# 3St Andrew’s School

A school with Quaker values

Aylmerton Hall ⬩ Holt Road

Aylmerton ⬩ Norfolk ⬩ NR11 8QA

Telephone: 01263 837927

Email: [head@standrewsschool.co.uk](mailto:head@standrewsschool.co.uk)

Executive Head: Julie Jackson

Head of School: Jim Collin

Safeguarding

Policy

(Incorporating Child Protection)

Last reviewed date: 1st September 2023

Adopted by Trustees date:

Next review date: 1st September 2024

**Safeguarding Policy – Statement**

This policy is available on our school website. Parents and carers are informed 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 and the safeguarding response to children who are missing from education. In addition, all staff are provided with Part One of the statutory guidance of [*‘Keeping Children Safe in Education’*](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2), DfE (2023).

This policy will be reviewed in full by the Trustees on an annual basis (or more frequently if updates are required). It is due for review on 1st September 2024.

**Contents**

|  |  |
| --- | --- |
|  |  |
|  | Purpose & Aims |
|  | School Ethos |
|  | Roles & Responsibilities |
|  | Training & Induction |
|  | Procedures for Managing Concerns  Specific Safeguarding Issues |
|  | Recording & Information Sharing  Working with Parents & Carers |
|  | Child Protection Conferences |
|  | Safer Recruitment |
|  | Safer Working Practice |
|  | Managing Allegations and Concerns |
|  | Other relevant policies |
|  | Statutory Framework |
| **Appendices** |  |
| 1. | Safeguarding induction sheet for new or supply staff & regular visitors or volunteers |
| 2. | Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting |
| 3. | Local Safeguarding Procedures (for Referrals) |
|  |  |

**1. Purpose & Aims**

1.1 The purpose of St Andrew’s School’s safeguarding policy is to ensure every child who is a registered student at our school is safe and protected from harm. This means we will always work to:

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

1.2 This policy gives 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 students who are registered 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 students 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 students who are absent from school or who go missing from education, particularly on repeat occasions. The class Teaching Assistants will regularly liaise with the Attendance Lead or one of the Designated Safeguarding Leads to discuss all persistently absent students 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.

1.5This policy applies to all students, staff, parents, trustees, volunteers and visitors.

**2. School Ethos**

2.1 The student’s welfare is of paramount importance. Our school will establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. Students 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 students 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 student, staff members must always act in the **best interests** of the student.

2.3 At St Andrew’s School 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 student at heart.

2.4 Where there is a safeguarding concern, the student’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 students 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, regular visitors and Trustees will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a student and how to record and report this information. We will not make promises to any student and we will not keep secrets. Every student knows what the adult will have to do with any information they have chosen to disclose. All staff will be trained to recognise that students 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 students 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 students to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. Our curriculum also includes Life Skills, Citizenship, Social Skills and Religious Education for all students. 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. Further information can be found in the DfE guidance [‘Teaching online safety in school.’](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fteaching-online-safety-in-schools&data=04%7C01%7Clucy.canning%40norfolk.gov.uk%7C11813432630640e7421e08d946fee158%7C1419177e57e04f0faff0fd61b549d10e%7C0%7C0%7C637618882774063772%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=a2veyRcU68QpbVQnKd2mEYenXhUqX%2FvR6LhxjVtRjRw%3D&reserved=0) and ‘Relationships Education, Relationships and Sex Education and Health Education.’ This education is underpinned by the school’s behaviour policy and pastoral support system.

The students are involved in the risk assessments, which are discussed before any offsite trip. The Police regularly attend the school to discuss online safety, anti-bullying, Child Exploitation and Online Protection (CEOP) and the role of the Police in society. The different aspects of safeguarding are embedded in the curriculum and a curriculum map details how safeguarding is covered in every subject throughout the academic year.

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 (2023) and Norfolk Multi Agency Safeguarding Partnership arrangements.

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

* 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 at risk of modern slavery, trafficking, sexual or criminal exploitation;
* is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
* 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 St Andrew’s School 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 students 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** |
| **DSL and Executive Head** | **Julie Jackson** | **01263 837927** |
| **DSL and Head of School** | **Jim Collin** | **01263 837927** |
| **DSL and Safeguarding and Welfare Manager** | **Carol McKean** | **01263 837927** |
| **Named Safeguarding**  **Trustee** | **Sue Brisbane** | **01263 837927** |
| **Co - Chairs of Trustees** | **Michael Goodwin &**  **Jenny Meara** | **01263 860427** |

3.1 It is the responsibility of *every* member of staff, volunteer, Trustee and regular visitors 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 students at this school. This includes the responsibility to provide a safe environment in which students can learn.

**The Board of Trustees**

3.2 The Board of Trustees of St Andrew’s School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Board of Trustees takes collective responsibility to safeguard and promote the welfare of our students, we also have a named Trustee who champions safeguarding within the school.

* 1. The Trustees will ensure that:
* The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Partnership policies and procedures;
* The school contributes to inter-agency working in line with Working Together to Safeguard Children (2023);
* Both senior members of staff from the leadership team are Designated Safeguarding Leads. We also have a Designated Safeguarding Lead whose main role within the school is Safeguarding and Welfare. All have received relevant training in order to carry out this role effectively. This ensures there is always a DSL available to deal with safeguarding issues. This role is evidenced explicitly in their job descriptions.
* All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy, the latest copy of [*’Keeping Children Safe in Education’*](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (KCSIE) and the school’s safeguarding response for those students who go missing from education as detailed in section 6 of this policy.
* All staff undertake appropriate child protection training that is updated annually and on-line safety training;
* 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’*](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) DfE (2023);
* They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

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

**The Headteacher**

* 1. At St Andrew’s School the Headteachers are responsible for:
* Ensuring that there is Designated Safeguarding Lead on site, or at least contactable, at all times.
* Ensuring that the policies and procedures adopted by the Trustees, 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 (see Whistle-Blowing Policy);
* Liaise with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff or volunteer.

**The Designated Safeguarding Lead (DSL)**

* 1. The Designated Safeguarding Leads are senior members of staff, from the leadership team, who take responsibility for safeguarding and child protection within our school. The Safeguarding and Welfare Manager will report to the Senior DSLs but carry the main responsibility of safeguarding and child protection within the school. All DSLs will carry out their role in accordance with the responsibilities outlined in Annex C of *‘Keeping Children Safe in Education’.*
  2. The DSLs will provide advice and support to other staff on child welfare and child protection matters. Any concern for a student’s safety or welfare will be recorded in writing and given to the DSLs on an electronic notification via the schools CPOMs recording system.
  3. During term time one of the Designated Safeguarding Leads will always be available (during school hours) for staff in the school 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.
  4. The DSLs at St Andrew’s School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience the DSLs 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 students.

3.10 The DSLs will maintain written records and child protection files ensuring that they are kept

confidential and stored securely (see section 7 for more information).

3.11 The DSLs are 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, Trustees and regular visitors to the school have received appropriate child protection information during induction and have been trained within the school to the agreed school’s [safeguarding training pack](http://www.schools.norfolk.gov.uk/behaviour-and-safety/safeguarding/training/ncc096606) provided by Children’s Services.

3.12 The DSLs will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver (a child who has spent time in foster or residential care and is now leaving those services).

3.13 The DSL(s) will work with the headteacher 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 students’ 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 students who have or have had a social worker reach their potential.

3.15 We recognise that a student’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 DSLs will use the information that they hold about students with a social worker to make decisions in the best interests of the student’s safety, welfare and help promote educational outcomes. The DSLs will ensure that staff, know who these students 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 students in this group might face and the additional academic support and adjustments that they could make to best support these students.

**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 B of ‘*Keeping Children Safe in Education*’ and told who our Designated Safeguarding Leads (DSLs) are. They will also receive a copy of the behaviour policy and the school’s response to children who go missing 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 training on the electronic CPOMs system for recording safeguarding concerns, given information on how to complete the concern notifications and who to pass it to.

4.2 Every new member of staff or volunteer will receive information on safeguarding procedures and relevant safeguarding training during their induction period within one week of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a student (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 Leads (DSLs). The training will also include information about whistleblowing in respect of concerns about another adult’s behaviour and suitability to work with children. Staff will also receive on-line safety training as near to their start date as possible, 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 undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training by using feedback forms to ascertain how effective it was and what, if any, further training staff need.
* 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 students effectively;
* all staff will receive some form of safeguarding training at least termly; this may be undertaken during In-Service Training (INSET) days or during twilight sessions. The content of the training may be determined by current safeguarding issues students may be facing and/or results from the core training evaluation forms.

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 DSLs are and what the recording and reporting system is. (See Appendix 3 - Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.). They will be given a visitor’s badge, which has the DSL details on the back, and on their first visit to the school they will receive a leaflet documenting the safeguarding procedures in place at the school and what to do if they have concerns. They will also be informed via posters and leaflets about their use of mobile devices whilst on the school premises.

4.5 The DSLs 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 DSLs will attend Designated Safeguarding Lead (DSL) training provided by the Local Authorityevery two years. In addition to formal training, the DSLs will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role. This will be achieved by means of Management Information Sheets from the Local Authority, attendance at DSLs forum meetings, Domestic Abuse conferences, Mental Health training and serious case review workshops as well as continued professional development.

4.6 Our Trustees also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the students at our school. Training to support them in their safeguarding role is available from [Norfolk Governor Services](http://www.schools.norfolk.gov.uk/school-management/governors/index.htm). They will also be invited to attend the annual core training for staff.

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 Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Partnership and within the Safeguarding Section of the Norfolk Schools and Learning Providers website.

**5. Procedures for Managing Concerns**

5.1 St Andrew’s School adheres to child protection procedures that have been agreed locally through the Norfolk Children’s Safeguarding Partnership. Where we identify students and families in need of support, we carry out our responsibilities in accordance with the [Norfolk Local Assessment Protocol](http://www.norfolklscb.org/about/policies-procedures/3-2-norfolk-local-assessment-protocol/) and the [Norfolk Threshold Guidance](http://www.norfolklscb.org/wp-content/uploads/2015/12/norfolk_thresh_guide.pdf).

5.2 Every member of staff including volunteers working with students 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 student, staff members should always act in the interests of the student and have a responsibility to take action as outlined in this policy.

Students may use an “I need to talk” card or a help card (provided around the school). Staff will then arrange a time with one of their trusted adults at the earliest opportunity. There is also a worry box in the foyer where the students can write down any concerns they have. Staff get to know the students very well due to the class Teaching Assistants supporting them for most of their time at school. They are vigilant for any minor changes in behaviour, in which case they will alert a DSL and/or the Safeguarding and Welfare Manager.

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 using the CPOMS notifications in accordance with this policy to allow the DSLs to build up a picture and access support for the student at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

If the concern is linked to persistent bullying, the school procedure is that parents will be informed. Both (or more) parties air their views separately and then are brought together to find a way forward. When all parties agree to a plan, this is shared with the parents and students concerned. Staff are asked to be vigilant and supportive. This information is then communicated to all staff as required via our management information system (School Pod), staff e-mail and/or verbally at morning briefings.

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 Leads (DSLs) 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 student is at risk of harm must report it immediately to one of the DSLs verbally or by telephone. If in extraordinary circumstances, none of the DSLs are contactable, the matter should be brought to the attention of a member of staff in the office who will endeavour to contact one of the DSLs.

5.6 All concerns about a student should be reported without delay and recorded in writing using the agreed CPOMs electronic system. 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 DSLs will consider what action to take and seek advice from the Norfolk Children’s Advice and 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 – Local Safeguarding Procedures.

5.9 If, at any point, there is a risk of immediate serious harm to a student, a referral should be made to Norfolk CADS immediately. Anybody can make a referral in these circumstances. If the student’s situation does not appear to be improving, the staff member with concerns should press for re-consideration by raising concerns again with the DSLs. Concerns should always lead to help for the student 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 DSLs are unavailable;
* they are convinced that a direct report is the only way to ensure the student’s safety.

5.11 Any member of staff who does not feel that concerns about a student have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Trustees. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact Norfolk CADS directly with their concerns.

**6. Specific Safeguarding Issues**

**Contextual safeguarding**

6.1 At St Andrew’s School 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 staff understand the definition of contextual safeguarding and consider whether students 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 forms and students can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines. When reporting concerns, staff should include as much information and background detail as possible so the DSLs can make a referral with a holistic view of the student. This will allow any assessment to consider all the available evidence and the full context of the abuse.

6.2 We recognise that students 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 student’s disability without further exploration;
* students with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs; and
* communication barriers and difficulties in overcoming these barriers.

6.3 We at St Andrew’s School, 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 students, who are a particularly vulnerable group.

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

6.4 At St Andrew’s School 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 St Andrew’s School 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 St Andrew’s School we understand thatcriminal 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 students 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 students 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 St Andrew’s School, staff are aware of the indicators and risk factors which may signal a student is vulnerable to or involved with serious violent crime. We make reference to the Home Office’s [Preventing youth violence and gang involvement](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence) and [Criminal exploitation of children and vulnerable adults: county lines](https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines) guidance for more information.

6.9 If a student 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 St Andrew’s School we recognise that our staff are well placed to identify concerns and take action to prevent students 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 student 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf)' Home Office (January 2020).

6.12 At St Andrew’s 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. A lack of full and free consent can be where a person does not consent or where they cannot consent. 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 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial ‘marriages’ as well as legal marriages. 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 [fmu@fco.gov.uk](mailto:fmu@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 St Andrew’s School, we will ensure that:

* Through training, staff, volunteers and Trustees 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 students safe from extremist material when accessing the internet in our school by using effective filtering and monitoring usage policies.
* The DSLs have received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
* The DSLs will make referrals in accordance with [Norfolk Channel procedures](http://www.norfolklscb.org/wp-content/uploads/2016/05/Channel-Norfolk-SOP-April-2016.doc) and will represent our school at Channel meetings as required.
* Through our curriculum, we will promote the spiritual, moral, social and cultural development of students.

**Child on child sexual violence and sexual harassment**

6.14 At St Andrew’s School, 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;
* abuse in intimate personal relationships between children
* sexual violence and sexual harassment;
* upskirting;
* consensual and non-consensual sharing of nude and semi-nude images and/or video (also known as sexting or youth produced sexual imagery); and
* initiation/hazing type violence and rituals.

6.15 We recognise that students are also 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 for all staff and volunteers to remember the impact on the victim of the abuse as well as to focus on the support for the student or young person exhibiting the harmful behaviour. We understand that abuse can occur in intimate personal relationships between peers; and that consensual and non-consensual sharing of nudes and semi nudes images and or videos[[1]](#footnote-1) (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 students 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 student who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to child on child abuse; it must never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse, leading to students accepting it as normal and not coming forward to report it.

6.17 At St Andrew’s School 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 St Andrew’s 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 Allstaff 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*’ and ‘[Sexual violence and sexual harassment between children in schools and colleges’](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) (2021). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

6.20We 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 student/s.

6.21 Support will depend on the circumstances of each case and the needs of the student; it may include completion of risk assessments to support students to remain in school whilst safeguarding other students and the victim, delivery of early intervention in respect of HSB and/or referral to [The Harbour Centre Sexual Assault Referral Centre](https://www.theharbourcentre.co.uk/) (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 students or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on [The Harbour Centre website](https://www.theharbourcentre.co.uk/)*.*

**Modern Slavery**

# 6.22 At St Andrew’s School, 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](https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims) for concerns of this nature.

**Safeguarding responses to students who go missing**

6.23 At St Andrew’s School all staff should be aware of the safeguarding responsibilities for students who are missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

6.24 At St Andrew’s School we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to students who are missing:

* An attendance register is taken at the first session of each school day and once during the second session (a session is morning or afternoon).
* We make every effort to contact parents/carers and follow up with the emergency contacts held;
* We hold at least two emergency contact numbers for each of the students on our roll wherever possible;
* Staff will alert DSLs to any concerns raised regarding students who are absent from school;
* The DSLs, Attendance Lead and Safeguarding and Welfare Manager, plus any other relevant staff members, meet regularly to ensure each response is thorough and takes into account all relevant information about individual students. This information is shared with other relevant staff;
* 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 student 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
* Detailed information regarding attendance processes is contained in the attendance policy.

**Mental Health**

6.25 At St Andrew’s School all staff are made aware, through training, that mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are well placed to observe students 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 students 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 student’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 student that is *also* a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.

6.27 At St Andrew’s School we have a named Advanced Mental Health Lead in Education and trained Mental Health Champions. There are clear systems and processes in place for identifying possible mental health problems and we work with other agencies as required to respond to these concerns. Designated Safeguarding Leads make reference to the [Mental Health and Behaviour in Schools’](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) DfE guidance for further support.

**Online Safety**

6.28 At St. Andrews Schoolallstaff are aware that technology is a significant component in many safeguarding and wellbeing issues. Students 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 students can also abuse other children online, which 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 More details can be found in our policies on Online Safety and Mobile Devices, which consider the 4Cs, content, contact, conduct and commerce.

6.31 At St. Andrews 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 students face in our setting. We also communicate with parents and carers to reinforce the importance of students 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).

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://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices) 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.

**Domestic Abuse**

6.34 At St. Andrews 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 in their own right following the implementation of the Domestic Abuse Act 2021, 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)](https://nidasnorfolk.co.uk/) and signpost victims to the service.

#### Children with special educational needs and disabilities or physical health issues

6.35At St. Andrews School we recognise that students 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 student’s condition without further exploration;
  + these students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students;
  + the potential for students with SEND or certain medical conditions being disproportionally 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 students, along with ensuring any appropriate support for communication is in place.

6.37 At St. Andrews School we also recognise that students who attend Alternative Provision will often have complex needs and due to this we are aware of the additional risk of harm these students may be vulnerable to.

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

6.38 The fact that a student may be LGBTQ+ is not in itself an inherent risk factor for harm. However, in line with ‘Keeping Children Safe in Education’,we recognise that students who are LGBTQ+ or those perceived by other students to be LGBTQ+ could potentially be more vulnerable and therefore we work to reduce any additional barriers faced. We provide a safe space for these students 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 student at our school, they will record their concern on the agreed recording system which is known by staff as the ‘CPOMs notification of concern’. Any concerns should be passed to the DSLs without delay.

7.2 Any additional written information recorded will be kept in a separate named file, in a secure cabinet and not with the student’s academic file. These files will be the responsibility of the DSLs. Child protection information will only be shared within school on the basis of ‘need to know in the student’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 here. All our safeguarding records will include; a chronology, contents front cover (for paper files) and will record significant events in the student’s life.

7.4 When a student leaves our school, including in-year transfers, one of our DSLs 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 five days for an in-year transfer or within the first five days of the start of a new term. We recognise that not providing information as per the timescales can impact on the student’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 student 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 student.

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](https://www.schools.norfolk.gov.uk/pupil-needs/home-education) within Norfolk County Council.

**8. Working with Parents and Carers**

8.1 St Andrew’s School is committed to working in partnership with parents/carers to safeguard and promote the welfare of students and to support them to understand our statutory responsibilities in this area.

8.2 When new students join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents/carers on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Norfolk Children’s Advice and 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 student 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 student at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a student will not prevent the DSLs making a referral to Norfolk CADS in those circumstances where it is appropriate to do so.

8.5 In order to keep students 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 student 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 student from school (if different from the above).

In addition, it is noted that transport staff on NCC contracts have an enhanced, current DBS check (Disclosure and Barring Service), they will have an ID badge with the end date shown. It is the individual and taxi firm’s responsibility to ensure this is kept up to date.

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

8.6 At St Andrew’s School we are working in partnership with Norfolk Constabulary and Norfolk Children’s Services to identify and provide support to students 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 students has been present with the DSLs. On receipt of any information, the DSLs will decide on the appropriate support the student 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*’](https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/safeguarding/operation-encompass). We will record this information and store this information in accordance with the record keeping procedures outlined in this policy. The school has several members of staff trained as Domestic Abuse Champions who may be able to offer support and signposting for anyone who has been a victim of domestic abuse.

**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 student is judged to be at continuing risk of significant harm. A review conference will take place once a student has been made the subject of a Child Protection Plan in order to monitor the safety of the student 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 students. Usually the person representing the school at these meetings will be one or more of the DSLs. In any event, the person attending will need to have as much relevant up to date information about the student 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 student’s physical, emotional and intellectual development and the student’s presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the student 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 students and our aim is to achieve this in partnership with their parents.

**10. Safer Recruitment**

10.1 We will ensure that two of the Designated Safeguarding Leads and a Trustee have completed appropriate safer recruitment training. At all times the Headteacher and the Trustees 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 St Andrew’s School 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 St Andrew’s 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 students.

10.6 We will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. The School Executive Head (DSL) will regularly check the SCR to ensure that it meets statutory requirements.

10.7 At St Andrew’s School we recognise that safer recruitment is not just about carrying out the right DBS checks and is not limited to recruitment procedures. Therefore, we understand the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Further information about all of these processes can be found in our Recruitment and Selection policy.

**11. Safer Working Practice**

11.1 All adults who come into contact with our students 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 students are competent, confident and safe to do so.

11.2 All staff will be provided with access to our school’s Staff Code of Conduct and Student Behaviour Policy 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 student 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. Staff are trained in Norfolk Steps positive handling techniques if there are students attending the school who may require such interventions, as soon as courses, or in-house training, are available after they join the school. Certificates of attendance at this training are kept in staff personnel files and on our training log. Staff are also trained in non-physical Positive Behaviour Management Techniques, also Norfolk Steps, on an annual basis.

11.3 If staff, visitors, volunteers or parent helpers are working with students 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 of these rooms, 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 students. This advice can be found in ‘[*Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings*’](http://www.schools.norfolk.gov.uk/download/ncc097068) (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 students 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’ (*2023) 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 St Andrew’s 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](mailto: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 students 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 teaches) is via the Local Authority 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](mailto:LADO@norfolk.gov.uk). See Appendix 2 for further details.

12.5 If an allegation is made or information is received about *any* adult who works/volunteers in our setting which indicates that they may be unsuitable to work/volunteer with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this will be reported to the Chair of Trustees. In the event that neither the Headteacher nor Chair of Trustees are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Trustee responsible for Safeguarding. The completed LADO referral form is then sent via e-mailto: [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk). See Appendix 3 for further details.

12.6 The Headteacher or Chair of Trustees will seek advice from the LADO within one working day. No member of staff or the Trustee 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 students and other school staff to collect the facts.

12.8 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Trustees should contact the LADO directly via email to [lado@norfolk.gov.uk](mailto: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 Partnership website. Further national guidance can be found at: [Advice on whistleblowing](https://www.gov.uk/whistleblowing). The [NSPCC whistleblowing helpline](https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

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 student, 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. 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 St Andrew’s 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 St Andrew’s School 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 these types of concerns in writing.

12.13 At St Andrew’s School, staff report all low level concerns to the Headteachers**.** If reported to any of the other DSLs in the absence of the Headteacher, then they will inform the Headteacher of the concern in a timely fashion. The Headteachers will always be the ultimate decision makers 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 St Andrew’s School 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 students, 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. Relevant Policies**

13.1 To underpin the values and ethos of our school and our intent to ensure that students at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella. All of these policies are accessible on the school server and are reviewed at regular intervals according to the school’s Policy Review Plan:

* Staff Code of Conduct
* Anti-Bullying
* Behaviour policy which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
* Recruitment & Selection (which adheres to Part 3 of [*Keeping Children Safe in Education’*](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)*.*)
* Whistleblowing
* Attendance and Registration Policy
* Online Safety
* Health and Safety Policy including site security
* Meeting the needs of pupils with medical conditions
* Special Educational Needs and Disability Policy
* First Aid
* Mobile Device policy
* RSHE

**14. Statutory Framework**

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

* [Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) DfE (July 2023)
* [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) DfE (2023)
* [Working Together to Improve School Attendance, DfE (2022)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)
* [Norfolk Safeguarding Children Partnership procedures](https://www.norfolklscb.org/about/policies-procedures/policies-and-procedures/)
* [Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons Who Work with Children](http://www.norfolklscb.org/about/policies-procedures/8-3-allegations-against-persons-who-work-with-children/)
* [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](https://www.saferrecruitmentconsortium.org/) (Feb 2022)
* [What to do if you're worried a child is being abused DfE (March 2015)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
* [Information sharing: advice for practitioners providing safeguarding services](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf) DfE (July 2018)
* [The Prevent duty: Departmental advice for schools and childcare providers](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf) DfE (June 2015)
* [Mandatory Reporting of Female Genital Mutilation- procedural information](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information) Home Office (December 2015)
* [Sexual violence and sexual harassment between children in schools and colleges](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) DfE (July 2021)
* [Child sexual exploitation: guide for practitioners](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners) DFE (February 2017)
* [Teaching online safety in school DfE](https://www.gov.uk/government/publications/teaching-online-safety-in-schools) (June 2019)
* [Mental Health and Behaviour in Schools](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) DfE (November 2018)
* [Data protection: toolkit for schools](https://www.gov.uk/government/publications/data-protection-toolkit-for-schools) DfE (September 2018)
* [Promoting the education of children with a social worker](https://www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker) (June 2021)
* [Preventing youth violence and gang involvement](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)
* [Criminal exploitation of children and vulnerable adults: county lines](https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines)
* [Relationships Education, Relationships and Sex Education (RSE) and Health Education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)

**Appendix 1: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.**

**Induction in Safeguarding Pupils and Staff at**

**St. Andrews School 2023/24**

The Designated Safeguarding Leads are:

Julie Jackson – Office number – 01263 837927

Jim Collin – Office number – 01263 837927

Carol McKean – Office number – 01263 837927

Co-Chairs of Trustees: Michael Goodwin and Jenny Meara Contact Number: 01263 837927

Named Safeguarding Trustee: Sue Brisbane Contact Number: 01263 837927

Safeguarding Protocol

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

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 have any concerns about a student in our school, you must share this information with one of our Designated Safeguarding Leads (DSLs).

Please complete a CPOMs notification of concern and alert the DSL team to this notification via the electronic process.

If there is cause to suspect a pupil is at risk of ***significant harm***, you must immediately contact either Carol McKean, Julie Jackson or Jim Collin. Do not wait. Make sure the pupils you are responsible for are supervised, then ring or speak to them directly without delay. Do not discuss the matter with anyone else.

Recording of incidents or anxieties must be completed in writing within 24 hours and submitted to the relevant person.

If you witness any behaviour by a staff member/s that breaches the Staff Behaviour Policy, is deemed unprofessional or places a pupil at risk of harm, you must immediately contact the Head Teachers.

If it is about the Head Teachers, please contact the Co - Chairs of Trustees. Any allegation concerning a member of staff, a child’s foster carer or a volunteer should be reported immediately to the Headteachers.

Alternatively, you can contact the Local Authority Designated Officer (LADO) on 01603 223473.

The [NSPCC whistleblowing helpline](https://www.gov.uk/government/news/home-office-launches-child-abuse-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.

Signing-in Protocol

All staff, pupils and visitors must be signed in. The signing-in sheets are in the main foyer and there are different sheets for pupils, staff and visitors.

All visitors must be cleared for access to the site and given a visitor’s lanyard and a safeguarding leaflet by the office staff. Visitors must be accompanied by a staff-member whilst on-site, unless the office staff have informed you otherwise.

Everybody must sign out when they leave the premises.

Important Places

You will be shown:

1) How to use the CPOM’s system of Safeguarding recording and given login details.

2) Where the pigeonholes are.

3) Where the Head Teacher’s office and the DSL’s office are.

4) Where the meeting room is.

5) Where the signing-in sheets are.

6) Where the main office is where visitors collect their lanyards and safeguarding leaflets.

Your Responsibilities

It is your responsibility to read the ‘Staff Behaviour Policy’ (Code of Conduct), ‘Keeping Children Safe in Education’ and the ‘Safeguarding Policy’ as soon as possible and you will be given copies of these policies. There will be other policies that will be made available to you which you are also required to read. You must sign a form to say you have read these and return it to the office.

You need to familiarise yourself with the reporting systems used at St. Andrews School to safeguard staff and students.

Whilst you are transitioning into your new role, it is important to ensure you do not place yourself at risk of harm in any situation. If in doubt, ask for help from a class leader, your line manager or a teacher.

If it is an emergency situation, blow your whistle repeatedly until help arrives. This is the school’s ‘emergency’ signal.

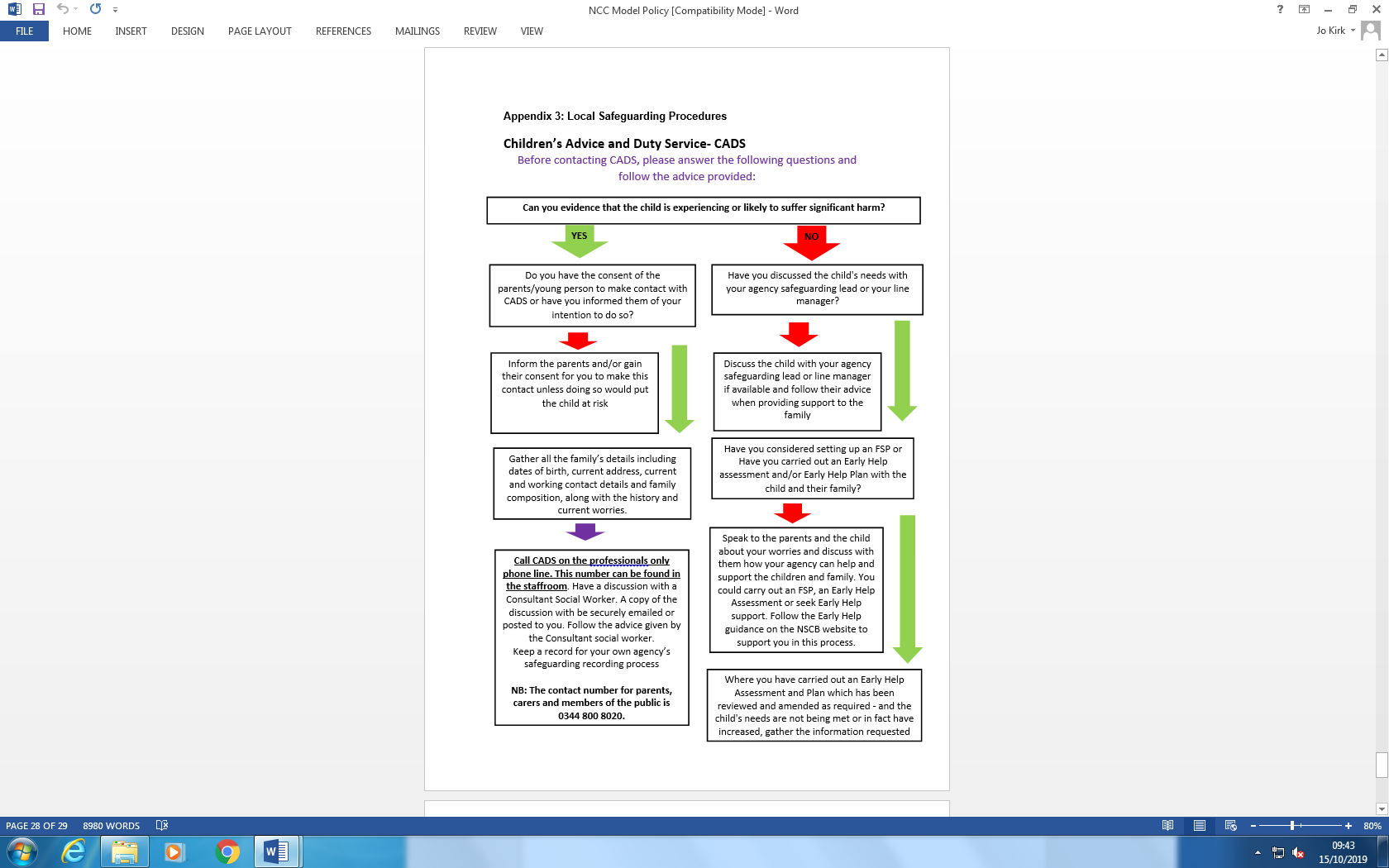
Follow-Up Care

If you have been involved in an incident of any description, it is your responsibility to alert a senior member of staff or your line manager that you need to de-brief before you leave the premises. This is important for your own well-being and it is our responsibility to make sure you are safe to travel home and are in a sound state of mind. The senior managers and Welfare Manager Lead look after staff well-being and you will be seen at the earliest opportunity.

If you have ***any*** questions, please ask.

**Appendix 2: Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting.**





1. UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview) [↑](#footnote-ref-1)