Whilst the supply agency should be fully involved and co-operate with any enquiries from the LADO, police and/or children's services, we recognise that the School will usually take the lead in conducting an investigation as we have direct access to any affected children and other school staff to collect the facts.

12.8 Any member of staff or volunteer who does not feel confident to raise their concerns with the Head of School/Principal/CEO or Chair of Governors should contact the LADO directly via email to lado@norfolk.gov.uk



12.9 Further [information and guidance documents in relation to the LADO process](#), forms, leaflets and the Allegations against Persons who Work/Volunteer with Children Procedures are found on the Norfolk Safeguarding Children Partnership website. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – the line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

12.10 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The School must also consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency) if a teacher is dismissed or the setting ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first.

Concerns that do not meet the harm threshold

12.11 The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the thresholds as stated above. In Norfolk the 'low level' concern process is to consult with the Local Authority Education Duty Desk on 01603 307797. At _____ School we recognise a low-level concern to be something which is

- inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

12.12 At The Wherry School (Trust) we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Through training, staff are made aware of what low level concerns are and understand the importance of reporting and these types of concerns in writing.

12.13 At our School staff report all low level concerns to the Head of School/Principal/CEO. If reported to the DSL then the DSL will inform the Head of School/Principal/CEO of the concern in a timely fashion. The Head of School/Principal/CEO will always be the ultimate decision maker in respect of all low-level concerns

12.14 Through training and induction, we ensure that all staff understand the importance of self-referring, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.



12.15 At The Wherry School (Trust) we understand the importance of recording low-level concerns and the actions taken in light of these being reported. The records are kept confidential and stored securely. We will review the records we hold to identify potential patterns and take action. This could be through a disciplinary process but also by referring to the Local Authority Education Duty Desk on 01603 307797. Please note, where a child, parent/carer or staff member makes an allegation of harm, this will not be considered as a 'low level' concern without consultation with the Local Authority Education Duty Desk or the LADO service directly.

12.16 We recognise that low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

13. Use of premises for non-school/college activities

13.1 Where we hire or rent out our facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we ensure that appropriate arrangements as per the DfE guidance [Keeping children safe in out-of-school settings](#) are in place to keep children safe.

13.2 We will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). Safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

13.3 If an allegation is made relating to an incident that happened when an individual or organisation was using school premises for non-school/college activities, we will follow the safeguarding policies and procedures, included in section 12 above.

14 RELEVANT POLICIES

14.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct – September 2023 (Annual)
- Anti-Bullying – September 2022 – review September 2025
- Behaviour which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying) – September 2021 – review September 2024
- Recruitment & Selection which adheres to Part 3 of ['Keeping Children Safe in Education'](#):
September 2022 – review 2025
- Whistleblowing within safeguarding – annual review
- Attendance – September 2023 – Review 2024
- Online Safety – September 2022 – Review 2025
- Health and Safety including site security – September 2021 – review September 2024
- Harassment and discrimination including racial abuse – September 2023 review September 2026



- Meeting the needs of pupils with medical conditions – September 2023 – review September 2026
- Intimate Care – within First Aid/Health and Safety – September 2021 – review September 2024
- First aid – within Health and Safety – September 2021 – review September 2024
- Educational visits including overnight stays – September 2023 – review September 2026
- RSHE – September 2022 – September 2024

15. STATUTORY FRAMEWORK

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

- [Working Together to Safeguard Children](#) DfE (July 2018)
- [Keeping Children Safe in Education](#) DfE (2023)
- [Working Together to Improve School Attendance, DfE \(2022\)](#)
- [Norfolk Safeguarding Children Partnership procedures](#)
- [Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons Who Work with Children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (Feb 2022)
- [What to do if you're worried a child is being abused](#) DfE (March 2015)
- [Information sharing: advice for practitioners providing safeguarding services](#) DfE (July 2018)
- [The Prevent duty: Departmental advice for schools and childcare providers](#) DfE (June 2015)
- [The Prevent duty: safeguarding learners vulnerable to radicalisation \(October 2022\)](#)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (January 2020)
- [Multi-agency practice principles for responding to child exploitation and extra-familial harm](#)
- [Child sexual exploitation: guide for practitioners](#) DfE (February 2017)
- [Teaching online safety in school](#) DfE (January 2023)
- [Mental Health and Behaviour in Schools](#) DfE (November 2018)
- [Data protection: toolkit for schools](#) DfE (February 2023)
- [Promoting the education of children with a social worker](#) (June 2023)
- [Preventing youth violence and gang involvement](#)
- [Criminal exploitation of children and vulnerable adults: county lines](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)



Appendix 1: Recording of Safeguarding Concerns

Staff are required to log a safeguarding/cause for concern in our child protections online management and safeguarding system (CPOMS) following the guidance on the system. All staff are trained in how to use CPOMS: Visitors and volunteers are required to report a concern to the DSL, Meike Stepp or one of Deputy DSLs as noted on posters around the school – information to be collected includes:

Full name of child	Date of Birth	Class/Tutor/Form group	Your name and position in school
Nature of concern/disclosure			
<p>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.</p> <p>Time & date of incident:</p> <p>Who are you passing this information to? Name:</p> <p>Position:</p> <p>[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed] [Make it clear if you have a raised a concern about a similar issue previously]</p>			
<p>Your signature:</p> <p>Time form completed: Date:</p>			



Time form received by DSL:

Action taken by DSL:

Referred to...?

Attendance Lead Police Just One Norfolk CADS PSA Other

Date:

Time:

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

Feedback given to...?

Pastoral team Teacher Child Person who recorded disclosure

Further Action Agreed:

e.g. School to instigate an Early Help Assessment Plan, assessment by Children's Services

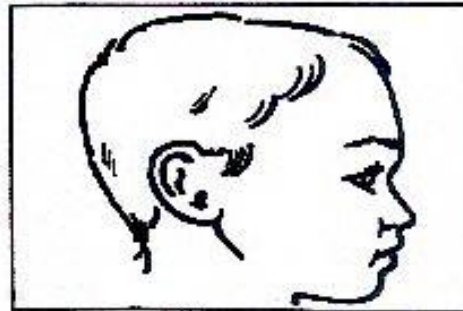
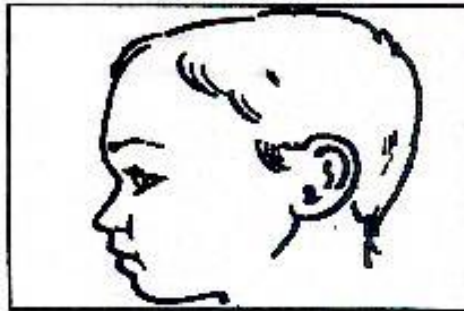
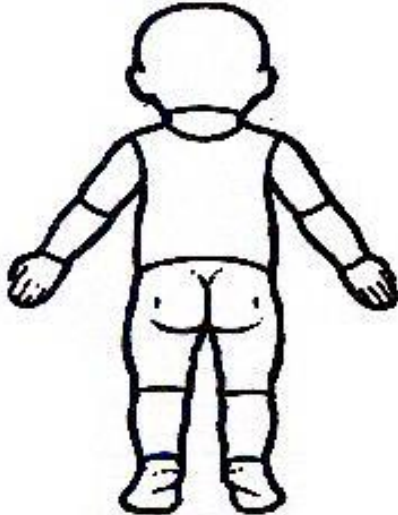
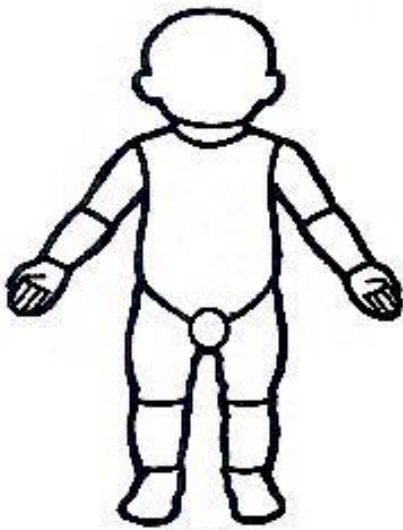
Full name:

DSL Signature:

Date:



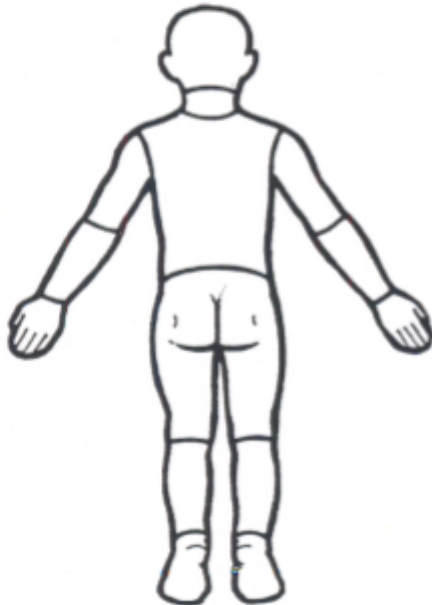
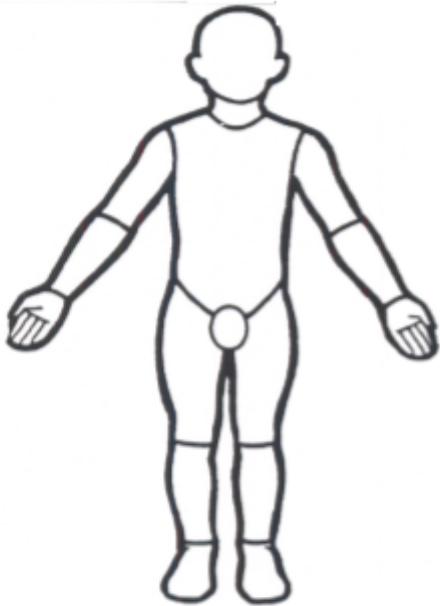
Young Child



Indicate clearly where the injury was seen and attach this to the Recording Form



Older Child



Indicate clearly where the injury was seen and attach this to the Recording Form



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 which can be filed for you by the DSL or Deputy DSL on CPOMS.

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 Principal. If an allegation is made about the Principal, you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Duty Desk on 01603 307797. [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The people you should talk to in school are:
Designated Lead: Meike Stepp
Location of office: Clinical Professional Officer
Contact Number: Internal dial 328

Deputy Designated Lead: Dani Williams (nee Winteringham)
Location of office: Head of School Office
Contact Number: Internal dial 329

Deputy Designated Safeguarding Lead (DSL): Rachel Quick
Location of office: By entrance to school
Contact Number: 01603 629440: internal dial 305

Chair of Governing Body: Contact Number: via school 01603 629440

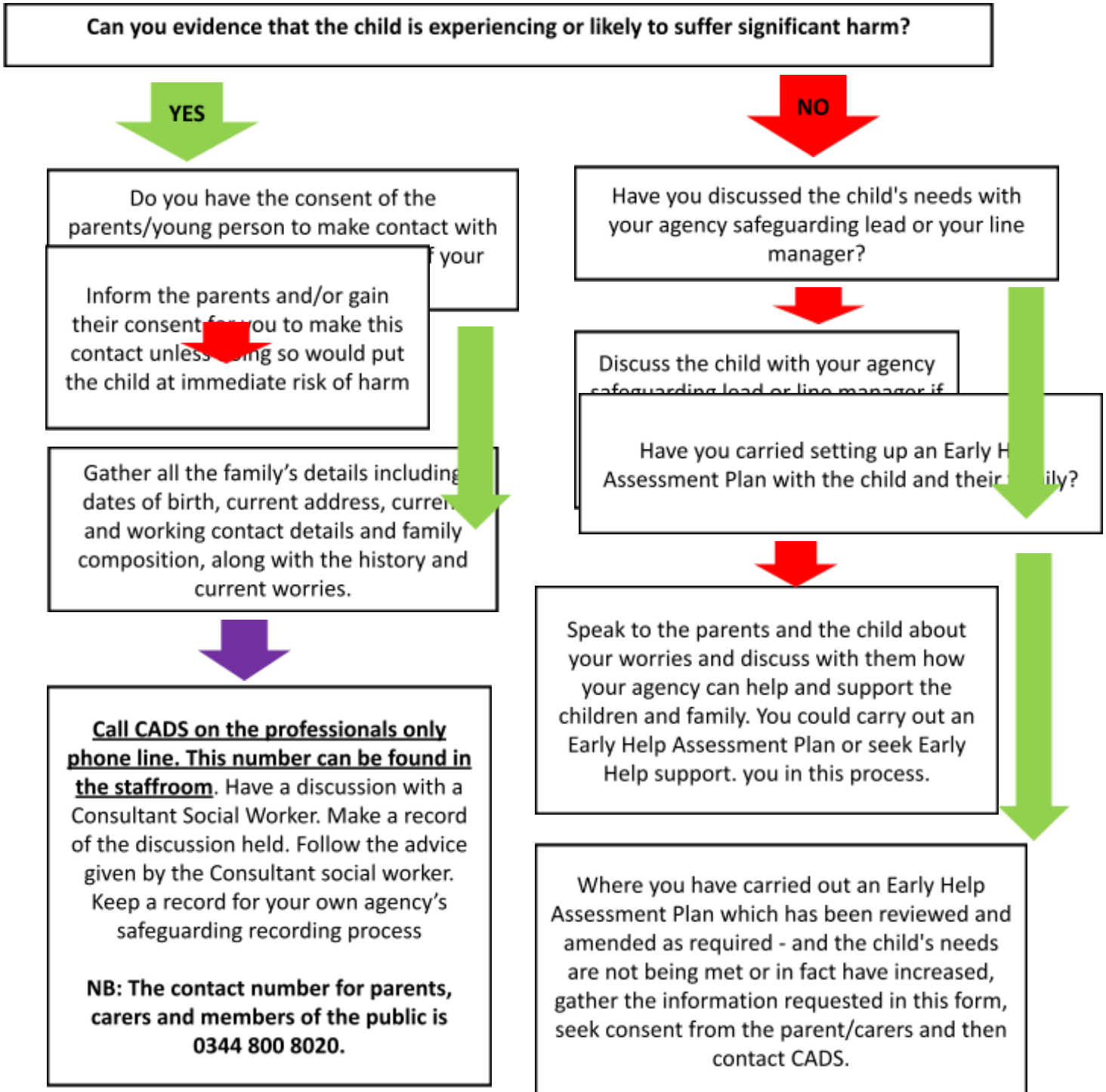
At The Wherry School we strive to safeguard and promote the welfare of all of our children.

At _____ school we strive to safeguard and promote the welfare of all our children.



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

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



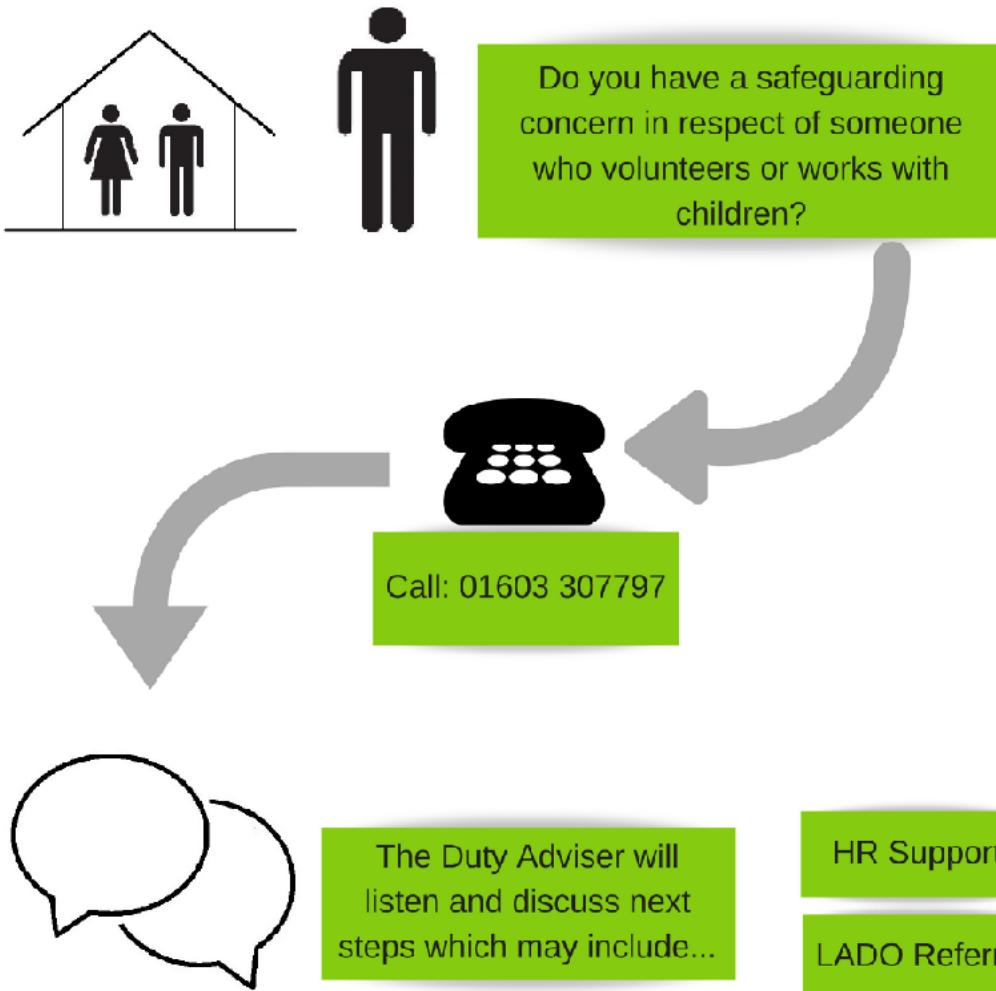
Appendix 4: Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting.



Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk





Appendix 5: Induction Checklist

App. 5: The Wherry School - Induction Checklist

<u>Name:</u> <u>Role:</u> <u>Induction mentor:</u>	<u>Signature of Inductee/ date to confirm discussion/understanding:</u>
Tour of school (including fire exits)	
5Domestic arrangements: 1. Drinking/eating facilities 0. Toilets 0. Staffroom 0. Duties 0. Stationery 0. Ordering lunches / tea and coffee money 0. Car-parking 0. Staff meetings	
Start and end of school day routines	
Absence from work – who to contact and inform	



Fire plan – roles and routines 1. Fire alarm sounds explained, location of fire exits, location of assembly points, responsibility for pupils 0. Personal emergency evacuation plans	
First Aid procedure explained ● First Aid facilities and named first aiders ● Procedure in event of accidents, reporting accidents ● First Aid training	

No smoking policy	
School calendar – significant dates	
Lone working procedures / key-holders	
Risk assessments 1. Room risk assessments 0. Visit risk assessments - Norfolk Evolve	
Health and safety policies and procedures 1. Reporting concerns with health and safety around the school 0. Health and safety roles and responsibilities 0. Health and safety training	
Pay and pensions – confirm who to contact with a query	



<p>ICT acceptable use</p> <ul style="list-style-type: none">● E-safety policy within Safeguarding policy including Acceptable user policy● Passwords● Encrypted memory sticks● Use of server and ICT resources in school● Internet policy● Use of social networking sites● Use of mobile phones incl EYFS setting	
<p>Safeguarding – policy and procedure – full document + appendices</p> <ul style="list-style-type: none">● Safeguarding training● Section A of Keeping Children Safe in Education distributed, read and understood● Roles and responsibilities – DSLs in school	
<ul style="list-style-type: none">● Safeguarding recording on CPOMS● Safer working practices discussion● Code of conduct within school	
<p>Norfolk Esinet website – where to access further Norfolk County Council information</p>	
<p>Union information /representatives</p>	



Code of conduct folder containing policies	
Date of induction:	
Induction carried out by (signature required):	
Induction completed by (signature required):	
Please could a copy be placed in personnel files for records.	
Senior Manager/Safeguarding check and sign off:	Date:



Appendix 6 – Whistleblowing Procedures and Policy

INTRODUCTION

As a person working for the School you may be the first to realise that there could be something seriously wrong within the School. However, you may feel that speaking up would be disloyal to your colleagues or to the School. You may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The Wherry School is committed to the highest possible standards of openness, integrity and accountability. We expect employees, and others that we deal with, who have serious concerns about any aspect of the Schools work to come forward and voice those concerns.

The purpose of this Policy and the accompanying Whistleblowing Procedure is to make it clear that you can raise your concerns in confidence without fear of victimisation, subsequent discrimination or disadvantage. The School encourages you to raise serious concerns in the first instance **within** the School rather than overlooking a problem or 'blowing the whistle' outside, and we would rather that you raised the matter when it is just a concern rather than waiting for proof.

You should continue to raise appropriate concerns with relevant external agencies such as the Health and Safety Executive, the Audit Commission, and utility regulators.

The Policy and Procedure applies to all employees and those contractors working for the School on the premises, for example, agency staff, builders and drivers. It also covers suppliers and those providing services under a contract with the School in their own premises, for example, care homes, or in the premises of another contractor, including construction and other sites. The Policy also applies to organisations working in partnership with the School.

The School recognises employees may wish to seek advice and be represented by their trade union representative when raising a concern under the Policy, and acknowledges and endorses the role trade union representatives play in this area. Trade union representatives acting in accordance with the Policy and Procedure will not suffer detriment in their employment with the School.

AIMS AND SCOPE OF THIS POLICY

This policy aims to:

- Encourage you to feel confident in raising serious concerns and to question and act upon concerns;
- Provide avenues for you to raise those concerns and receive feedback on any action taken;
- Ensure that you receive a response to your concerns and that you are aware of how to pursue them if you are not satisfied;



- Reassure you that you will be protected from possible reprisals or victimisation if you have a reasonable belief that you have raised any concern in good faith.

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

- Conduct which is an offence or a breach of law;
- Harassment of others; *
- Sex, race or disability discrimination against others; *
- Disclosures related to miscarriages of justice;
- Health and safety risks, including risks to the public as well as other employees;
- Damage to the environment;
- The unauthorised use of public funds;
- Possible fraud and corruption;
- Sexual or physical abuse of children
- Breaches of the School policies;
- Anything that makes you feel uncomfortable in terms of known standards, your experience or the standards you believe the School subscribes to;
- Other unethical or improper conduct (not otherwise included in this list)
- Concealing information about any of these matters
- Complaints relating to harassment of, or discrimination against you, will be dealt with under the specific procedures relating to those matters.

The Policy applies to The Wherry School (Trust), the conduct of Staff Governors, or others acting on behalf of the School.

It should be emphasised that this Policy is intended to assist individuals who have discovered malpractice or serious wrongdoing, provided they make the disclosure in accordance with the Policy. It is not designed to question financial or business decisions taken by the School nor may it be used to reconsider any matters that have already been addressed under the harassment, complaint or disciplinary procedures. Individuals who make disclosures outside the arrangements set out here will not be protected under this Policy and may not be protected under the Act.

THE SCHOOL'S PROMISE TO YOU

The School is committed to good practice and high standards and wants to be supportive of employees and others who work for the School.

The School recognises that the decision to report a concern can be a difficult one to make. If you raise your concern based on reasonable belief and in good faith, you should have nothing to fear because you will be doing your duty to your employer and the public and The Public Interest Disclosure Act 2013 will protect you from dismissal or other detriment. If your concern is not confirmed by the investigation, no action will be



taken against you. If, however, you make an allegation frivolously, maliciously or for personal gain, disciplinary action may be taken against you.

The School will not tolerate any harassment or victimisation (including informal pressures) and will take appropriate action to protect you when you raise a concern in good faith, even if you are genuinely mistaken in your concerns. Any harassment or victimisation of a whistleblower may result in disciplinary action against the person responsible for the harassment or victimisation.

Any investigations into allegations arising from your whistleblowing will not influence or be influenced by any other personnel procedures to which you may be subject.

CONFIDENTIALITY

All concerns will be treated in confidence and every effort will be made not to reveal your identity if you so wish. If we are not able to resolve your concern without revealing your identity (e.g. because your evidence may be needed in Court), we will discuss this with you.

ANONYMOUS ALLEGATIONS

This policy encourages you to put your name to your allegation whenever possible.

Concerns expressed anonymously are much less powerful but may be considered by the School taking into account:

- The seriousness of the issues raised;
- The credibility of the concern;
- The likelihood of confirming the allegation from attributable sources.

The schools legal support will decide in each case whether a complaint made anonymously should be investigated.

THE RESPONSIBLE OFFICER

The Chair of Governors will maintain a record of concerns raised and the outcomes (but in a form which does not endanger your confidentiality) and will report as necessary to the School Governors.



The Whistleblowing Procedure

HOW TO RAISE A CONCERN

As a first step, you should normally raise concerns with your immediate manager, or if you wish your Trade Union. This depends, however, on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice.

If you are unsure whether or how to raise a concern you can contact the Governors by speaking with the Clerk.

Concerns may be raised orally or in writing on the Whistleblowing Form attached to this Procedure and which you can obtain from the Clerk to Governors. The School encourages you to identify yourself when raising your concern, but if you wish you may remain anonymous. You can also telephone the Chairs of Governors directly

The Principal will be informed of all concerns raised under the Policy unless they are against the Principal.

If you believe that senior Leadership is involved, or if you are not happy with the response to your concerns, you should approach the:

- Chairs of Governors
- Head of the Trust board
- The national child abuse whistleblowing advice line on 0800 028 0285 or help@nspcc.org.uk.

The earlier you express the concern the easier it is to take action.

Although you are not expected to provide proof for your concern, you will need to demonstrate to the person contacted that there are reasonable grounds for your concern.

You may wish to consider discussing your concern with a colleague first and you may find it easier to raise the matter if there are two (or more) of you who have had the same experience or concerns.

You may invite your trade union, professional association representative or a friend to be present during any meetings or interviews in connection with the concerns you have raised. Any meetings that need to be arranged with you can be held off-site if you wish.

If you are not an employee of the School we would prefer that you raise your concern in the first instance with the Head of the School.

HOW THE SCHOOL WILL RESPOND

Whoever you raise your concerns with will appoint a person to investigate your concern and you will be informed who this is. Confidentiality will be maintained in accordance with section 4 of the Whistleblowing Policy.



In order to protect individuals and those accused of misdeeds or possible malpractice, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. The overriding principle that the School will have in mind is the pupil and public. Concerns or allegations which fall within the scope of specific procedures (for example, child protection, harassment or discrimination issues) will normally be referred for consideration under those procedures.

Following initial investigations the School will respond to your concerns as appropriate. Your concern may:

- Be investigated by management, internal audit, or through the disciplinary process;
- Be referred to the police;
- Be referred to the external auditor;
- Form the subject of an independent inquiry.

Some concerns may be resolved by action agreed with you without the need for investigation. If urgent action is required, this will be taken before any investigation is conducted.

Within seven working days of a concern being raised, the person appointed to investigate your concern will contact you (in a way which does not arouse suspicions in your workplace):

- Acknowledging that the concern has been received;
- Indicating how we propose to deal with the matter;
- Giving an estimate of how long it will take to provide a final response;
- Telling you whether any initial enquiries have been made;
- Supplying you with information on staff support mechanisms;
- Advising you of your entitlement to seek advice and representation from your trade union representative;
- Telling you whether further investigations will take place and if not, why not;
- To agree with you how to proceed if you have chosen to remain anonymous.

The School will do what it can to minimise any difficulties that you may experience as a result of raising a concern. For instance, if you are required to give evidence in criminal or disciplinary proceedings the School will arrange for you to receive advice about the procedure and other appropriate support.

The School accepts that you need to be assured that the matter has been properly addressed. Subject to legal constraints and any confidentiality or other issues, we will inform you of the outcome of any investigation.

HOW YOUR CONCERNS CAN BE TAKEN FURTHER

This Procedure is intended to provide you with an avenue within the School to raise concerns. If you are unsure whether or how to raise a concern you can contact the independent voluntary organisation Public Concern at Work on 020 7404 6609, for guidance.

The School hopes you will be satisfied with any action taken as a result of raising a concern. If you are not, and if you feel it is right to take the matter outside the School, the following are possible contact points:

- The DfE



- The external auditor (Send your letter to: The Audit Commission, Springvale Court, Hadleigh Road, Sproughton, Ipswich, Suffolk, IP8 3AS Telephone 01473 203000 – Hotline No. 020 7630 1019)
- Your trade union;
- Your local Citizens Advice Bureau;
- Relevant professional bodies or regulatory organisations;
- The police.

If you do take the matter outside the School, you should be careful not to disclose confidential information, and ensure that you comply with the requirements of the Public Interest Disclosure Act 2013 so that you do not lose the protection of the Act against dismissal or other detriment. Seek advice from the contact point about this.



WHISTLEBLOWING FORM

Please complete this form and send it to the: Principal (or if it is a concern about the Principal then the Chair of Governors)

Name:
Address or Contact Details:
Best Time to Contact You:

Person Assisting You (e.g. relative, friend, union official)
Address:
Post Code:
Telephone:

Details of your concern (please continue on a separate sheet if necessary)
--

Signature.....Date.....

CONFIDENTIALITY

Thank you for completing this form. Your concern will be treated in confidence. Within 7 working days of receipt of your concern the person appointed to investigate your concern will write to you as set out in paragraph 3 of the Whistleblowing Procedure.



STATUTORY FRAMEWORK – The Wherry School Statement relating to PREVENT DUTY

PURPOSE & AIMS

The Wherry School is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

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

At The Wherry School, we will ensure that:

- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

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

A glossary of related terms and indicators of vulnerability to extremism can be found within this policy.

ROLES AND RESPONSIBILITIES

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

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

- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Principal and Designated Safeguarding Lead will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.



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 - 2023'*. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

The DSL at The Wherry School will make referrals in accordance with Norfolk Channel procedures to the MASH Team where appropriate and will represent our school at Channel meetings as required.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

TRAINING

Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.

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.

THE ROLE OF THE CURRICULUM –

At The Wherry School we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through our curriculum we will aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

VISITORS AND THE USE OF SCHOOL PREMISES

At The Wherry School we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:



- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of pupils;
- Activities are carefully evaluated by schools to ensure that they are effective.

Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the arrangement.

PROCEDURES FOR MANAGING CONCERNS

The Wherry School adheres to the procedures that have been agreed locally through the Norfolk Children's Safeguarding Board for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

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 and this includes vulnerability to radicalisation.**

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).

The Designated Safeguarding Lead (DSL) should be used as a first point of contact any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation 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.

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Norfolk Channel procedures by making a referral via the MASH as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All Channel referrals will be made using the referral form that can be found within this policy.

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 because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Principal or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

RELEVANT POLICIES



To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Safeguarding incorporating Child Protection Policy – reviewed September 2018
- Anti-Bullying
- Equalities
- E-safety
- Health and Safety including site security
- Use of School Premises/Lettings – reviewed as necessary
- Whistle-blowing – September 2018
- Positive Behaviour Policy

Further Guidance:

A website providing support and advice to combat radicalisation has been launched by the Eastern Region Counter Terrorism Intelligence Unit (CTIU) Prevent Team.

The Let's Talk About It website provides information enabling people to learn more about the Government's Prevent strategy with an aim to safeguard those who may be vulnerable to radicalisation. There is a range of supportive material on the website which also provides links to partner agencies to help people spot the signs of radicalisation at an early stage and provide communities with advice as to what to do.

<http://Itai.info>

Glossary of Terms:

'Extremism' is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of

Taken from Prevent Duty Guidance: England & Wales, HM Government 2015

being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.



‘Vulnerability’/‘Susceptibility’ describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

Warning Signs/Indicators of Concern

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- **Personal Circumstances:** migration; local community tensions and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Unmet Aspirations:** the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;



- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

The police has to be informed / Prevent Referral Form has to be filled.



Appendix 8 - Intimate Care Policy - (Reviewed to include Nursery and Early Years Foundation Stage Provision)

All relevant paperwork for Intimate Care can be found in Health and Safety and control of bodily fluid procedure documentation

Introduction:

The Wherry School is committed to ensuring that all staff responsible for intimate care of children and young people will undertake their duties in a professional manner at all times.

The schools take seriously their responsibility to safeguard and promote the welfare of the children and young people in their care.

The Governing Bodies recognises their duties and responsibilities in relation to the Equality Act 2010 which requires that any child with an impairment that affects his/her ability to carry out normal day-to-day activities must not be discriminated against.

We recognise that there is a need for children and young people to be treated with respect when intimate care is given.

No child shall be attended to in a way that causes distress, embarrassment or pain.

Staff will work in close partnership with parents and carers to share information and provide continuity of care.

Definition:

Intimate care is defined as any care which involves washing, touching or carrying out an invasive procedure that most children and young people carry out for themselves, but which some are unable to do. Disabled pupils and very young children may be unable to meet their own care needs for a variety of reasons and will require regular support.

Our approach to best practice:

- The management of all children with intimate care needs will be carefully planned.
- Staff who provide intimate care are trained to do so (including Child Protection, and Moving and Handling where appropriate) and fully aware of best practice.
- Where specialist equipment and facilities above that currently available in the school are required, every effort will be made to provide appropriate facilities in a timely fashion, following assessment by a Physiotherapist and/or Occupational Therapist.
- There is careful communication with any pupil who requires intimate care in line with their preferred means of communication to discuss needs and preferences.
- Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation.
- Pupils will be supported to achieve the highest level of independence possible, according to their individual condition and abilities
- Individual care plans will be drawn up for any pupil requiring regular intimate care
- Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures. Where possible one pupil will be cared for



by one adult unless there is a sound reason for having more adults present. In such a case, the reasons will be documented.

- Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the care plan
- The needs and wishes of children and parents will be taken into account wherever possible, within the constraints of staffing and equal opportunities legislation
- Where a care plan is not in place and a child has needed help with intimate care (in the case of a toilet 'accident') then parents/carers will be informed the same day. This information should be treated as confidential and communicated in person, via telephone or by sealed letter (not via the home school diary)

Child Protection:

The Governors and staff of The Wherry School recognise that disabled children are particularly vulnerable to all forms of abuse. Child Protection and Multi-Agency Child Protection procedures will be adhered to at all times.

If a member of staff has any concerns about physical changes in a child's presentation (unexplained marks, bruises or soreness for example) s/he will immediately report concerns to the Designated Person for Child Protection.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be investigated at an appropriate level and outcomes recorded.

Parents/carers will be contacted at the earliest opportunity as part of the process of reaching a resolution. Further advice will be taken from partner agencies.

If a child makes an allegation about a member of staff this will be investigated in accordance with agreed procedures.

Nappy Changing

Nappy Changing – Policy Statement: (to be read in conjunction with school Safeguarding Policy)

At The Wherry School no child is excluded from participating in our setting who may, for any reason, not yet be toilet trained, or confidently toilet trained and who may still be wearing nappies or equivalent. We work with parents to support toilet training, unless there are medical or other developmental reasons why this may not be appropriate at this time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained. We see toilet training as a self care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Our procedures:

- Our Key Welfare Persons and (as appropriate) all suitably qualified nursery staff, undertake changing children allocated to them and support the needs of the individual children in the setting. We try to ensure that Personal Care and Nappy changing is undertaken by known staff.
- The adult undertaking nappy changing records whose nappy they have changed, time of changing; as well as noting any change of clothing – the record chart is kept in the bathroom area.
- Our changing area is warm with a safe area to lay children and no bright lights shining in eyes.
- Staff put on gloves and aprons before changing starts and the areas are prepared.



- All our staff never turn their back on a child or leave them unattended whilst they are on the changing mat.
- We are gentle when changing; we avoid pulling faces and making negative comments about “nappy contents”.
- We do not make inappropriate comments about children’s genitals when changing their nappies.
- We ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- We always encourage children to wash their hands and have soap and towels to hand. They will be given time to play as they explore water and soap.
- We do not use anti-bacterial hand wash liquid or soap for young children, as their skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection.
- Older children have access to the toilet when they have the need to and are encouraged to be independent.
- We dispose of nappies and pull ups hygienically. Any soil (Faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. cloth nappies, trainer pants and ordinary pants that have been wet or soiled are bagged for parents to take home.
- We have a duty of care towards children’s personal needs. If children are left in wet or soiled nappies/pull ups in the setting this could constitute neglect and will be a disciplinary matter.

(For Parental consent signing) I understand the school’s procedures relating to Intimate Care and Nappy Changing :

Signed:.....

Date:.....



App. 9:

Guidance for Schools: Prevention of Forced Marriage

Schools are well placed to raise concerns and take action to prevent young people from being forced into marriage whilst on extended visits to their parents' home country or that of extended family. While the majority of extended holidays or visits to family overseas are for valid reasons, this guidance aims to raise awareness amongst education professionals of children at risk of forced marriage. It should be read together with the multi- agency practice guidelines produced by the [Forced Marriage Unit](#).

What is forced marriage?

A forced marriage is a marriage in which one or both spouses do not or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.

This is not the same as an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti- Social Behaviour, Crime and Policing Act 2014.

Who is at risk?

Research indicates that hundreds of people in the UK (particularly girls and young women) and some as young as 7 years old are forced into marriage each year. Where the age was known, 15% of cases involved victims below 16 years, 25% involved victims aged 16-17, 33% involved victims aged 18-21, 15% involved victims aged

22-25, 7% involved victims aged 26-30, 3% involved victims aged 31+. 82% of cases involved female victims and 18% involved male victims.³

The key motives for forcing a child into marriage have been identified as:

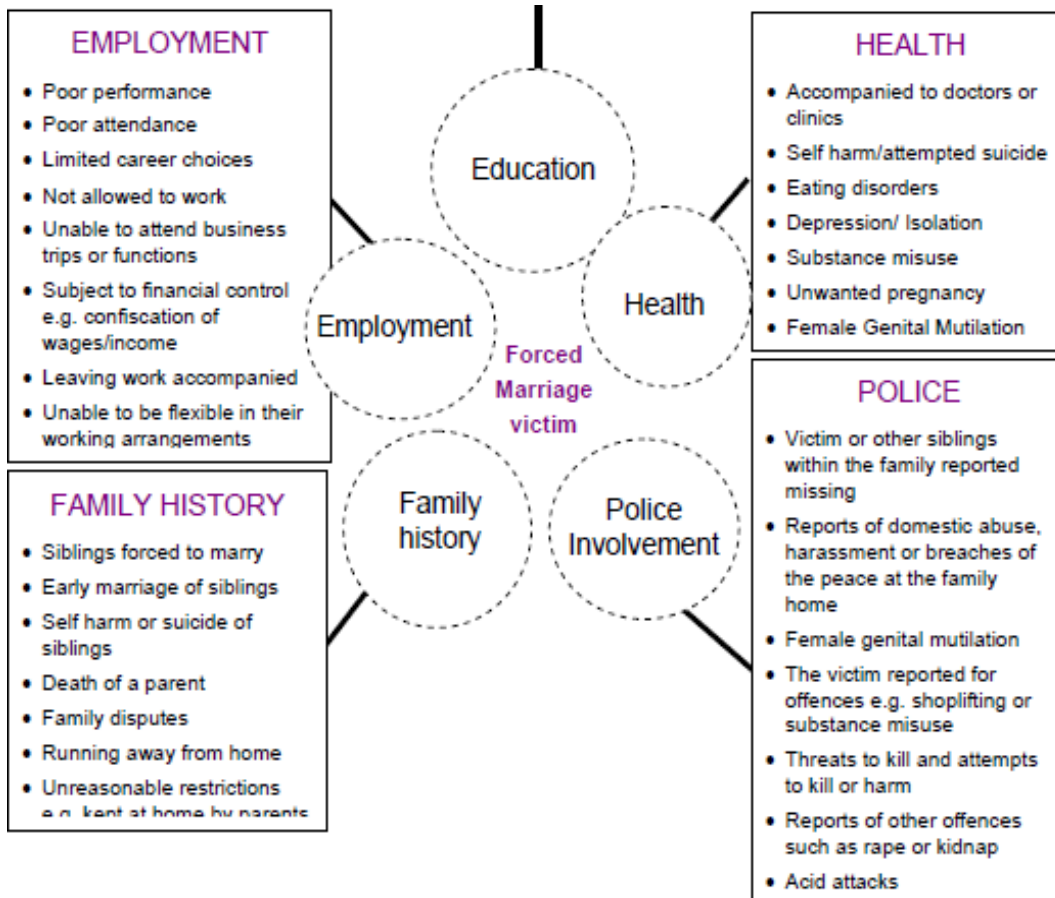
- Controlling unwanted behaviour and sexuality (including perceived promiscuity such as kissing or hand- holding, or being gay, lesbian, bisexual or transgender);
- Controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in a 'westernized manner'
- Preventing 'unsuitable' relationships, e.g. outside the ethnic, cultural religious or caste group
- Protecting 'family honour' or 'izzat'
- Rejecting a proposal of marriage
- Responding to peer group or family pressure
- Attempting to strengthen family links
- Achieving financial gain
- Ensuring land, property and wealth remain within the family
- Protecting perceived cultural ideas
- Protecting perceived religious ideals that are misguided
- Ensuring care for a child or vulnerable adult with special needs when parents or existing carers are unable to fulfil that role
- Assisting claims for residence and citizenship
- Long-standing family commitments

⁰ Source: Forced Marriage Unit statistics January to December 2013



CHART OF POTENTIAL WARNING SIGNS OR INDICATORS

EDUCATION			
<ul style="list-style-type: none"> Absence and persistent absence. Request for extended leave of absence and failure to return from visits to country of origin. Fear about forthcoming school holidays 	<ul style="list-style-type: none"> Surveillance by siblings or cousins at school. Decline in behaviour, engagement, performance or punctuality. Poor exam results. 	<ul style="list-style-type: none"> Being withdrawn from school by those with parental responsibility. Removal from a day centre of a person with a physical or learning disability 	<ul style="list-style-type: none"> Not allowed to attend extra-curricular activities Sudden announcement of engagement to a stranger Prevented from going on to further/higher education



What can Schools & Colleges do to tackle Forced Marriage?

- Signposting where appropriate to further support and advice regarding forced marriage.
- Displaying relevant information e.g. details of the NSPCC Helpline, Child Line, and appropriate local and national support groups on forced marriage.
- Ensuring that a private telephone is made available should students need to seek advice discreetly.



⁰ Taken from 'Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage', HM Government (2014)

- Educating teachers, lecturers and other staff about the issues surrounding forced marriage and the presenting symptoms – appropriate training should be included in continuing professional development (CPD).
- Referring students to an education welfare officer, pastoral tutor, learning mentor or school counsellor as appropriate.
- Encouraging young people to access appropriate advice, information and support.

Managing Requests for Holidays/Extended Absence

When managing requests for absence, it is useful for school clusters to share a common absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it is important that schools liaise with each other when considering requests for leave of absence during term-time.

Where head teachers require a meeting with parents to discuss applications for extended leave of absence during term time, this can provide an opportunity to gather important information.

When parents/carers make requests for extended holiday leave, consider whether the parents/carers are volunteering information on the following:

- The precise location of where the pupil is going;
- The purpose of the visit;
- The child/children know and corroborate the purpose of the visit;
- The return date and whether it is estimated or fixed.

Parents/carers may not always be able to provide a definite return date due to return flights being booked as last minute availability occurs. The circumstances triggering a trip may also necessitate a flexible return date.

You should also consider other historical factors such as:

- persistent unexplained absence from school;
- child not allowed to attend extra curricular activities;
- close supervision of child by family/carers;
- maltreatment of siblings.

If a return date has been specified and a child has not returned to school, school must contact their Attendance Improvement Officer. In no circumstances should a school remove the student from the roll without first making enquiries about the child's disappearance in line with [Norfolk County Council's Children Missing Education Procedures](#) and referring the case to the police and Children's Services as appropriate.

What to do if you suspect a student is being forced into marriage:

A child at risk of forced marriage or FGM may also be at risk of other forms of honour based abuse. Extreme caution should be taken in sharing information with any family members or those with influence within the community as this may alert them to your concerns and may place the student in danger.

The "one chance" rule:

Practitioners may only have **one chance** to speak to a potential victim of forced marriage and thus they may only have one chance to save a life. If a victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

What you should do:

- Take the issue seriously and recognise the potential risk of harm to the victim.
- See them on their own in a private place where the conversation cannot be overheard.
- Gather as much information as possible about the victim – it may be the only opportunity.



- Remind of their rights i.e. that they have the right to enter into marriage with their full and free consent and the right to make decisions about their lives.
- **Follow your child protection procedures and talk to your Designated Safeguarding Lead Professional (Rachel Quick or one of the Deputy DSLs – Danielle Williams (nee Winteringham), Meike Stepp) without delay in order to get support from other agencies.**
- **The DSL/DDSL should contact Norfolk Constabulary to discuss the case without delay.**

Do not:

- X Send the victim away and dismiss the allegation of forced marriage as a domestic issue.
- X Inform the victim's family, friends or members of the community that the victim has sought help.
- X Attempt to be a mediator.
- X Involve an elder from the family, member of the community or member of professional organisation.

In cases of forced marriage, it is important that agencies do not actively initiate, encourage or facilitate family counselling, mediation, arbitration or reconciliation – whether offered by community councils, religious or professional groups. There have been cases of women being murdered by their families during mediation. Mediation can also place someone at risk of further emotional and physical abuse.



Further Guidance and references:

Please visit <https://www.gov.uk/forced-marriage> for further information practice guidelines and resources for professionals protecting, advising and supporting victims.

[Multi-Agency Statutory Guidance for dealing with forced marriage 2014](#): Guidance is for all persons and bodies who exercise public function in relation to safeguarding and promoting the welfare of children and vulnerable adults.

[Multi-Agency practice guidelines: Handling cases of forced marriage 2014](#): Step-by-step advice for frontline workers. This is essential reading for health professionals, educational staff, police, children's social care, adult social services and local authority housing.

[E- Learning for professionals](#): The Forced Marriage Unit has designed an e-learning training package to support professionals, including education, social and health care professionals, police officers, housing officers, the voluntary sector and others dealing with forced marriage in the course of their work.

Using real life case studies, the training gives professionals a basic understanding of the main issues surrounding forced marriage, how cases can present and how to respond appropriately. This tool complements the multi- agency practice guidelines for professionals and should be read alongside the training. You can access the tool on the [Forced marriage eLearning website](#)

[But It's Not Fair](#) by Aneeta Prem is a fictional account of different perspectives on forced marriages that's useful reading for school children and teachers. The publication is free and can be ordered from the FMU or downloaded.

Promoted by the FMU, the organisation <http://www.freedomcharity.org.uk/> has produced a very clever app that offers help, assistance and instruction to children, friends of children, professionals with an interest and any other parties.



[Forced Marriage: A Survivors Handbook](#) – guidance and advice for victims or potential victims of forced marriage.

[Marriage: it's your choice](#): these are business-card sized and contain contact details for the FMU. They can be given to any potential victim. They are small enough to be placed in wallets/purses.

All schools can prominently display posters/ leaflets with guidance and contact information for those who are worried about forced marriage and FGM. A variety of resources can be accessed from [Foreign & Commonwealth Office](#) and [Home Office](#) pages: <https://www.gov.uk/forced-marriage>



Appendix 10: Guidance for Schools: Prevention of Female Genital Mutilation

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. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. Schools are well placed to identify concerns and take action to prevent children from becoming victims of FGM. This guidance aims to raise awareness amongst education professionals of children at risk of FGM; it should be read together with the Multi-Agency practice guidelines produced by the [Home Office](#).

Who is at risk?

A recent study⁵ has estimated that approximately:

- 60,000 girls aged 0 to 14 years were born in England and Wales to mothers who had undergone FGM.
- 103,000 women aged 15 to 49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM.
- 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

FGM is a practice which takes place worldwide in at least 28 African countries and in parts of the Middle and Far East. However, it also takes place within parts of Western Europe and other developed countries, primarily amongst immigrant and refugee communities. UK communities that are at risk of FGM include Somali, Kenyan, Ethiopian, Sierra Leonean, Sudanese, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian women and girls.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

What should schools do to raise awareness of and prevent FGM?

- Circulate and display materials about FGM (see resource section below).
- Raise awareness of FGM among all staff through training and guidance.
- Ensure that the SDP is well versed in the issues around FGM.
- Encourage pupils to access appropriate advice, information and support.
- Introduce FGM into the school curriculum within relevant lessons.



^{0.} Macfarlane A, Dorkenoo E. Female Genital Mutilation in England and Wales: Updated statistical estimates of the numbers of affected women living in England and Wales and girls at risk.

Risks & Indicators of FGM⁰

There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

FACTORS THAT MAY HEIGHTEN A GIRL'S OR WOMAN'S RISK OF BEING AFFECTED BY FGM
<ul style="list-style-type: none"> ● The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM. ● Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family. ● Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family. ● Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be
at risk as a result of her parents wishing to keep her uninformed about her body and rights.
INDICATIONS THAT FGM MAY BE ABOUT TO TAKE PLACE SOON
<ul style="list-style-type: none"> ● It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin. ● A professional may hear reference to FGM in conversation, for example a girl may tell other children about it. ● A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'. ● A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk. ● Parents state that they or a relative will take the child out of the country for a prolonged period. ● A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent. ● Parents seeking to withdraw their children from learning about FGM.
INDICATIONS THAT FGM MAY HAVE ALREADY TAKEN PLACE
<ul style="list-style-type: none"> ● A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable. ● A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems. ● A girl or woman may have frequent urinary, menstrual or stomach problems. ● There may be prolonged or repeated absences from school or college. ● A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM. ● A girl or woman may be particularly reluctant to undergo normal medical examinations. ● A girl or woman may confide in a professional. ● A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear. ● A girl may talk about pain or discomfort between her legs.



⁰ Taken from 'Multi-Agency Practice Guidelines: Female Genital Mutilation', HM Government (2014)

Managing Requests for Holidays/Extended Absence

When managing requests for absence, it is useful for school clusters to share a common absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it is important that schools liaise with each other when considering requests for leave of absence during term-time.

Where head teachers require a meeting with parents to discuss applications for extended leave of absence during term time, this can provide an opportunity to gather important information.

When parents/carers make requests for extended holiday leave, consider whether the parents/carers are volunteering information on the following:

- The precise location of where the pupil is going;
- The purpose of the visit;
- The child/children know and corroborate the purpose of the visit;
- The return date and whether it is estimated or fixed.

Parents/carers may not always be able to provide a definite return date due to return flights being booked as last minute availability occurs. The circumstances triggering a trip may also necessitate a flexible return date. You should also consider other historical factors such as:

- persistent unexplained absence from school;
- child not allowed to attend extra curricular activities;
- close supervision of child by family/carers;
- maltreatment of siblings.

If a return date has been specified and a child has not returned to school, school must contact their Attendance Improvement Officer. In no circumstances should a school remove the student from the roll without first making enquiries about the child's disappearance in line with [Norfolk County Council's Children Missing Education Procedures](#) and referring the case to the police and Children's Services as appropriate.

What to do if you are concerned:

A child at risk of FGM may also be at risk of other forms of honour based abuse. Extreme caution should be taken in sharing information with any family members or those with influence within the community as this may alert them to your concerns and may place the student in danger.

If you have concerns that a child is at risk you should contact Norfolk Constabulary without delay:

Norfolk Constabulary: 101 or in urgent cases dial 999

Further Guidance & Resources:

FGM Resource Pack: <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>

The e-pack provides a number of resources for all agencies including education, health, police and children's social care professionals.



[Recognising and preventing FGM](#), an e-learning tool from the Home Office

The government’s Multi-Agency practice guidelines should be read in conjunction with these resources. The guidance and further advice about FGM is available from the Home Office website: [Female genital mutilation: multi-agency practice guidelines](#)

NSPCC: The NSPCC runs a free 24-hour helpline which will provide advice and support to protect UK children from female genital mutilation (FGM). Callers' details can remain anonymous, but any information that could protect a child from abuse will be passed to the police or social services. If you are worried that a child may be at risk of FGM, contact our 24 hour helpline anonymously on 0800 028 3550 or email fgmhelp@nspcc.org.uk. The NSPCC has also produced a [FGM Factsheet](#).

All schools can prominently display posters/ leaflets with guidance and contact information for those who are worried about forced marriage and FGM. Resources are available from www.fco.gov.uk/forcedmarriage and <https://www.gov.uk/government/organisations/home-office/series/female-genital-mutilation>.

Appendix 11: Curriculum support Primary School

At The Wherry Primary School, we use Zones of Regulation and PATHS to support the children’s Social and Emotional development, these are taught and used throughout the curriculum and school year. Below is an overview of our Safeguarding curriculum that includes RHSE, RSE, E-Safety and PREVENT. The PSHE and RSE curriculum is taught using ‘A PSHE Programme for Learners with Autistic Spectrum Disorders’ by Fiona Speirs. Each class provides an overview of the academic year showing when each aspect is covered.

Year group	Coverage
KS1	<p><i>Module 4 Me and My Emotions – to be used alongside ZoR – start of the academic year</i></p> <p>Module 1 Me and My appearance Module 2 Me and My Personality</p> <p>Module 3 Me and My Body Up to Page 113</p> <p>Public/Private section from Module 5 Me and My Behaviour ESafety</p> <p>PREVENT – KS1 - Respect http://www.preventforschools.org/index.php?category_id=62</p>
LKS2	<p><i>Module 4 Me and My Emotions – to be used alongside ZoR – start of the academic year</i></p> <p>Module 3 Me and My Body from Page 114 Module 5 Me and My Behaviour</p> <p>Module 9a Me and Others – Differences Module 9b Me and Others – Autism</p> <p>ESafety</p> <p>PREVENT – KS2 – Rich Tapestry http://www.preventforschools.org/index.php?category_id=62</p>



Year 5	<p><i>Module 4 Me and My Emotions – to be used alongside ZoR – start of the academic year</i></p> <p>Module 6 Me and My Relationships Module 8 Me Staying Safe and Healthy Module 10 Me and My Life Skills</p> <p>ESafety</p> <p>PREVENT – KS2 – Everyone has the right http://www.preventforschools.org/index.php?category_id=62</p>
Year 6	<p><i>Module 4 Me and My Emotions – to be used alongside ZoR – start of the academic year</i></p> <p>Module 8 Me Staying Safe and Healthy Module 10 Me and My Life Skills</p> <p>Module 7 Me and My Sexual Expression (Summer term) ESafety</p> <p>PREVENT – KS2 – The Growth of Culture</p> <p>http://www.preventforschools.org/index.php?category_id=62</p>

Secondary School

Autumn Term		Spring Term		Summer Term	
A	B	A	B	A	B
Thinking about Relationships	Good and Bad Friendships	Internet safety- Reality compared with Online	Me and Others - Differences respecting others	Puberty and Body Changes	Gender and Sexual Orientation
*The different kind of relationships we have *The difference between good and bad relationships and staying safe	*Mutual respect *Setting boundaries *Recognising when relationships become unhealthy	*Recognising trustworthy interaction *How to seek advice and report concerns	*Similarities and needs *Disabilities, conditions and disorders * Celebrating diversity	*Looking after our bodies and how they change from children to adults *Erections and ejaculation *Menstral cycle	*Difference between sex and gender *Sexual orientation *Gender identity
Families, stable relationships and marriage	Stereotypes and Bullying	Attraction, Focus of Arousal and Masturbation	Online and media- harmful contact and body image	Personal Space and Feelings of Attraction	First Aid
*Legal status of long term relationships *Respecting others choices	*Harms of stereotyping *Online bullying and acceptable interaction	*Recognising the difference between public and private spaces *Personal hygiene *Recognising the natural development of sexuality	*Body positivity *Ownership of ones own body *Comparing real bodies to edited versions online and in the media	*Understanding the rules of personal space *Coping with rejection *Differences between sex and intimacy	*Practical first aid *How to take care of our bodies *The emergency services
Staying Safe and Healthy - Legal and illegal drugs	Having Sex and Staying Safe	Image sharing	Me and My Relationships	Drugs and alcohol	Peer pressure and pressuring others
*The law with regards to drugs *How drugs are classified *The effects of drugs	*Consent *Contraception- protecting against pregnancy and sexually transmitted infection	*Dangers of sharing personal material * How data collected and shared online	*Intimate relationship health *Recognising signs of an unhealthy relationship and how to move on	*How alcohol effects our minds and bodies *Services and support groups	*Strategies to avoid peer pressure *Confidence to say 'no' *Equality and opportunities
Reproduction and successful parenting	Sex, Social Behaviour and The Law	Mental health	Violence against women women/girls	Healthy Wellbeing - Good Relationships and Cyber Safety	Gambling, debt and addiction
*Fertility for biological men and women *Miscarriage *Menopause *What does being a parent mean	*Sexual assault and harrasment *Hate crimes *Consent and the law	*How to look after our minds *Mental wellbeing *Mental ill-health *Where to get support and advice	*#Metoo movement *Misogyny and the law *Rights and equality	*Pornography and it's dangers *Sex crimes and the law *Internet relationships and staying safe	*Targeted advertising *Gambling and the law *Borrowing money and repaying *Debt and its effect on our mental wellbeing
Honor based violence	Entering adulthood- preparing for life after school	Mental health and wellbeing (Exams focus)	Responsibility and life skills	Having Sex and Staying Safe - REPEAT	Recap- individual need
*FGM *Exploitation by gangs *County lines	*Aspirations and expectaions *Independence and responsibility for oneself	*How to manage workload *Practicing mindfulness and relaxation *Burnout and fatigue	*Taking responsibility for oneself *Lifeskills at home and in society	*Consent *Contraception- protecting against pregnancy and sexually transmitted infection	*Individual need



App. 12: Operation Encompass

At The Wherry School we are working in partnership with Norfolk Constabulary and Norfolk Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Norfolk Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s). On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with the 'Norfolk Joint Agency Protocol for Domestic Abuse – Notifications to Schools'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy

The Counter-Terrorism and Security Act places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty'). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe.

Make a referral

[Norfolk Channel Procedures](#) (updated 2019) give guidance around making referrals to the Multi Agency Safeguarding Hub (MASH) about Prevent. If you are concerned that someone may be vulnerable to radicalisation or extremism in Norfolk, you should use the [National Prevent referral form](#). The form replaces the VTR1 and is designed in such a way to prompt the referrer to describe as much detail as possible, which in

turn will allow for comprehensive and timely assessment. Send completed forms to: Prevent@norfolk.pnn.police.uk.

If you have any questions about completing the referral form please call The Prevent Team on 01953 423905 or **01953 423896**.

Guidance and training

As part of the Norfolk's strategic approach to the Prevent duty, risk assessment and action plan templates have been produced for all the relevant sectors (including education) – these templates along with the Strategy can be downloaded from the [Norfolk County Council website](#).



Appendix: Prevent Duty (changes December 2023) – guidance from The Key

You must 'have due regard to the need to prevent people being drawn into terrorism'

This is the Prevent duty according to [Home Office guidance](#).

You must carry out the steps below, to help achieve the Prevent duty.

Teach a broad and balanced curriculum

As a state-funded school, your curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils. As part of this, you should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Prepare pupils for the opportunities, responsibilities and experiences of life
- Promote community cohesion

Reference: the [Educate Against Hate](#) website to see a range of resources and FAQs you can use to help cover the Prevent strategy in your curriculum.

Early years providers who fail to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs, will not receive funding from local authorities (LAs) for the free early years entitlement.

Make your school a safe space

To prevent pupils from being drawn into terrorism, you have a responsibility to make sure your school is a place where pupils can understand and discuss sensitive and controversial topics such as terrorism and extremist ideas, and learn how to challenge them.

Definitions of terms

The Prevent duty isn't there to stop these issues being discussed.

You can build pupils' resilience to radicalisation through:

- Personal, social, health and economic education (PSHE) – consider including this in your [PSHE policy](#)
- Citizenship lessons – these should equip pupils to think critically and make reasoned arguments, and teach them about topics such as democracy and the need for mutual respect

This is outlined in Home Office [guidance](#), the DfE's [guidance](#) on the Prevent duty (page 8), sections [406](#) and [407](#) of the [Education Act 1996](#) and page 23 of the [Independent School Standards guidance](#).

Follow safeguarding procedures to report a concern

You're required to protect pupils from the risk of radicalisation as part of your wider safeguarding duties.

To do this, you need to:



- Make sure all staff are aware that radicalisation is a safeguarding issue that can put children at risk of harm (paragraph 31 of [Keeping Children Safe in Education](#) (KCSIE) 2023)
- Have a robust [safeguarding policy](#) to identify children at risk and then intervene as appropriate (see more below about incorporating the duty into your policies)
- Where there's a concern, consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or children's social services

Assess the risks of pupils being drawn into terrorism

- Engage with the LA's risk assessment – which uses counter-terrorism local profiles to assess the risk of individuals being drawn into terrorism – to help determine potential risk in your local area
- Set out protocols to make sure visiting speakers are suitable and appropriately supervised (see paragraph 68 of Home Office [guidance](#))
- Assess the risk of activities taking place on the school site, including if it's used by local groups outside school hours, and determine whether these pose a threat to pupils
 - Your school's [lettings policy](#) and/or [safeguarding](#) policy should set out a protocol for assessing these risks, and specify circumstances when the school may refuse use of facilities

Incorporate the duty into existing policies

You don't need a separate policy for the Prevent duty, but make sure your existing policies (e.g. [safeguarding policy](#), [whistle-blowing](#), [online safety](#) and [behaviour polices](#)) cover the protection of children at risk of radicalisation.

This is explained on page 6 of the [DfE's guidance](#).

Keep pupils safe online

You're expected to have measures in place to protect pupils from terrorist or extremist material when using the internet at school. This includes setting up appropriate filtering systems (see paragraph 71 of Home Office [guidance](#)).

The designated safeguarding lead (DSL) should take responsibility for understanding the filtering and monitoring systems and processes in place in your school (see paragraph 103 of KCSIE, linked above).

Work together with agencies and parents/carers

Take into account the policies and procedures of local safeguarding partners (page 29 of [KCSIE](#)) and update your policies to reflect these arrangements.

Parents/carers are "in a key position to spot signs of radicalisation", and so you should engage effectively with them. You should help and advise families who raise concerns and point them to the right support mechanisms.

This is outlined on page 7 of the [DfE's guidance](#).



Staff training

Make sure staff receive training that gives them the knowledge and confidence to:

- Identify children at risk of being drawn into terrorism
- Challenge extremist ideas that can be used to legitimise terrorism and are shared by terrorist groups
- Know where and how to refer children and young people for further help

See more in paragraph 70 of the Home Office [guidance](#).

The training should be closely linked to the school's context, as that will determine what the main local issues might be. For example, homophobia and far-right extremism may be a greater threat to 1 school than Islamic extremism.

Your DSL also needs to be aware of the additional risks to radicalisation that pupils with special education needs and/or disabilities (SEND) face online.

See annex C of [KCSIE](#).

Which staff should get training?

As a minimum, the DSL should undertake Prevent awareness training so they're able to provide advice and support to other members of staff on protecting children from the risk of radicalisation (page 7 of [DfE's guidance](#)). However, it's best practice to make sure all staff are trained and aware.

Eg The Key Leaders and The Key Safeguarding, your staff can do our 30-minute [e-learning course](#) on preventing radicalisation.

Concerns about staff

Seek human resources (HR)/legal advice

You should do this if you have a concern about a member of staff. A representative from the Association of School and College Leaders ([ASCL](#)) told us this.

A staff member may be a cause for concern if they're:

- Disseminating racist or fascist literature
- Promoting beliefs that are anti-democratic, or glorifying acts of terrorism
- Inciting people to develop racist or prejudicial views and opinions
- Behaving in a discriminatory manner

However, be aware that these behaviours don't necessarily indicate radicalisation.

You can issue a prohibition order against a teacher where there's evidence of actions/behaviours that promote political or religious extremism, or undermine:

- Democracy
- The rule of law
- Individual liberty



- Mutual respect and tolerance of those with different faiths and beliefs

This is outlined in [guidance on teacher misconduct](#) (pages 12 and 13).

Take care not to discriminate

If you need to address the issue of radicalisation with staff, proceed with caution.

Don't act in a way that would put staff at a disadvantage because of their race or religious background – this is part of your duty under the [Equality Act 2010](#).

How Ofsted inspects the Prevent duty

The Prevent duty falls under Ofsted's evaluation of safeguarding. Inspectors will want to see that you've a clear approach to:

- Implementing the Prevent duty
- Keeping pupils safe from the dangers of radicalisation and extremism, including by encouraging open debate about different points of view and beliefs

This is outlined in paragraph 25 of Ofsted's [safeguarding guidance](#).



Summary of changes – June 2023:

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Section	Changes
Throughout	<p>All references to ‘<i>Keeping Children Safe in Education</i>’ (2022) have been removed and replaced with reference to ‘<i>Keeping Children Safe in Education</i>’ (2023).</p> <p>All links to the Norfolk Safeguarding Children website and the Safeguarding pages of the Norfolk Schools and Learning Providers website have been updated.</p>
1.4	Amended to reflect the change of wording to prolonged periods and/or on repeat occasions for children absent or missing from education.
3.3	Added to the bullet points in relation to responsibilities for the Governing Board for considerations in relation to filtering and monitoring.
3.16	Added in new information about the DSL taking lead responsibility for understanding the filtering and monitoring systems and processes.
4.1	Updated to reflect the information given at induction in relation to the safeguarding response to children who are absent from education.
4.2	Updated to reflect that online safety training for staff should include understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.
6.12	Updated to reflect the change in the law from February 2023 in relation to Forced Marriage.
6.19	Removed reference to the DfE guidance Sexual violence and sexual harassment between children in schools and colleges.
6.23 and 6.24	Heading re-named and paragraphs amended to reflect the changes in relation to safeguarding responses to children absent from education rather than missing from education.
6.30	<p>Paragraph amended to reflect the fact that the Safeguarding Policy should include information on the approach used in relation to filtering and monitoring on devices and networks.</p> <p>Added reference to the DfE filtering and monitoring standards and the reflection that many children have unlimited and unrestricted access to the internet via mobile phone networks.</p>
6.32	Added in a reference to the Cyber security standards for schools and colleges.GOV.UK .
13.1	Added in reference to the DfE guidance Keeping children safe in out-of-school settings .
13.3	Paragraph added in relation to the procedures to follow if an allegation relating to an incident that happened when an individual or organisation was using school premises for non school/college activities.
Section 15	<p>Amended dates for guidance documents where required and added links to the following:</p> <ul style="list-style-type: none"> ● Multi-agency practice principles for responding to child exploitation and extra-familial harm ● The Prevent duty: safeguarding learners vulnerable to radicalisation