Thomas Bullock CE Primary & Nursery Academy

Safeguarding Policy

Policy Type:	**Trust Core Policy**
Date issued by MAT:	**21/10/2022**
Approved By:	**Trust Board (Joint Policy Development Committee)**
Approval Date:	**20/10/2022**
Review Date:	**September 2023**
Person Responsible:	**Head of Safeguarding**

Summary of Changes

The model policy has been revised in August 2022 to reflect these changes to the local information and statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
	Throughout	All references to 'Keeping Children Safe in Education' (2021) have been removed and replaced with reference to 'Keeping Children Safe in Education' (2022). Terminology change from peer-on-peer abuse to child-on-child abuse	Aug 2022
8	2.5	Amended to reflect the fact that all staff should be aware 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.	Aug 2022
8	2.6	Included further information about the curriculum being underpinned by the school's behaviour policy and pastoral support system and RSHE being delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.	Aug 2022
9	2.9	Included the information that schools must adhere to the following legislation: • The Human Rights Act 1998 • Equality Act 2010 • Public Sector Equality Duty	Aug 2022
13	4.6	Amended to include the requirement for governors to attend training at induction and then at regular intervals to equip them to provide strategic challenge and ensure there is a robust whole school approach to safeguarding. Subsequent numbering altered.	Aug 2022
15	5.12	Removed section and incorporated into 8.6	Aug 2022
17	6.11	Updated guidance/hyperlink	Aug 2022
18	6.14	Peer on peer abuse replaced with child on child abuse	Aug 2022
19	6.17	Information added in regard to decisions and actions being regularly and potential patterns are identified. Subsequent numbering altered.	Aug 2022
19	6.18	Information added to ensure appropriate support is always offered to the perpetrator (if on the school's roll) and any other children.	Aug 2022
21	6.31	Information added about schools communicating with parents and carers to reinforce the importance of children being safe online.	Aug 2022
22	6.34	Domestic abuse	Aug 2022

		Information added about domestic abuse and the detrimental long-term impact this can have on children. Subsequent numbering altered.	
22	6.38	Children who are lesbian, gay, bi or trans (LGBT)	Aug 2022
29	12.13	Amended information about reporting low level concerns and the fact that it is up to the school to decide whether these are reported to a DSL or the Headteacher.	Aug 2022
	Appendices	HSB template added Covid 19 information removed	Aug 2022
4		'Our Christian ethos and values' section added	Oct 2022

Our Christian Ethos and Values
All policies within the Diocese of Norwich Education and Academies Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We make no apologies for having high ambition for all, and we truly value the wider educational experience.
We walk and talk our Christian values. That means we put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles
The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Trust.
All employees of the Trust are subject to the Trust's policies.

Keeping Children Safe in Education DfE (2022)
The model policy was revised in August 2022 to reflect the minor changes in national guidance as a consequence of the publication of revisions to *'Keeping Children Safe in Education'* This guidance will become statutory from 1 September 2022 and all academies, schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

The guidance uses the terms "must" and "and "should" which is reflected in the policy. The term "must" is used when the person is question is legally required to do something and "should" when the advice set out should be followed unless there is good reason not to.
In accordance with the guidance, governing bodies must ensure that the academy's safeguarding policy is:

- publicly available via the academy website or by other means;
- provided to all staff (including temporary staff) at induction along with a staff code of conduct, behaviour policy and the safeguarding response to children who go missing from education

Academy leaders must 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'*. (Reference to both Norfolk and Suffolk Safeguarding Children's Partnership and information are provided therefore delete as applicable depending on locality of the academy)

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

THOMAS BULLOCK CE PRIMARY & NURSERY ACADEMY (Thereafter referred to as The Academy)

Policy Consultation & Review

This policy is available on our academy website and is available on request from the academy office. We also inform parents and carers about this policy when their children join our academy and through our academy 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 (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance *'*Keeping Children Safe in Education', DfE (2022).

This policy will be reviewed in full by the Trust and adopted by the Local Governing Body (LGB) on an annual basis. This policy was last adopted by the LGB on 21ST November 2022. It is due for review by the Trust on 5 August 2023.

Signature	Headteacher	Date:
Signature	Chair of Governors	Date:

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

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1. PURPOSE & AIMS

1.1 The purpose of the Academy safeguarding policy is to ensure every child who is a registered pupil/student at our academy is safe and protected from harm. This means we will always work to:

- Protect children and young people at our academy 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 academy 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 academy to have the best outcomes.

1.2 This policy will give clear direction to staff including supply staff, Trustees, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our academy.

1.3 Our academy 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 academy. 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 the academy or who go missing from education particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils/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.

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

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our academy will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe.
Children at our academy will be able to talk freely to any member of staff at our academy 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 academy plays 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 Academy 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 Relationship 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, through a planned, developmental curriculum 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. We achieve this by:

- Whole school computing curriculum includes units of learning, teaching children how to stay safe online and identify situations which can be unsafe and how to manage these situations.
- The SRE curriculum includes lessons about healthy and safe relationships between children and adults and adults and adults
- NCC road safety awareness to all year groups
- Regular school trips for every class teaches children about safety in a public situation
- The school's values create a culture of treating each other positively. Children can therefore identify situations when they are unsafe.
- Children have regular opportunities to reflect on their wellbeing enabling them to understand and identify when they feel sage and unsafe, happy and unhappy.

- Staff meeting always begin with discussion about safeguarding resulting in all teachers being aware of current safeguarding concerns.
- The school engages with 'Speak out Stay Safe' delivered by a specialist practitioner from the NSPCC.

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 Norfolk/Suffolk Safeguarding Children 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 into 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 a privately fostered child,
- Is at risk of "honour"-based abuse such as Female Genitalia Mutilation or Forced Marriage,
- 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 Academy 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)	**Shannon O'Sullivan**	**01362820300**
Deputy DSL	**Debbie Marjoram** **Nick Wade**	**01362820300**
Mental Health Lead	**Shannon O'Sullivan**	**01362820300**
Headteacher/Principal	**Shannon O'Sullivan**	**01362820300**
Named Safeguarding Governor	**Jo Tinson**	**01362820300**
Chair of Governors	**Jo Tinson**	**01362820300**
Head of Safeguarding	**Ali England**	**Tel 01603 550151**

3.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our academy 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/students at this academy. This includes the responsibility to provide a safe environment in which children can learn.

The Local Governing Body

3.2 The Local Governing Body of the Academy is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Local 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 academy Mrs Jo Tinson.

3.3 The Local Governing Body will ensure that:

- The safeguarding policy is in place and is adopted annually, is available publicly via our academy website (signed and dated) and has been written in line with The Trust/Local Authority guidance and the requirements of the Norfolk/Suffolk Safeguarding Children Partnership policies and procedures;
- The academy contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- A member of the senior 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 an appropriately trained member of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover

for this role and the role will be evidenced explicitly in the role holders job description.

- All staff receive a safeguarding induction and are provided with a copy of this policy, the Trust Code of Conduct for Adults, the behaviour policy and the academy's safeguarding response for those pupils/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 (with regular updates as necessary) 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' DfE (2022)*;
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- They undertake regular monitoring of the Single Central Record (SCR) including enhanced checks for governors, and an annual self-assessment review of safeguarding across the academy

3.4 The governing body 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 academy. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, annual self-assessment review, training or induction given. It will not identify individual pupils.

The Headteacher/Principal

3.5 At the Academy the Headteacher/Principal is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead for safeguarding (DSL) and provide an up to date job description – see Appendix 6 (this may be the Headteacher but does not have to be);
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead for safeguarding (Deputy 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 including raising awareness of NSPCC Whistle-blowing helpline 0800 028 0285;
- Liaise with the LADO and the Trust 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(s) (DSL)is a senior member of staff from the leadership team who takes lead responsibility for safeguarding and child protection

within our academy. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of *'Keeping Children Safe in Education 2022'*.

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 DSL or a deputy will always be available (during academy hours) for staff in the academy to discuss any safeguarding concerns. If in exceptional circumstances a DSL is not available on the academy site in person, the academy must inform the Trust Head of Safeguarding, and also ensure the DSL is available via telephone and/or any other relevant media.

3.9 The DSL at the Academy will represent our academy 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 academy to the agreed academy's safeguarding training pack provided by Children's Services/The Trust.

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 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 children's attendance, engagement and achievement.

3.14 This will include understanding their academic process 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 work 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 wil 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.

4. TRAINING & INDUCTION

4.1 When new staff join our academy they will be informed of the safeguarding arrangements in place. They will be given a copy of our academy's safeguarding policy along with the Trust Code of conduct for Adults, Part One and Annex A of *"Keeping Children Safe in Education"* and told who our Designated Safeguarding Lead (DSL), Deputy DSL and the Trust Safeguarding Lead is. They will also receive a copy of the behaviour policy and the academy's response to children who go missing from education, this information is provided in Section 6 of this policy. All staff are expected to read these key documents. They will be provided with information about how to record and report safeguarding concerns using the Trust approved electronic recording system. Training will be given to use TASC CURA at their induction and throughout the year.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction and before they start working alone with children. 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) and issues of confidentiality. The training will also include information about whistle blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our academy.

4.3 In addition to the safeguarding induction, we will ensure that the 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, Trust e-comms, staff meetings), as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.
- after a period of absence, all staff will receive a safeguarding update.
- all staff have an induction session with the senior DSL.
- every staff meeting begins with a discussion about safeguarding concerns and actions.

- there is a safeguarding notice board in the staffroom and school office providing guidance
- all staff have access to the safeguarding paperwork they require
- half termly senior team meeting includes safeguarding report from the senior DSL
- half termly designated safeguarding governor check of Single Central Record

4.4 All visitors, temporary staff and volunteers to our academy 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). All who enter the building are informed of our procedures via our online e-reception book and fill in an online form to say they have been received and understood. Our online e-reception book sign-in system shares our safeguarding systems. Visitors will have an induction talk from the senior DSL.

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 (Suffolk academies should book onto this training as well unless alterative is provided by the Suffolk SCB) 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 the DSL will ensure that they update their knowledge and skills at regular intervals and demonstrate this Continual Professional Development annually to keep up with developments relevant to their role. CPD files with records of attendance, cluster meetings, Local Safeguarding Children's Groups, personal development, e- courier and the Trust e-comms updates should be kept in a CPD file available for inspection during the Trust Safeguarding Audit/LA safeguarding audits/Safeguarding Governors check.

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 or attend training provided by the Trust Head of Safeguarding.

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*' (2022) 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 Suffolk Safeguarding Partnership and also within the Safeguarding Section of the Norfolk Schools website.

5. PROCEDURES FOR MANAGING CONCERNS

5.1 The Academy adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Partnership (NSCB). Where we identify children and families in need of support we will carry out our responsibilities in accordance with Norfolk Local Assessment Protocol/Suffolk Guidance and Protocols and the NSCB Threshold Guidance/SSCB Threshold Guidance

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

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 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 academy 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 academy. Any member of staff or visitor to the academy 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 using the Trust approved online reporting system. Records should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and 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 and Duty Service CADS/Suffolk MASH team 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 CADS 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/Suffolk MASH 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 Headteacher. 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 CADS, the Trust Head of Safeguarding or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable.
- they are convinced that a direct report is the only way to ensure the pupil's safety.
- the concern relates to the headteacher of the academy. This should be raised with the DSL (unless the DSL is the headteacher, in which case contact must be made with the LADO and the Trust Head of Safeguarding).

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 Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the Trust Head of Safeguarding directly with their concerns/CADS.

6. SPECIFIC SAFEGUARDING ISSUES

Contextualised safeguarding

6.1 At the Academy we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the academy environment and/or can occur between children outside of school. This is known as contextual safeguarding. It is key that all academy 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 disproportionally impacted by things like bullying without outwardly showing and signs;
- Communication barriers and difficulties in overcoming these barriers.

6.3 At the Academy 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) and Child Criminal Exploitation (CCE):County Lines and Serious Violence

6.4 At the Academy we train staff to recognise that both CSE and CCE are a form of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity 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 Academy we understand 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 Academy 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 risk of sexual exploitation.

6.8 At the Academy 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 Academy 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 the Academy 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. 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

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 Academy 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 the academy 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 academy by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our academy for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Norfolk Channel procedures/Suffolk 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 Academy 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 their peers 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 peers; and that consensual and non consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imager) is a form of child on child abuse. (See UKCIS guidance Sharing nudes and semi nudes advice for education settings)

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 it is not 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. In some cases, the victim may not make a direct report, and this may come from a friend of a conversation that is overhead. 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 like 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 children accepting it as normal and not coming forward to report it.

6.17At the Academy 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 the Academy 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' and 'Sexual violence and sexual harassment between children in schools and colleges' (September 2021). 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.

Modern Slavery

6.22 At the Academy we understand that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take may 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.

Safeguarding responses to children who go missing

6.23 At the Academy all staff should be aware of the safeguarding responsibilities for children 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 the Academy we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who missing:

- An attendance register is taken at the start of the first session of each academy day and once during the second session;

- 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 the academy;

- 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 a child is missing from education, the academy undertakes home visits and completes a CME1 form as soon as possible. If a child is not accounted for, a welfare check from the Police maybe required.

- We work with Breckland Attendance Team bi-weekly to discuss children at risk.

Mental Health

6.25 At the Academy 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 the Academy 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 Academy all school 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 their peers 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 that 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 Trust Online policy (which follows good practice guidance from the SWGfL) and which considers the 4C's, content, contact, conduct and commerce.

6.31 At the Academy 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 communication 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).

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 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 Academy 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)/Suffolk Support and advice and signpost victims to the service.

Children with special educational needs and disabilities or physical health issues
6.35 At the Academy 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 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 children, along with ensuring any appropriate support for communication is in place.

6.37 At the Academy 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 of which these children may be vulnerable.

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 academy, they will record their concern on the agreed reporting form (if written Appendix 1a) or via the academy online safeguarding system. They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay. The Trust approved online reporting system used in this academy is TASC CURA. All academies must use the settings electronic system and not a paper-based recording.

7.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file or electronically. 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 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, invitation 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 if paper record or electronic file contents information and record significant events in the child's life

7.4 When a child leaves our academy (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 or secure e-file transfer.

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 academy roll to home educate, the academy 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 Academy 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 academy, 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 academy 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/Suffolk MASH.

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/Suffolk MASH 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 the academy (if different from the above).

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

8.6 At the Academy we are working in partnership with Norfolk /Suffolk Constabulary and Norfolk Children's Services/Suffolk 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 pupils has been present with the Designated Safeguarding Leads. On receipt of any information, the DSL 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 academy in respect of individual children. Usually the person representing the academy at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

9.3 All reports for child protection conferences will be prepared in advance using the guidance and template report provided by the NSCB/SSP. 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 the academy. In order to complete such reports, all relevant information will be sought from staff working with the child in the academy.

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 practitioners involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

10. SAFER RECRUITMENT

10.1 We will ensure that the Headteacher and at least one member of the Local Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*,

DfE (2022). At least one person involved in conducting an interview will have received safer recruitment training.

10.2 At the Academy 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 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 of information that would make them unsuitable to work with children.

Concerns relating to children and young adults at the academies sits with the Designated Safeguarding Lead and the relevant local authority. However, there are links around disclosures and the Single Central Record where Sue Brice (Bishop of Norwich Safeguarding Officer) will provide advice and support in partnership with the Trust's Head of Safeguarding . Where an academy has carried out a DBS check which results in disclosures of previous criminal convictions for both staff and volunteers, the academy must inform the Trust and where appropriate, this will be shared with the Bishops Safeguarding Officer.

10.4 At the Academy 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 As an academy we will undertake further checks to ensure the person is not prohibited from engagement in a "management role". This will include Trustees, Trust Appointed Governors and all members of the senior leadership team in our academy. All our governors will be subject to an enhanced DBS check (without the barred list check, unless they are additional in regulated activity) and a prohibition check has been undertaken for everyone in "teaching work" not just those with QTS.

10.7 We will maintain a Single Central Register (SCR)of all safer recruitment checks carried out in line with statutory requirements and to include information related to 10.3 and 10.6. This will be checked termly by the Safeguarding governor to ensure that it meets statutory requirements and by a member of the SLT/Trust. The Trust will maintain a SCR of all safer recruitment checks undertaken on the Trusts Central team, Trustees

and Academy Improvement Associates. 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.

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 academy's code of conduct at induction. They will be expected to know our academy'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 who have accessed Norfolk Steps (a BILD accredited programme) or Suffolk training will be kept by the Headteacher.

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 the academy, 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 well-being and very best outcomes for the children at our academy. 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

(2022) 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 the Academy 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 academy to the LADO service directly at lado@norfolk.gov.uk /Suffolk LADO 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 academy are safe to work with children. We will always ensure that the procedures outlined in the local protocol *: Allegations Against Persons who Work with Children/Suffolk Managing Allegations* and Part 4 of *'Keeping Children Safe in Education'*, DfE (2022) 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) in Norfolk is via the Local Authority Duty Desk on 01603 307797. A Duty Adviser (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 .

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 Trust Head of Safeguarding or Chair of Governors. In the event that neither the Headteacher nor Trust Head of Safeguarding is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

12.6 The Headteacher or Trust Head of Safeguarding 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 academy 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 academy will usually take the lead in conducting an investigation as we have direct access to any affected children and other academy 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 Trust Safeguarding Lead should contact the LADO directly via email to lado@norfolk.gov.uk .(Suffolk LADO 0300 123 2044)

12.9 Further information and guidance documents relating to the LADO process, forms, leaflets and the Allegations against Persons who Work/Volunteer with Children procedures are found on the Norfolk/Suffolk 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 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

12.10 The Academy 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 Trust Head of Safeguarding will report these cases on the behalf of the academy. 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 Academy must also consider whether to refer the case to the Secretary of State (via the Teacher Regulation Agency and the Trust Head of Safeguarding will report this on behalf of the academy, 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 the academy 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 academy we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the academy (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 the Academy staff report all low level concerns to the DSL OR to the Headteacher. If reported to the DSL then the DSL will inform the Headteacher of the concern in a timely fashion. The Headteacher 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 Academy 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 ACADEMY 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 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

14 RELEVANT POLICIES

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

- Staff Code of Conduct
- Anti-Bullying
- Behaviour Policy
- Recruitment & Selection HR procedures adhering to Part 3 of KCSIE
- Whistleblowing
- Attendance
- Online Safety
- Health and Safety including site security and First Aid
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- Educational visits including overnight stays
- RSHE
- Prevent Duty and Radicalisation

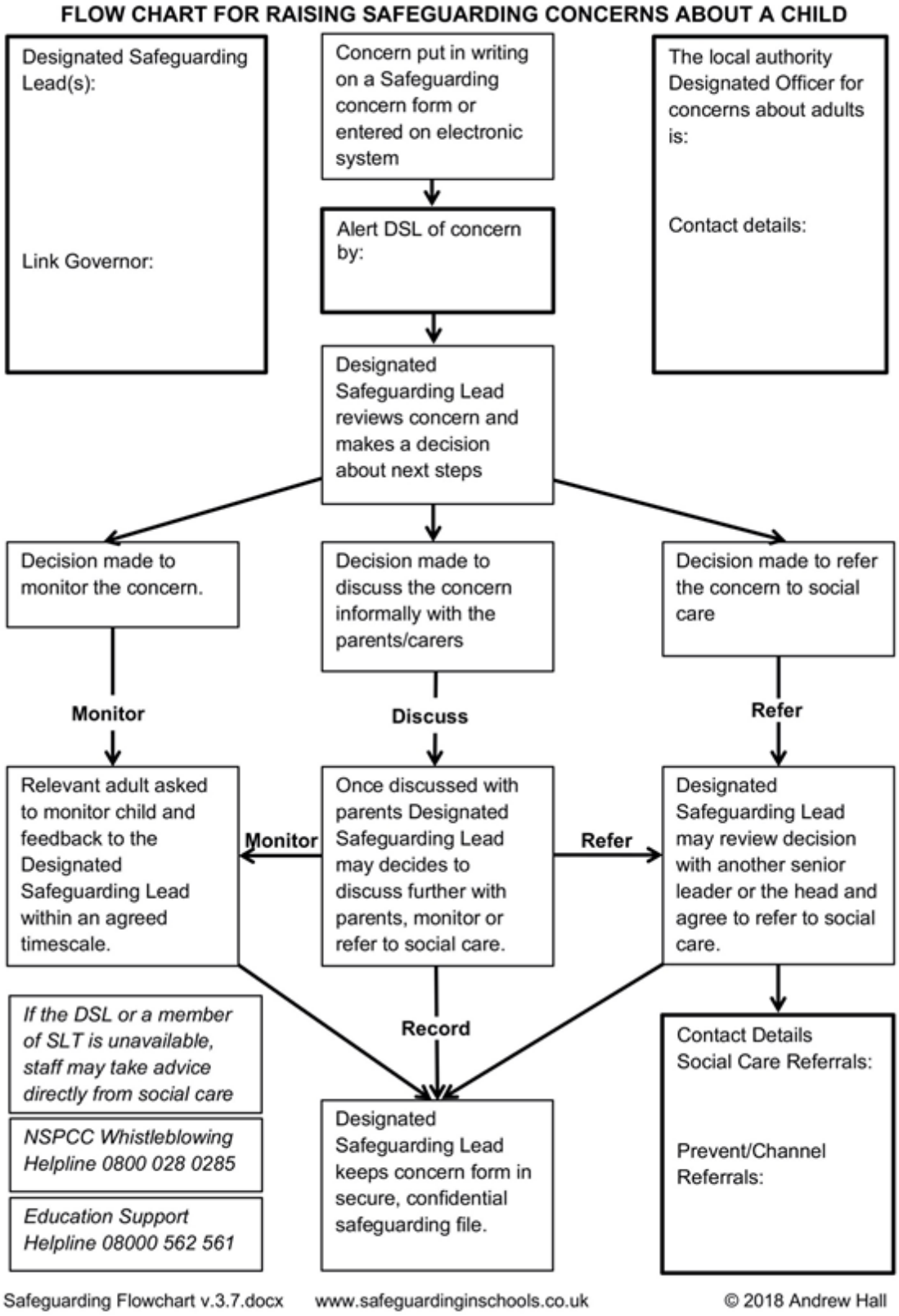
15. STATUTORY FRAMEWORK

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 (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)*
- *Mandatory Reporting of Female Genital Mutilation- procedural information Home Office (December 2015)*
- *Sexual violence and sexual harassment between children in schools and colleges DfE (July 2021)*
- *Child sexual exploitation: guide for practitioners DFE (February 2017)*
- *Teaching online safety in school DfE (June 2019)*
- *Mental Health and Behaviour in Schools DfE (November 2018)*
- *Data protection: toolkit for schools DfE (September 2018)*
- *Suffolk Safeguarding Partnership Policies and Guidance*

- *Promoting the education of children with a social worker (June 2021)*
- *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 Flowchart for raising safeguarding concerns about a child



Appendix 1a: Draft Recording Form for Safeguarding Concerns (NB online reporting should be used)

Thomas Bullock CE Primary & Nursery Academy

Staff, volunteers and regular visitors are required to complete this form and pass it to [ENTER NAME OF DSL] if they have a safeguarding concern about a child in our academy.

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

Nature of concern/disclosure
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said. Time & date of incident: Who are you passing this information to? Name: Position: **[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]**

Enter your academy name/logo here

Your signature:
Time form completed:
Date:

Time form received by DSL:

Action taken by DSL:

Referred to…?

Attendance Lead	Police	Just One Number	CADS	PSA	Community/Partner	Other
☐	☐	☐	☐	☐	☐	☐

Other

Date: Time:

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

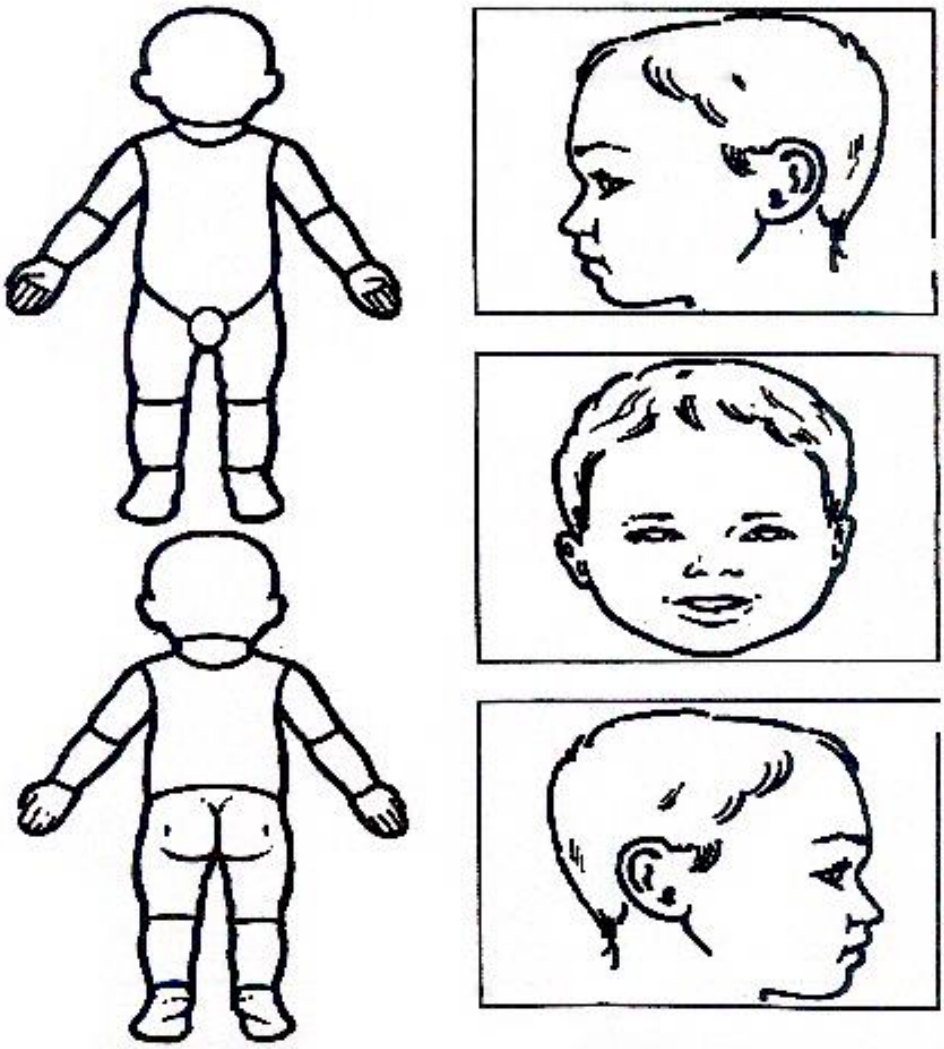
Feedback given to…?

Pastoral team	Teacher	Child	Person who recorded disclosure
☐	☐	☐	☐

Further Action Agreed:
e.g. Academy to instigate a Early Help Assessment Plan , assessment by Childrens Services

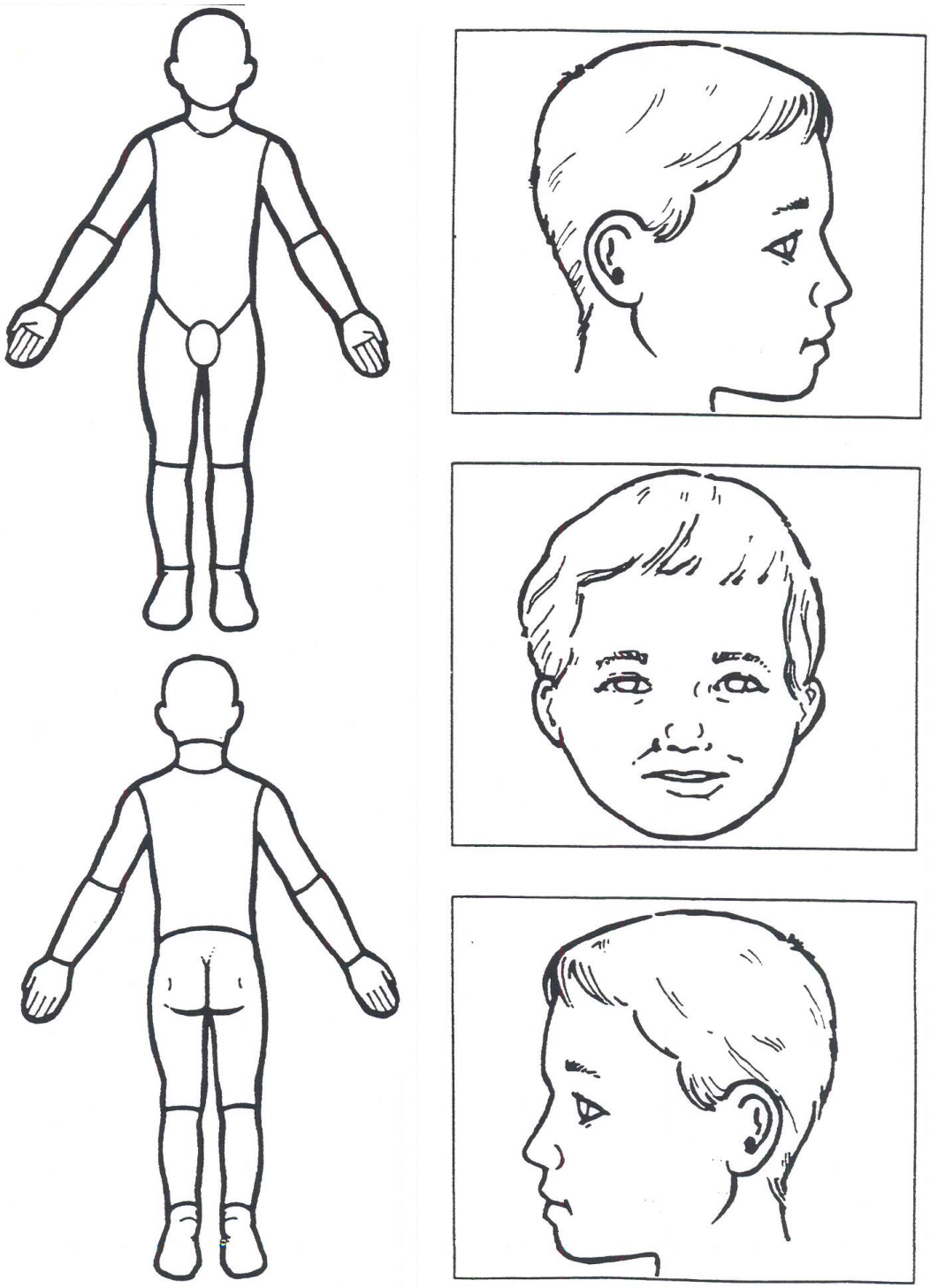
Full name:
DSL Signature:
Date:

Young Child



Indicate clearly where the injury was seen and attach this to the Recording Form (use body mapping on online recording system)

Older Child



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

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 academy we take this responsibility seriously.

If you have any concerns about a child or young person in our academy, 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 practitioners detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from …… Please ensure you complete all sections as described.

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

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Trust Head of Safeguarding . 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 the academy are:

Designated Safeguarding Lead (DSL):
Location of office:
Contact Number:

Deputy Designated Lead:
Location of office:
Contact Number:

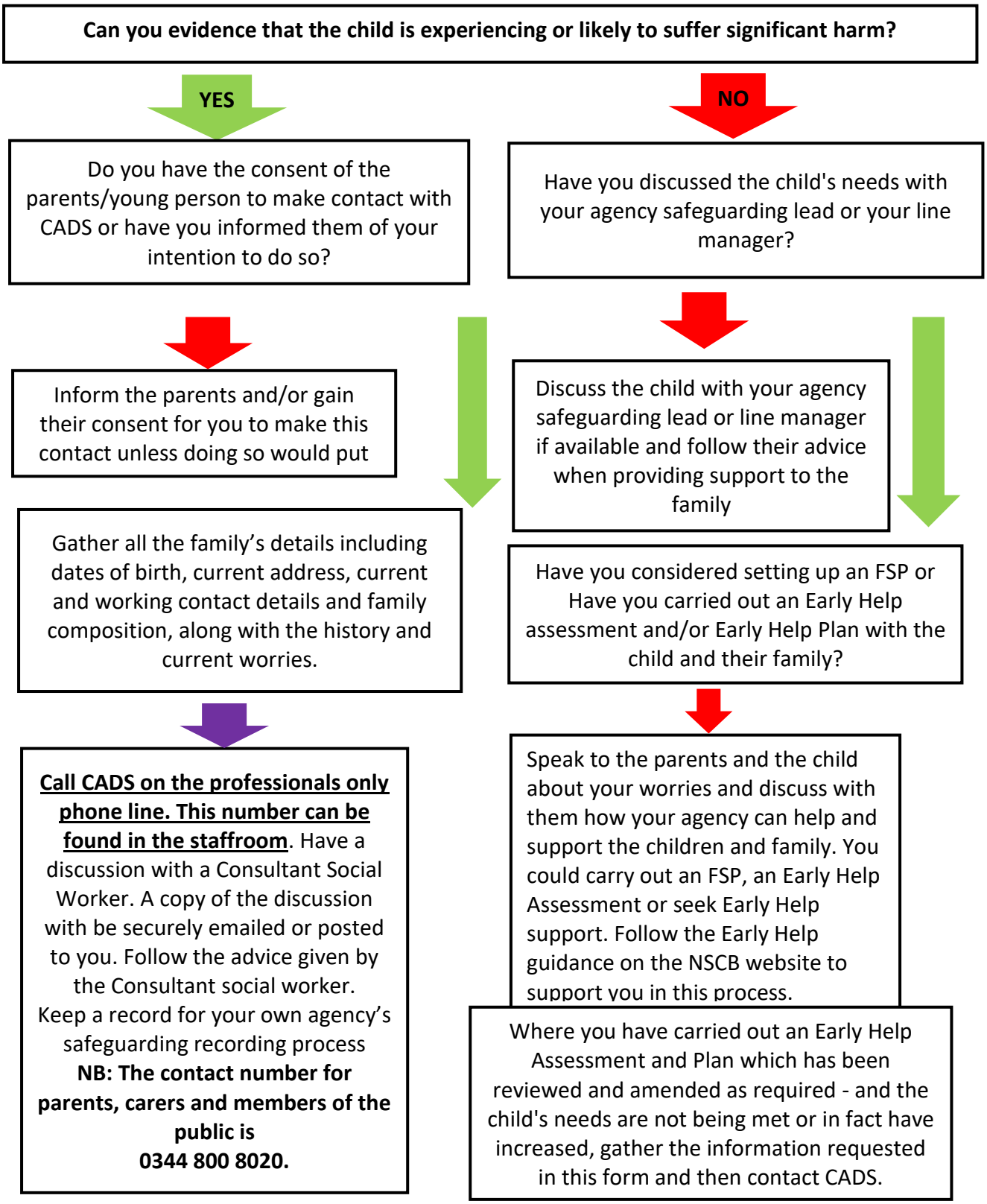
Trust Head of Safeguarding
Location of Office: Orchard House East Tuddenham Norwich
Contact Number: 01603 550510

At_____academy we strive to safeguard and promote the welfare of all of 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 Investigating complaints submitted through Ofsted protocol

The following protocol relates to the procedure agreed between Norfolk and Suffolk County Councils who have a statutory obligation to investigate complaints submitted through Ofsted about any Trust academy.

Upon notification that a complaint has been made, the local authority will notify the Trust Head of Safeguarding (01603 550150) who has responsibility for safeguarding. The Head of Safeguarding will then alert the appropriate people within the Trust. A local decision will then be made about who will ring the academy head to alert them to the fact a complaint has been made. The call should be made within one hour of notification. If the Head of Safeguarding is unavailable please ring either Simon Morley or Oliver Burwood (01603 550150) who will then action accordingly.

1. The Trust has approved that a designated member of the LA will then contact and visit the academy to investigate the complaint, report back directly to Ofsted and feedback (within the constraints of confidentiality) the result of the investigation to the above at the Trust.

The Trust is keen to have external and independent scrutiny and feedback to inform what further action it should be taken (if any) to secure best practice over time and agree that the LA can fulfil this role.

Appendix 5 Designated Safeguarding Lead Monthly Calendar

Designated Safeguarding Lead Monthly Calendar

September	Induction training Whole school training Reminder about professional reputation on social media. Ensure new pupil files are all in school and receipts have been sent out and received Know where all previous vulnerable students have transferred to
October	Review the availability of information about safeguarding, for example, posters, website; and for individual pupils to access the DSL, for example, website button, email SHARP/TOOTOOT etc. Review safeguarding recruitment procedures, reflecting on recent appointments
November	Review effectiveness of training Review NQT's understanding of safeguarding and child protection; and review any referrals they have made
December	Review alternative providers' quality of safeguarding Review safeguarding for pupils with SEND
January	Review risks for pupils in this school, link with curriculum areas to ensure coverage, include the Prevent Duty and British values. Review curriculum for safeguarding Review departmental safeguarding risks
February	Review impact of safeguarding, consider surveys, face-to-face questions or forums with pupils, parents, staff and governors
March	Audit records for consistency and timely actions
April	Review policy for September and ensure the policy reflects practice and any new guidance.
May	Plan for staff training for September and over the next year Review how could parents be kept informed
June	Review the concern type by group, for example, year group, pupil premium, looked after children.
June	Ensure all new vulnerable pupils are known about, ready to be admitted to the school and that plans have been put in place, review online issues and online trends.
July	End of year report, data, case studies, trends Ensure all child protection files are passed on to the new school/education provider and that receipts are requested

Appendix 6 Job description and responsibilities of the Designated Safeguarding Lead

The DSL should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or support other staff to do so – and to contribute to the assessment of children.

The designated safeguarding lead should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children 2018.

Managing referrals

Refer all cases of suspected abuse to the local authority children's social care and to:

- The local authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member);
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

Training

The designated safeguarding lead should receive appropriate training carried out every two years and updated at least annually in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- Be aware of pupils who have a social worker

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

Raising Awareness

The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:

- Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- Link with the local Safeguarding Partnerships to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file. A receipt should be obtained from the new school to confirm that they have received the file

Appendix 7 Risk Assessment for Volunteers

Risk Assessment for Volunteers

This risk assessment should be completed when considering whether a person working as a volunteer at the school should be asked to apply for an enhanced DBS certificate.

Name of Person .....

Is the volunteer in 'Regulated' Activity? Yes ☐ No ☐

If 'yes', an enhanced DBS with Barred list check is required.

Is the volunteer not in 'Regulated' Activity? Yes ☐ No ☐

If 'no', an enhanced DBS without a Barred list check *may* be obtained

Areas to consider

What is the age group of the pupils that the volunteer will work with?	
Are these pupils regarded as particularly vulnerable?	
How frequently will the volunteer be in school?	
What is the connection of the volunteer to the school?	
What motivates the volunteer to want to work in the school?	
Is the volunteer in paid employment or do they work in a voluntary capacity elsewhere with children?	
Can the volunteer provide at least one reference from someone other than a family member, including a senior person at the employment or voluntary service named above?	

What information does the school already know about the person?	
Has the person's identity been verified?	
Is the person signed up to the DBS Update Service?	
Has a check been completed on the DBS Update Service?	
Is the person aware of any reason why they should not volunteer to work with children?	
Is the school aware of any reason that the person should not work with children?	

Decision

☐ **High Risk** – the person has no previous connection with the school AND can not provide references from elsewhere.
There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, the school should consider whether the person's uncorroborated background would raise an unacceptable risk.

☐ **Medium Risk** – The person can provide suitable references for other work with children (either paid or unpaid), they have a connection to the school, and no issues have come to light that would mean they would be unsuitable.
There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, the school may wish to do so, as no enhanced DBS has be seen.

☐ **Low Risk** – The person is signed up to the DBS Update Service and the checks reveal no negative information OR The person is employed or volunteers elsewhere and has a recent enhanced DBS and can provide references OR the school knows the person well (eg. may be a former employee)

There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, unless the person uses the DBS Update service, the school may decide to obtain a new enhanced DBS.

Decision

☐ Application for enhanced DBS check is not needed. State reason(s) below:

☐ Application for an enhanced DBS check is needed. State reason(s) below:

☐ Application for an enhanced DBS check and a Barred List check is needed because the person is in Regulated Activity

Headteacher (Print Name) .....

Headteacher (Signature).....

Date .....

Chair of Governors (Print Name) .....

Chair of Governors (Signature).....

Date .....

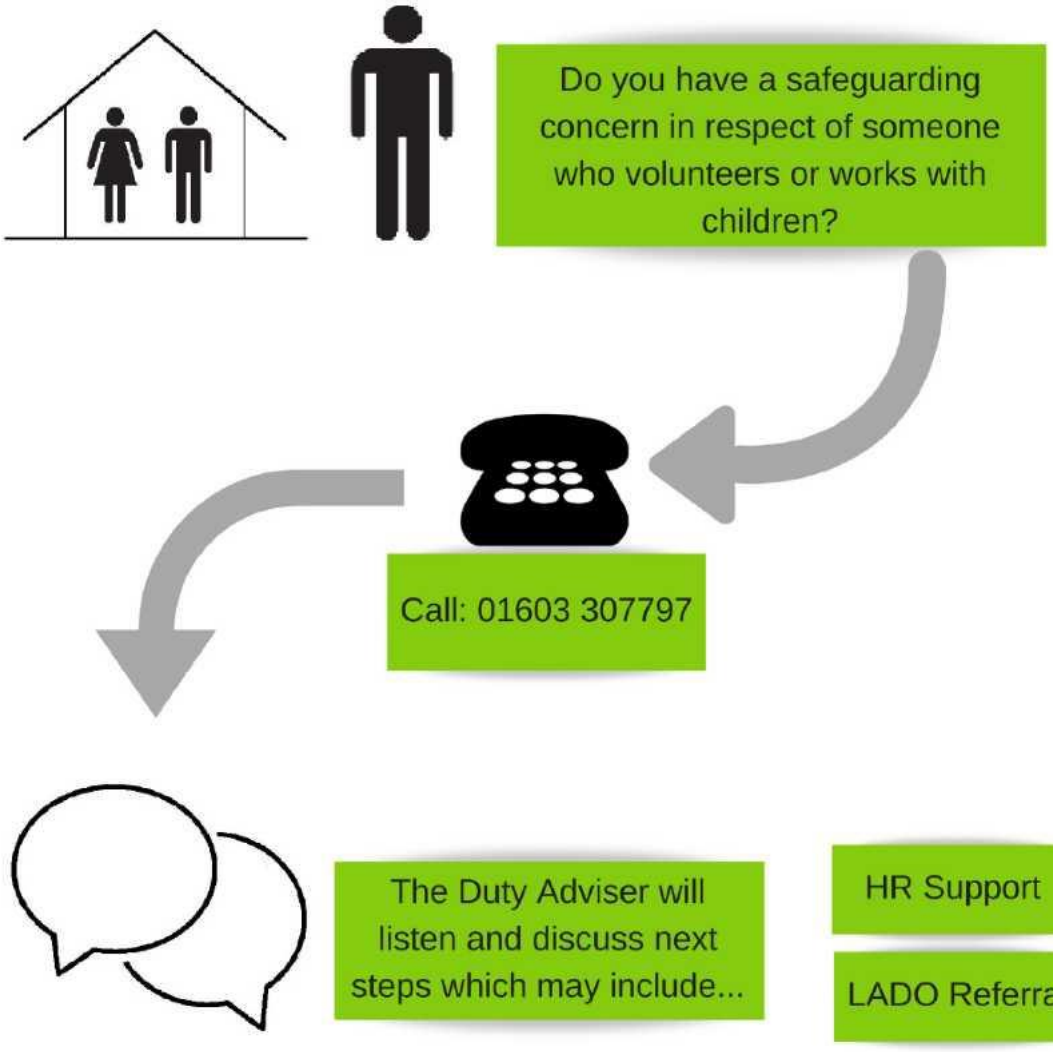
Appendix 8: Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting.

Norfolk County Council

Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk



Appendix 9

Risk Assessment –Sexual violence and harassment

This risk assessment is for use when responding to instances of sexual violence and or/harassment.

Section 1 – The incident

Brief summary of what happened		
Was this sexual violence or sexual harassment?		**Sexual violence –** Rape, Assault by penetration, Sexual assault*, Causing someone to engage in sexual activity without consent **Sexual harassment –** 'Unwanted conduct of a sexual nature' *If the incident meets the criteria of both, treat it as sexual violence.* *See KCISE 2022 for information on sexual violence and sexual harassment.* **Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.*

If it is sexual harassment… - Make a safeguarding record of the incident - Classify the incident as 'Sexual Harassment' - Consider whether this risk assessment is needed *KCSIE states risk assessments should be considered* ***on a case-by- case basis for sexual harassment***		**If it is sexual violence…** - Make a safeguarding record of the incident - Classify the incident as 'Sexual Violence' - Strongly consider contacting the Police and Children's Social Care *KCSIE states that, as a 'starting point', 'rape, assault by penetration or sexual assault' should be reported to the Police.* - Complete this risk assessment in full *KCSIE states that this is* ***compulsory for sexual violence***

Section 2 – Mitigating risks for the victim(s) and others

Areas to Consider	**Questions and Guidance**	**Comments**	**Level of Risk** (High, Medium, Low)
How is the victim being protected from further harm?	*Consider the physical environment – is the victim likely to come into contact with the perpetrator? E.g. Classes, breaktime, journey to/from school*		
How are other pupils, and staff, being protected from further harm?			
How is the victim being supported?	*Consider immediate support and longer-term options.* *What other agencies are involved in this support?*		

Areas to Consider	Questions and Guidance	Comments	**Level of Risk** (High, Medium, Low)
Could there have been other victims involved in the incident?			
Does social media pose any risks?			

Section 3 – Mitigating risks around the perpetrator (s)

Areas to Consider	Questions and Guidance	Comments	**Level of Risk** (High, Medium, Low)

How is the perpetrator being supported?	*Consider immediate support and longer-term options.* *What other agencies are involved in this support?*		

Areas to Consider	Questions and Guidance	Comments	**Level of Risk** (High, Medium, Low)
How is the perpetrator's behaviour being addressed?	*Will there be sanctions put in place?* *Does the pupil recognise their behaviour was wrong?*		
Is there any suggestion that anyone will seek retribution?			

Section 4-Overall risk level

What is the overall risk level?	*Consider immediate support and longer-term options.* *What other agencies are involved in this support?*	

Which partner agencies have been informed? Have any reference numbers been given?	*Children's Social Care Police* *Any other agencies*	

Are any other actions required?		

Section 5 – Reflection

As a result of the incident, what areas for improvement within school did you find?	*Is there a training need for certain members of staff?* *Are your policies clear?* *Is your RSE curriculum covering key messages in this area?*	
How do you plan to address these areas, to reduce the likelihood of the incident happening again?		
What worked well?	*Did the victim feel comfortable talking to staff at school?* *Did staff deal well with the initial disclosure/discovery of the incident?*	

Risk assessment carried out by:	
Job title:	
Signature:	
Date:	