



MARSHLAND HIGH SCHOOL

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Approved by:

Chair of Governing Body

Date: September 2020

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Headteacher

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Last reviewed on: February 2020 (COVID Update)

Next review due by: September 2021

Policy Consultation & Review

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

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

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance ['Keeping Children Safe in Education'](#), DfE (2020).

This policy will be reviewed in full by the Governing Body on an annual basis.

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1. Purpose & Aims

- 1.1 The purpose of Marshland High School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:
- Protect children and young people at our school from maltreatment;
 - Prevent impairment of our children's and young people's health or development;
 - Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
 - Undertake that role so as to enable children and young people at our school to have the best outcomes.
- 1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.
- 1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.
- 1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school 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 and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.
- 1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. Our Ethos

- 2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.
- 2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.
- 2.3 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.

- 2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Teaching pupils about how to stay safe and behave online, including identifying risks and how and when to seek support is crucial. Further information can be found in the DfE guidance [‘Teaching online safety in school.’](#) See Appendix 4
- 2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and the Norfolk Multi Agency Safeguarding Partnership arrangements.
- 2.6 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);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.

3. Roles and Responsibilities

Role	Name	Contact details
Designated Safeguarding Lead	Tom Duce	t.duce@marshlandhigh.co.uk
Alternate DSL	Elizabeth Calvert	e.calvert@marshlandhigh.co.uk
Alternate DSL	David Saunders	d.saunders@marshlandhigh.co.uk
Alternate DSL	Sarah Swinburn	s.swinburn@marshlandhigh.co.uk
Alternate DSL	Sarah Bradley	s.bradley@marshlandhigh.co.uk
Alternate DSL	Tina Pearce	t.pearce@marshlandhigh.co.uk
Alternate DSL	Ryan Sedgeley	r.sedgeley@marshlandhigh.co.uk
Alternate DSL	Kim Palmer	k.palmer@marshlandhigh.co.uk
Headteacher	Craig Jansen	c.jansen@marshlandhigh.co.uk
Named Safeguarding Governor	Steve Cozens	s.cozens@marshlandhigh.co.uk
Chair of Governors	Steve Cozens	s.cozens@marshlandhigh.co.uk

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

The Governing Body

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

- 3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Partnership policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.

- All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the school's safeguarding response for those pupils who go missing from education as detailed section 6 of this policy.
- All staff undertake appropriate child protection training that is updated annually and on-line safety training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2020); This policy includes detailed information on the procedures and processes to follow regarding peer on peer abuse, the recognition of it and the different forms it may take.
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

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

The Headteacher

3.5 At Marshland High School the Headteacher is responsible for:

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

The Designated Safeguarding Lead (DSL)

3.6 The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*.

3.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

- 3.8 During term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and/or any other relevant media.
- 3.9 The DSL at Marshland High School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.
- 3.10 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.
- 3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's [safeguarding training pack](#) provided by Children's Services.
- 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.

4. Training & Induction

- 4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct, Part one and Annex A of '*Keeping Children Safe in Education*' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. They will also receive a copy of the behaviour policy and the school's response to children who go missing from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with the safeguarding recording form, given information on how to complete it and who to pass it to.
- 4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within 4 working weeks of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, 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). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.
- 4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in

Part one of '*Keeping Children Safe in Education*'. In order to achieve this we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training;
 - all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- 4.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2
- 4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Partnership at least once every three years. The DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- 4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from [Norfolk Governor Services](#).
- 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 A of '*Keeping Children Safe in Education*' (2020) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Partnership and within the Safeguarding Section of the Norfolk Schools website: <http://www.schools.norfolk.gov.uk/safeguarding>.

5. Procedures for Managing Concerns

- 5.1 Marshland High School adheres to child protection procedures that have been agreed locally through the Norfolk Safeguarding Children Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Norfolk Local Assessment Protocol](#) and the [Norfolk Threshold Guidance](#).
- 5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

- 5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.
- 5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1).
- 5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from the Norfolk Children's Advice & Duty Service (CADS) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- 5.8 All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 3.
- 5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Norfolk CADS immediately. Anybody can make a referral in these circumstances. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the 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 Norfolk CADS, 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.
- 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 Norfolk CADS directly with their concerns.

6. Specific Safeguarding Issues

Contextual safeguarding

- 6.1 At Marshland High School we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff are aware of the definition of contextual safeguarding and when reporting concerns, they include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.
- 6.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.
- 6.3 At Marshland High School we recognise that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Child Sexual Exploitation (CSE)

- 6.4 At Marshland High School we recognise that Child Sexual Exploitation is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive 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.

Child Criminal Exploitation (CCE): County Lines

- 6.5 At Marshland High School 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.

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

- 6.6 At Marshland High School 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.
- 6.7 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 (December 2015)
- 6.8 At Marshland High School we recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. 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

- 6.9 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society. At Marshland High School, we will ensure that:
- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
 - There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
 - The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

- The DSL will make referrals in accordance with [Norfolk Channel procedures](#) and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

Peer on peer abuse

- 6.10 We recognise that children are also 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. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse; it must never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’.
- 6.11 At Marshland High all staff are trained so that they are aware that safeguarding issues can manifest themselves via peer on peer 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.
- 6.12 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about peer on peer abuse. The DSL will respond to any concerns related to peer on peer 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’](#) (May 2018). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.
- 6.13 We will work with other agencies 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). 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.

Safeguarding responses to children who go missing

- 6.14 At Marshland High 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.
- 6.15 At Marshland High 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 school 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 school;
 - The DSLs will meet regularly with the Attendance Lead, SENCo and other members of the pastoral team to ensure that each response is thorough and takes into account all the relevant information about individual children;
 - We will follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
 - When removing a child from roll at the standard and non-standard transition points we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files.
 - Where appropriate home visits are made and attendance panels arranged via the pastoral team.

7. Records and Information Sharing

- 7.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.
- 7.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.
- 7.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection

conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life. This is all contained digitally via CPOM's

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

8. Working with Parents & Carers

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

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

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

9. Child Protection Conferences

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

10. Safer Recruitment

- 10.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in

accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2020). At least one person involved in conducting an interview will have received safer recruitment training.

- 10.2 At Marshland High School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.
- 10.3 We will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff will check the SCR regularly to ensure that it meets statutory requirements.

11. Safer Working Practice

- 11.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.
- 11.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Norfolk Steps training will be kept by the 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 school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.
- 11.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in ['Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'](#) (May 2019). 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

- 12.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- 12.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in the local protocol [*Allegations Against Persons who Work with Children*](#) and Part 4 of '*Keeping Children Safe in Education*', DfE (2020) are adhered to and will seek appropriate advice. The first point of contact for schools regarding LADO issues is via the Local Authority Duty Desk on 01603 307797. A Duty Advisor will give advice and guidance on next steps. If the advice is to make a referral to LADO then the form should be completed. Direct contact details for the LADO are- e-mail: LADO@norfolk.gov.uk or telephone 01603 223693. See Appendix 4 for further details.
- 12.4 If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.
- 12.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.
- 12.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01603 223693. 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.
- 12.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be

made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

13. Relevant Policies

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

- Anti-bullying
- Behaviour for learning
- Staff code of conduct WNAT policy
- Whistle-blowing – WNAT policy
- Data protection – WNAT policy
- Drugs
- Health and Safety WANT policy

14. 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 (2020)
- [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’](#) (May 2019)
- [‘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 (May 2018)
- [‘Teaching online safety in school’](#) DfE (June 2019)

Appendix 1: Use of CPOMs and Recording Form for Safeguarding Concerns

Restricted System Access – Non key users

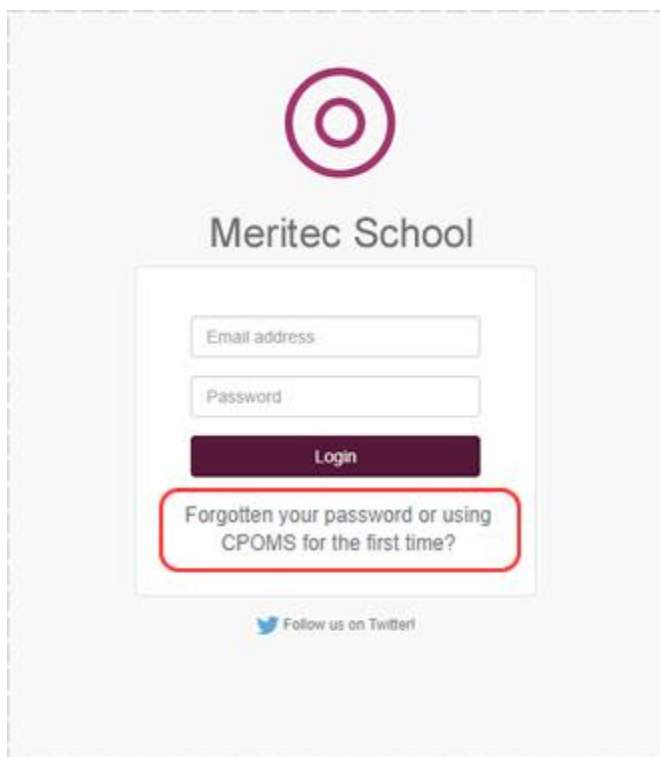
Using CPOMS for the first time

Firstly every user needs to set their own password.

In order to ensure that all users change their passwords to something that is personal and secure we do not provide you with a password to begin with.

To create your first password please **visit your school's CPOMS URL**.

Click on the 'Forgotten your password or using CPOMS for the first time?' option (beneath the 'Login' button).



Next, input the email address which was supplied to us and click '**Reset Password**'. This will then send you a unique hyperlink to your email address which will enable you to create your first CPOMS password.

Once you have created your first password, go back to your CPOMS log in page and enter your email address, password and click the 'Login' button.

Restricted Access Dashboard

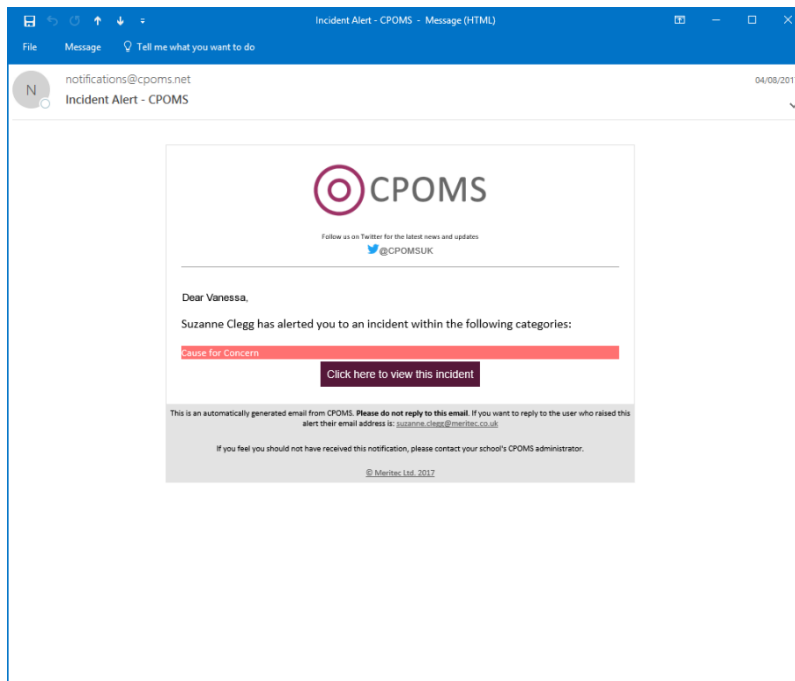
Once you are logged in to CPOMS without a key, you will be notified that: 'You are not signed in using a MeriLock key. Your access to CPOMS is restricted.'

Underneath this message will be the Alerts section. Here you will be able to see if you have been alerted to anything within CPOMS.

Viewing an Incident

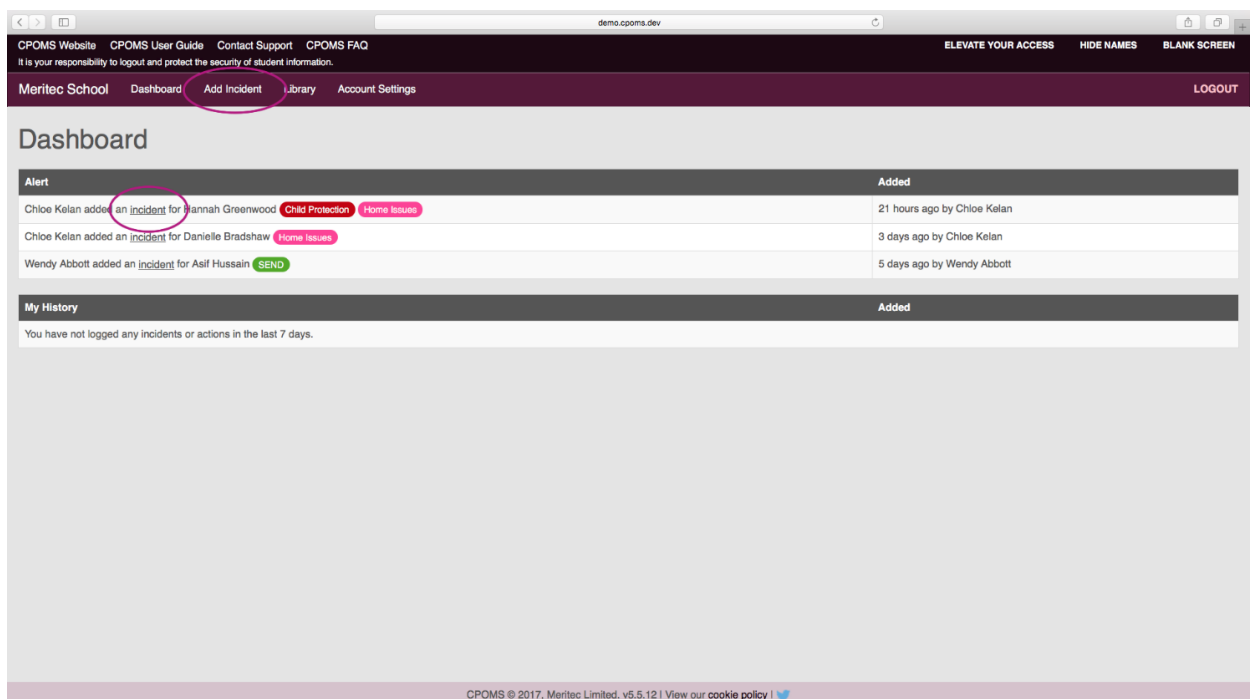
If you have been sent any alerts at all, you will also receive an email to your school email address (or the one which we have been given) to make you aware of the fact that you have been sent an alert by a member of staff in school.

The email will tell you who has created the alert and which category it comes under but **no other information**. It will then give you a link to the log in page for your CPOMS to view the content in full.



Once logged into the dashboard you will see your list of alerts. They again will tell you which member of staff has alerted you, which student the alert is for, which category the incident falls under and finally when the incident alert was created.

If you click on the word **Incident** you will be taken directly to view the incident.



Once you have read and dealt with the incident, you can choose to **'Add Action'** below the content, to add in the detail of any action you have taken, or what you would now like a colleague to follow up.

Once you have added your action you may mark the incident as read to acknowledge that you have seen the incident and understand the content.

N.B Please note as you do not have key access, once you have marked the incident as read, the alert will disappear from your alerts dashboard and you will not be able to read it again. **Therefore if you are required to add any actions make sure to do this before you select the 'mark as read'.**

The screenshot shows the 'Viewing Incident' page for Hannah Greenwood (1B). The page includes a header with navigation links like 'Meritec School', 'Dashboard', 'Add Incident', 'Library', and 'Account Settings'. The incident details section shows a message from Chloe Kelan dated Mon 07/08/2017 15:50, categorized under 'Child Protection' and 'Home Issues'. The description states: 'Mr Greenwood was spotted outside of the school gates at the end of the school day. Mrs Simpson had seen him when she was coming to pick Leah up, and informed me that she was aware of the situation with the Greenwood family and that she had just seen him on her way in. She also managed to prevent both Hannah and Matthew from seeing their father and causing any distress.' Below the description, there is a 'mark as read' button circled in red, and an 'Add Action' button.

Adding an Incident

To add an incident to the system click on the **'Add Incident'** link at the top of the screen.

The screenshot shows the 'Dashboard' page. The 'Add Incident' link in the top navigation bar is circled in red. The dashboard displays a table of alerts and a 'My History' section.

Alert	Added
Chloe Kelan added an <u>incident</u> for Hannah Greenwood Child Protection Home Issues	21 hours ago by Chloe Kelan
Chloe Kelan added an <u>incident</u> for Danielle Bradshaw Home Issues	3 days ago by Chloe Kelan
Wendy Abbott added an <u>incident</u> for Asif Hussain SEND	5 days ago by Wendy Abbott

My History

You have not logged any incidents or actions in the last 7 days.

This will take you to the incident page where you can proceed to fill in all the required information.

demo.cpoms.dev

CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ
It is your responsibility to log out and protect the security of student information.

ELEVATE YOUR ACCESS HIDE NAMES BLANK SCREEN

Meritec School Dashboard **Add Incident** Library Account Settings LOGOUT

Add Incident

Student

Begin typing a student's name

Incident

Please enter 2 or more characters

Categories

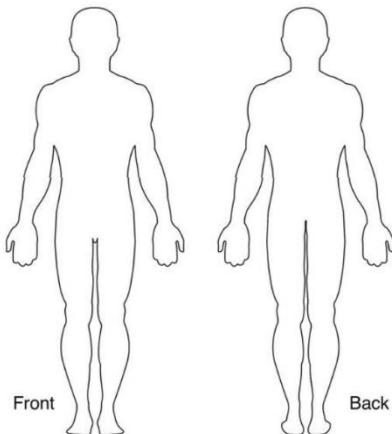
☐ Behaviour ☐ Bullying ☐ Child Protection ☐ Home Issues ☐ LAC ☐ Medical Issues ☐ Prevent ☐ SEND

Linked student(s)

Begin typing a student's name

Type a student's name to link them to this incident.

Body map



Front Back

Date/Time

Thu 10 August 2017 1:47PM

Alert Staff Members

Begin typing a staff member's name

SLT Teachers

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Who should I alert?

Files

Click to browse or drag a file to upload

Agency Involved

Select Agencies

Add Incident

CPOMS © 2017, Meritec Limited. v5.5.12 | View our cookie policy |

- Firstly select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey. If you have selected the wrong name click the red 'X' delete button to choose an alternative.
- Fill in the incident text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific. **N.B** - When inputting any linked student names into the incident text box, please ensure that you spell their name identically to how it is spelt within your MIS. This ensures that if you do need to use the 'Hide Names' feature in the future, their name will be detected and blanked out. If the student is not linked in to the incident, we recommend using their initials as they will not automatically be picked up by the 'Hide Names' feature.

- After you have filled in all of the details of the incident you need to select at least one category to assign it to
- You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category, if necessary, and also share any documents attached to the incident.
- The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.
- Following this you can select a time and date. These will both default to the current time and date you are adding the incident, however if you wish to change it to when the incident actually occurred you can do so here.
- Next, alert the safeguarding team (button under "alert staff members")
- If you would like to attach a document to support the incident e.g. a social services letter, previous school case notes, or meeting minutes etc. you can do so at this point. Simply click to browse and find the relevant document on your pc and add as you would an email attachment, or drag a file from one of your folders to upload.
- Next, you can add any agency names to the incident to make others aware of which agencies are involved with this pupil.

Once all the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.



Recording Form for Safeguarding & Radicalisation Concerns – Visitor Form

STAFF SHOULD COMPLETE THE FORM IN CPOMS

Staff, volunteers and regular visitors are required to complete this Form and pass it to the Senior Designated Professionals (SDP) at the school, who are **Mr Tom Duce, Mrs E Calvert, Mr D Saunders, and Mrs S Swinburn** if they have a safeguarding concern about a child in our school. Other DSL trained staff are Sarah Bradley, Ryan Sedgeley, Tina Pearce, Kim Palmer and Craig Jansen. **Mr Steve Cozens** is the Link-Governor for Safeguarding.

Full Name of Child	Date of Birth	Tutor Group	Your Name and Position in School

Is this a Radicalisation concern?		Yes		No
-----------------------------------	--	-----	--	----

NATURE OF CONCERN/DISCLOSURE									
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.									
Was there an injury		Yes		No	Did you see it?		Yes		No
Describe the injury:									
Have you filled in a body plan to show where the injury is and its approximate size?							Yes		No

Was anyone else with you?		Yes		No	Who?				
Has this happened before?		Yes		No	Did you report the previous incident?		Yes		No
Who are you passing this information to?				Name:					
Position:				Time:		Date:			
<div> Your Signature: <div>Date:</div> </div>									

Action taken by SDP

Childs Wishes and Feelings:

Referred to...?

Attendance Improvement Officer	Police	School Nurse	Social Services	Connexions	Parents or Carers	Other

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

Feedback given to...?

Pastoral Team	Tutor	Student	Person who Recorded Disclosure

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

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

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

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

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

.....

Please ensure you complete all sections as described.

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

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

The people you should talk to in school are:

Designated Safeguarding Lead (DSL): Mr T Duce

Location of office: Opposite the Library

Deputy Designated Lead: Mrs E Calvert

Location of office: Pastoral Office

Chair of Governing Body: Mr S Cozens

Contact Number: School Number

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

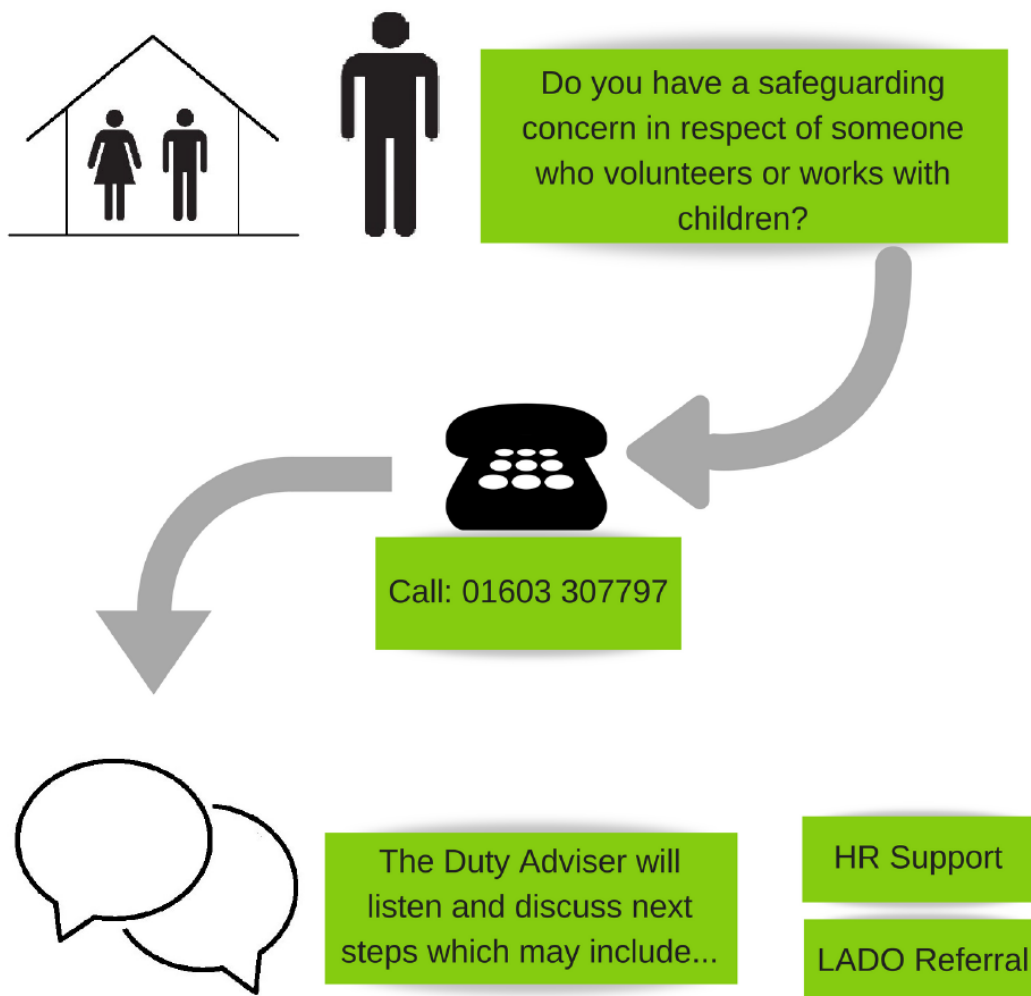
Appendix 3: Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting.



Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk



Appendix 4: Curriculum Map of Safeguarding Coverage Return Form

Appendix 4

Curriculum map of Safeguarding coverage return form

Department	Aspect of safeguarding covered	Year group
Skills for life	Human rights (It's my Right)	7
S4L	Self and Others i.e. Disability (Mirror, mirror on the wall)	7
S4L	Understanding community and society (Aliens in Wisbech)	7
S4L	Relationships, puberty and changes (Busy Bodies)	7
S4L	Crimes and effects (You're nicked son)	8
S4L	Relationships, Self-esteem, bereavement (10 things I hate about you)	8
S4L	Understanding self (One Love)	8
S4L	Getting help, retaining control, dangers (Out of Control)	8
S4L	Drugs and Alcohol (Highs and Lows)	8
S4L	Sex and Relationships (SRE)	9
S4L	Crime	9
S4L	Racism and discrimination	9
S4L	Drugs and Tobacco	10
S4L	Mental Health	10
S4L	Relationships (Is she really going out with him?)	11
S4L	Drugs and Tobacco	11
S4L	Mental health	11
Child development	Key theme throughout course.	10 & 11 option
E Safety		
IT and Computing	E-Safety topic – Online Grooming and Social Networking including instant messaging. Area covers: What it is? How to protect yourself and who to tell.	Y7
	E-Safety topic – Cyberbullying and happy slapping including sexting with mobile phones. Area covers: What it is? How to protect yourself and who to tell.	Y8
	E-Safety topic – Online gaming, Phishing and Personal data. Area covers: What it is? How to protect yourself and who to tell.	Y9
Assemblies	At least yearly assemblies about e safety and cyberbullying.	Yr 7 to 10
Drama	Stranger Danger in Yr 7 scheme of work - Little Red Riding Hood	Yr 7
	Bullying scheme	Yr 7
	Run Away scheme of work	Yr 8
	Suicide in monologue scheme of work	Yr 8
	Consequences SOW	Yr 9
	Racism	Yr 9
PE	Informing about the use of sun cream, safety aspects, hair tied up, no personal effects (Earrings, etc.), warm ups, cohesion, cooperation, team building, etc.	All years

Appendix 5: Person Vulnerable to Radicalisation (VTR) Referral Form



RESTRICTED WHEN COMPLETE

Section 1: Person referring to complete (please expand boxes as required)	
Subject's full Name (include all known inc alias/maiden if relevant)	
Date and place of birth	
Full Address	
Spouse/Partner/Parents' names/D.O.B	
Children/Siblings names/D.O.B	
Reason for Referral	
Background and risk issues - Page 4 offers guidance notes (include chronology if known)	
Faith / Ideology	
Personal / emotional & Social	
Risk / Protective factors	
Referrer's full name, role, contact details & date submitted.	Date:

Once completed, email to Norfolk Multi Agency Safeguarding Hub:
mash.mase@norfolk.pnn.police.uk

Section 2: MASH forward to

Special Branch by e-mail SpecialBranchFIMU@norfolk.pnn.police.uk

Deconfliction checks completed by SB, form then returned to MASH

MASH complete agency checks

This process must only take place after SB deconfliction checks – then return to Special Branch

MASH system checks (please expand boxes as required)

Police inc. CIS, PNC, PND <input type="checkbox"/>	
Adult Services <input type="checkbox"/>	
Children's Services <input type="checkbox"/>	
Education <input type="checkbox"/>	
General Health <input type="checkbox"/>	
Mental Health <input type="checkbox"/>	
Other (please state)	
Completed by:	Date/time:

Send to Special Branch by e-mail: SpecialBranchFIMU@norfolk.pnn.police.uk

Section 3: Norfolk Special Branch to complete	
SPOE to enter on to FIMU sheet then email to Prevent lead/deputy	<p>SPOE:</p> <p>Sent to:</p> <p>Date: Time:</p>
Deconfliction checks by Prevent lead/deputy (local/Nat NSBIS, DTU, CMIS)	<p>Conflict <input type="checkbox"/> If yes, stop, back to SPOE;</p> <p>No conflict <input type="checkbox"/> If no, proceed to next point;</p> <p>Prevent assessment by:.....</p>
Suitable for CHANNEL support:	<p>YES <input type="checkbox"/> If yes, individual needs entering on CMIS at this point.</p> <p>NO <input type="checkbox"/></p>
Reasons	
If No, is there an apparent vulnerability to radicalisation to manage outside of CHANNEL through Prevent Case Management?	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p>
If No, is there another safeguarding issue apparent but no signs of a vulnerability to radicalisation?	<p>YES <input type="checkbox"/></p> <p>Raise this with a MASH supervisor, agree outcome and refer back to MASH by email as necessary.</p> <p>NO <input type="checkbox"/></p> <p>Decision to close referral made by:</p> <p style="text-align: right;">Date/Time</p> <p>Detail where rationale is recorded:</p>
Referrer notified of outcome	<p>By: Date/Time:</p>

Guidance notes for completing this referral form
--

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present but they are intended as a guide to help communicate your professional judgement about what has led you to make this referral.

Faith / ideology

Are they new to a particular faith / faith strand?

Do they seem to have naïve or narrow religious or political views?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of “Them and Us” language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues

Is there conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

Appendix 6: Signs & Symptoms of Abuse & Neglect

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

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

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

This is not an exhaustive list, if in doubt, please contact our School’s DSL.

Appendix 7: Female Genital Mutilation – the signs, those at risk and symptoms

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

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

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

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

INDICATIONS THAT FGM MAY HAVE ALREADY TAKEN PLACE

A girl may:

- ask for help;
- confide in a professional that FGM has taken place;
- have difficulty walking, sitting or standing or looks uncomfortable;
- find it hard to sit still for long periods of time, and this was not a problem previously;
- spend longer than normal in the bathroom or toilet due to difficulties urinating;
- spend long periods of time away from a classroom during the day with bladder or menstrual problems;
- have frequent urinary, menstrual or stomach problems;
- avoid physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;
- have prolonged or repeated absences from school or college
- have increased emotional and psychological needs, for example withdrawal or depression, or a significant change in behaviour;
- be reluctant to undergo any medical examinations;
- ask for help, but is not be explicit about the problem; and/or
- talk about pain or discomfort between her legs.