



MARSHLAND HIGH SCHOOL

**WHOLE SCHOOL POLICY FOR
SAFEGUARDING
INCORPORATING CHILD PROTECTION
& THE PREVENTION OF
RADICALISATION AND EXTREMISM**

Approved by: Chair of Governing Body

Date: 2/10/18

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Headteacher

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Last reviewed on: October 2017

Next review due by: October 2019

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.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (2018).

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. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.
- 1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors. The Children Acts 1989 and 2004 state that a child is anyone who has not reached their 18th birthday. Therefore when this policy uses the word 'Child' or 'children' it is referring to 'children and young people'.

2. 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.**

- 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 (see appendix 4). This will also be extended to include material that will encourage our children to develop essential life skills, including the ability to recognise extremism as a safeguarding threat.
- 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 (2015).

3. Roles & Responsibilities

Role	Name	Contact details
Designated safeguarding lead	Tom Duce	ducet@marshlandhigh.co.uk
Alternate DSL	Sheona Clitherow	clitherows@marshlandhigh.co.uk
Alternate DSL	David Saunders	saundersd@marshlandhigh.co.uk
Alternate DSL	Sarah Swinburn	swinburns@marshlandhigh.co.uk
Alternate DSL	Sarah Bradley	bradleys@marshlandhigh.co.uk
Alternate DSL	Tina Pearce	pierced@marshlandhigh.co.uk
Headteacher	Craig Jansen	jansenc@marshlandhigh.co.uk
Named Safeguarding Governor	Steve Cozens	Cozenss@marshlandhigh.co.uk
Chair of Governors	Steve Cozens	Cozenss@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, including recognising and acting on any threat of extremism, and a responsibility to avoid any action that could be deemed to radicalise students. All staff and volunteers have a duty to promote British values in line with DfE guidance.

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 Board policies and procedures;
 - The school contributes to inter-agency working in line with in line with Working Together to Safeguard Children (2015);
 - A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the Designated safeguarding lead. There will always be cover for this role;
 - All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
 - All staff undertake appropriate child protection training that is updated regularly;
 - All staff receive training on extremism and radicalisation.
 - 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 (2018);
 - 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 Head Teacher

- 3.5 At Marshland High School the Head Teacher is responsible for:
- Identifying a member of the senior leadership team to be the Senior Designated Person for safeguarding (DSL);
 - Identifying an alternate member of staff to act as the Senior Designated Person for safeguarding (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.

The Designated safeguarding lead

- 3.6 The Designated safeguarding lead's (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.
- 3.7 The DSL or alternate 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.
- 3.8 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.
- 3.9 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's [safeguarding training pack](#) provided by Children's Services.

4. Training & Induction

- 4.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct and told who our Designated safeguarding lead for

Safeguarding is. They will also be provided with the 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 have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated safeguarding lead. At induction, all staff will also be provided with a copy of Part One of *'Keeping Children Safe in Education'* (2018) and will be expected to read this.
- 4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Norfolk Safeguarding Children Board advice.
- 4.4 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2).
 - 4.4.1 Any contractor working unsupervised will require an enhanced DBS check which does not include the barred list check.
 - 4.4.2 The school will carry out DBS updates on existing staff once appropriate consent has been sought from the member of staff using the DBS Update Service.
 - 4.4.3 The school will ensure that all visiting speakers are vetted as to the content of any presentation to be made, and that a member of staff is present during any speech made by a visitor.
- 4.5 The DSL, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Board at least once every three years. In addition to this, the DSL will attend Designated safeguarding lead training provided by the Local Authority every year, and the alternate every two years.
- 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. Part One of *'Keeping Children Safe in Education'* (2018) provides links to

guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Board at www.nscb.norfolk.gov.uk and within the Safeguarding Section of the Norfolk Schools website:

<http://www.schools.norfolk.gov.uk/safeguarding>. The DSL will also provide regular safeguarding updates for staff.

5. Procedures for Managing Concerns

- 5.1 Marshland High School adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Board. 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 [NSCB 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 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 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 CPOMs and if a visitor, 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 Children's Services 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 Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Head Teacher. Concerns should always lead to help for the child at some point.
- 5.10 Early Help. All staff must be prepared to identify children who may benefit from early help (Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professional in an early help assessment.) All staff need to be aware of the process of early help. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. If early help is appropriate the safe guarding lead will support the staff in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to approve.
- 5.11 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:
- the situation is an emergency and the senior designated person, the alternate and the Head Teacher are all unavailable;
 - they are convinced that a direct report is the only way to ensure the pupil's safety.
- 5.12 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head Teacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns. If any member of staff decides that they have to refer directly to Children's

Services because their safeguarding concerns are not being dealt with appropriately, the school should also refer the case to the LADO as raising serious concerns about how children are being safeguarded by the school.

- 5.13 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on 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.
- 5.14 We recognise that children with special educational needs (SEN) and disabilities 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.
- 5.15 All adults are trained to be alert to the signs of abuse and neglect. All adults should make sure they know where to turn to if they need to ask for help if they suspect that a child is at risk of harm or is immediate danger, including the possibility of referring directly to children's services. There are four kinds of abuse and neglect;
- **Physical abuse the act of** deliberately physically hurting a child
 - **Emotional abuse** is the persistent emotional maltreatment of a child.
 - **Sexual abuse** is any sexual activity with a child.
 - **Neglect** is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter.
- The symptoms of these are shown in **Appendix 5**, taken from the "What to do if you're worried a child is being abused" documentation (2015).
- 5.16 **Private fostering** is when a child under the age of 16 (or 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a

carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). There is a duty on the part of parents and carers entering into private fostering arrangements to notify their local authority. This is in order to safeguard and protect the child's welfare as well as ensuring that the child, carer and parent are receiving appropriate support and help.

- 5.17 **Peer on Peer Abuse** - Peer on peer abuse can manifest itself in many ways. This can include sexual bullying, being coerced to send sexual images, sexual assault and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse. This form of abuse will not be tolerated and victims will be appropriately supported. Any indication that a child has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy. Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations. The school will include within the curriculum, information and materials that support children in keeping themselves safe from abuse including abuse from their peers and online. Additional guidance on sexting can be found in 'Sexting' in schools: advice and support around self-generated images - What to do and how to handle it, published by CEOP.

6. **Child Sexual Exploitation**

- 6.1 **Sexual exploitation** is a form of sexual abuse, in which a young person is manipulated or forced into taking part in a sexual act. Children and young people that are victims of sexual exploitation often do not recognise they are being exploited. However, there are a number of signs that a child may be being groomed for sex exploitation. These include:
- Going missing for periods of time or regularly returning home late
 - Regularly missing schools or not taking part in education
 - Appearing with unexplained gifts or new possessions
 - Associating with other young people involved in exploitation
 - Suffering from sexually transmitted infections
 - Mood swings or changes in emotional wellbeing
 - Drugs & Alcohol misuse
 - Displaying inappropriate sexualised behaviour.
- 6.2 The school will train all adults in how to spot a child at risk of CSE. All adults have a duty to report any concerns about FSE to the DSL as a matter of urgency. Failure to do so would face disciplinary action.

7. **Female Genital Mutilation**

- 7.1 **Female Genital Mutilation** involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. 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. Please refer to **Appendix 6**.

- 7.2** 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](#)' (October 2015). 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.

8. Extremism & Radicalisation

- 8.1** Under the **Counter Terrorism and Security Act (2015)** the school has a duty to follow the Prevent Strategy, a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes.

The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups, the call for the deaths of the Armed Services and other causes. Key terms related to this include:

Extremism – vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs

Ideology – a set of beliefs

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

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

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

- 8.2** Our school fully recognises the importance of prevention, protection and support.

- 8.3 At Marshland High School, we will ensure that:
- All staff, volunteers and governors, have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
 - Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
 - Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.
 - All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
 - The Headteacher and Designated Safeguarding Lead will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
 - A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
 - Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
 - There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- 8.4 The Designated safeguarding lead will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism. The DSL at Marshland High School will make referrals in accordance with Norfolk Channel procedures to the MASH Team where appropriate and will represent our school at Channel meetings as required.
- 8.5 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.
- 8.6 Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.
- 8.7 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.

- 8.8 Through our curriculum we will aim to:
- enable students to develop their self-knowledge, self-esteem and self-confidence;
 - enable students to distinguish right from wrong and to respect the civil and criminal law of England;
 - encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
 - enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
 - further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
 - encourage respect for other people; and
 - encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- 8.9 At Marshland High School we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.
- 8.10 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
 - Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
 - Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
 - Activities are matched to the needs of pupils;
 - Activities are carefully evaluated by schools to ensure that they are effective.
- 8.11 Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.
- 8.12 When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and

Radicalisation Policy, the school will contact the police and terminate the arrangement.

8.13 Procedures for Managing Extremism or Radicalisation Concerns

Marshland High School adheres to the procedures that have been agreed locally through the Norfolk Children's Safeguarding Board for safeguarding individuals vulnerable to extremism and radicalisation. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation.**

8.13.1 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

8.13.2 The Designated safeguarding lead (DSL) should be used as a first point of contact any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

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

8.13.4 All Channel referrals will be made using the referral form that can be found at Appendix 5.

8.13.5 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher or Chair of Governors immediately in line with the procedures outlined in the Whistleblowing Policy.

9. Records & Information Sharing

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

- 9.2 Any information recorded will be kept on CPOMS 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.
- 9.3 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.
- 9.4 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.
- 9.5 Marshland High School is 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, the Norfolk MASH will share police information of all domestic incidents where one of our students has been present with the DSL or the alternate DSL. On receipt of any information, the DSL will decide on appropriate support for the child, whether 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 it in accordance with the record keeping procedures outlined in this policy.

10. Working with Parents & Carers

- 10.1 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.
- 10.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

- 10.3 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.
- 10.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.
- 10.5 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.

- 10.6 Any child missing education will be reported to the local authority following 2 weeks unexplained absence.
- 10.7 Child missing education for Safeguarding and Attendance Policy

If a pupil is absent for a prolonged period or fails to return from a holiday or fixed term exclusion, the school should follow the normal procedures for investigating pupil absence (i.e. telephone calls, letters, invitations to meetings at the school etc). If the child does not return to school the absence will be unauthorised and should be referred to the ASEO who will follow their procedures for 'missing pupils'. If it is established that the child no longer resides at that address and their whereabouts is unknown, the school will receive a letter from the ASEO advising them of the situation and the school can remove the pupil from roll.

11. Child Protection Conferences

- 11.1 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.

- 11.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Head Teacher 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.
- 11.3 All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by Children's Services. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.
- 11.4 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.
- 11.5 The school will strive to ensure that early help is provided as far as possible to enable students and families to access multi-agency support as soon as it is needed. Early help is recognised as a key aspect of safeguarding at Marshland High School.

12. Safer Recruitment

- 12.1 We will ensure that the Head Teacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Head Teacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2018).
- 12.2 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.

- 12.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

13. Safer Working Practice

- 13.1 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.
- 13.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Norfolk Steps training will be kept by the Head Teacher.
- 13.3 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.
- 13.4 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 the school's code of conduct which is the ['Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'](#), (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

14. Managing Allegations Against Staff & Volunteers

- 14.1 Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 14.2 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.

- 14.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in [Norfolk Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children](#) and Part 4 of [‘Keeping Children Safe in Education’](#), DfE (2018) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 01603 223473.
- 14.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head Teacher immediately. Should an allegation be made against the Head Teacher, this will be reported to the Chair of the Governors. In the event that neither the Head Teacher nor the Chair of the Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head Teacher or the West Norfolk Academy Trust, following the Trust policy available through the school’s website.
- 14.5 The Head Teacher 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.
- 14.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Head Teacher or Chair of Governors should contact the LADO directly on 01603 223473. 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.
- 14.7 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.
- 14.8 Whistle-blowing - All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues. Any concerns should be reported following the Trust’s Whistle-blowing policy and the school process.**

15. Relevant Policies

15.1 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 – approved May 2016
- Behaviour for learning – approved April 2017
- Staff code of conduct – approved May 2017
- Whistle-blowing – WNAT policy – May 2018
- Data protection – WNAT policy – 2015
- Drugs – May 2018
- Health and Safety WANT policy – May 2016

16. Statutory Framework

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

- ['Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'](#), DfE (2015)
- ['Keeping Children Safe in Education'](#), DfE (2018)
- [Norfolk Safeguarding Children Board](#) procedures
- [Norfolk Safeguarding Children Board Protocol : Allegations Against Persons who Work with Children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#), DCSF, Oct 2015.
- Norfolk Channel Procedures
- The Counter-Terrorism & Security Act 2015
- 'Prevent Duty Guidance: for England & Wales', HM Government (2015)
- ['Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools'](#), DfE (2014)
- ['Information Sharing: Advice for practitioners'](#), DfE (March 2015)

17. Appendix 1: Norfolk Constabulary Referral Procedures



NHS Norfolk
NHS Great Yarmouth and Waveney



NORFOLK MASH Multi-Agency Safeguarding Hub: Referral Procedures

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

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

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

Safeguarding Consultation Line

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

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



18. 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 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 the metal drawers in the staffroom. 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 Head Teacher. If an allegation is made about the Head Teacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact **the West Norfolk Academy Trust on 01553 773393** or the Local Authority Designated Officer on 01603 223473.

The people you should talk to in school are:

Designated safeguarding lead: **Tom Duce**
Location of office: Deputy Head's office
Contact Number: Ext 253

Alternate Designated Professional: Sheona Clitherow
Location of office: Pastoral office
Contact Number: Ext 288

Other Alternate Designated Professionals Tina Pearce, Sarah Bradley, David Saunders and Sarah Swinburn

Safeguarding Governor: Steve Cozens
Contact Number: Available from Reception 01945 584146

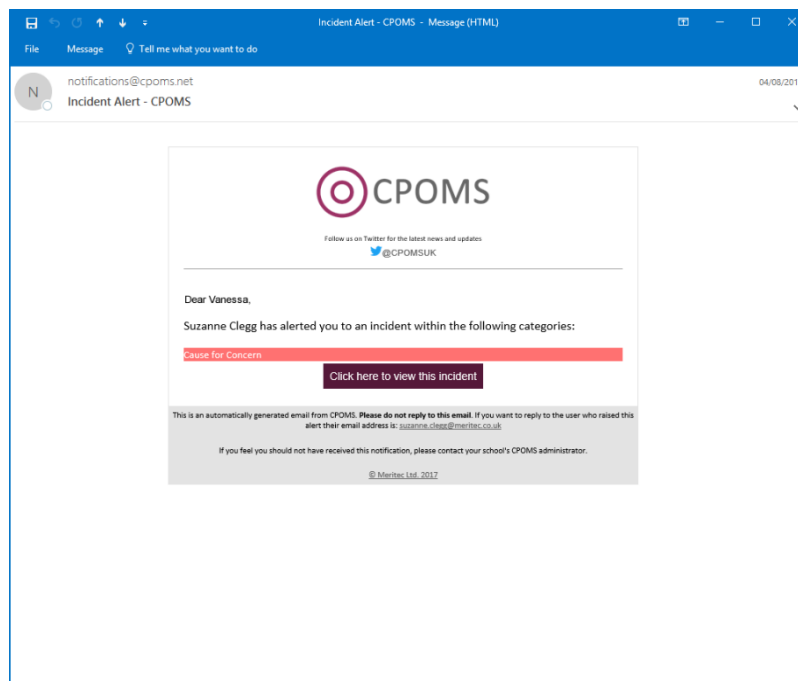
Chair of the Governors: Steve Cozens
Contact Number: Available from Reception 01945 584146
At Marshland High School we strive to safeguard and promote **the welfare of all of our children.**

19. Appendix 3: Local Safeguarding Referral Procedures 2015

Restricted System Access – Non Key Users 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.

The screenshot shows the CPOMS Dashboard interface. At the top, there is a navigation bar with links for 'Meritec School', 'Dashboard', 'Add Incident', 'Library', and 'Account Settings'. The 'Add Incident' link is circled in red. Below the navigation bar, the main content area is titled 'Dashboard' and contains two sections: 'Alert' and 'My History'. The 'Alert' section displays a table of incidents with columns for 'Alert' and 'Added'. The 'My History' section displays a message: 'You have not logged any incidents or actions in the last 7 days.' The footer of the page contains the text: 'CPOMS © 2017, Meritec Limited. v5.5.12 | View our cookie policy |'

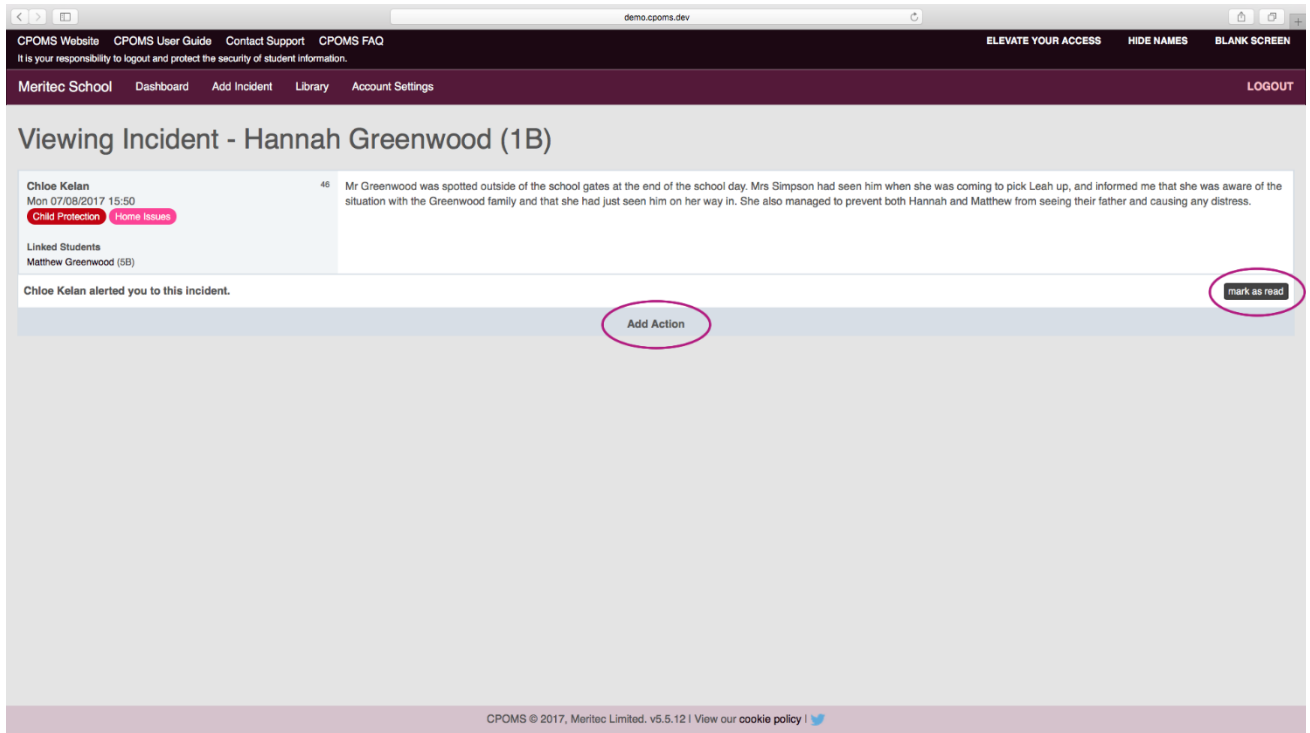
Alert	Added
Chloe Kelan added an incident for Hannah Greenwood Child Protection Home Issues	21 hours ago by Chloe Kelan
Chloe Kelan added an incident for Danielle Bradshaw Home Issues	3 days ago by Chloe Kelan
Wendy Abbott added an incident for Asif Hussain SEND	5 days ago by Wendy Abbott

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

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.

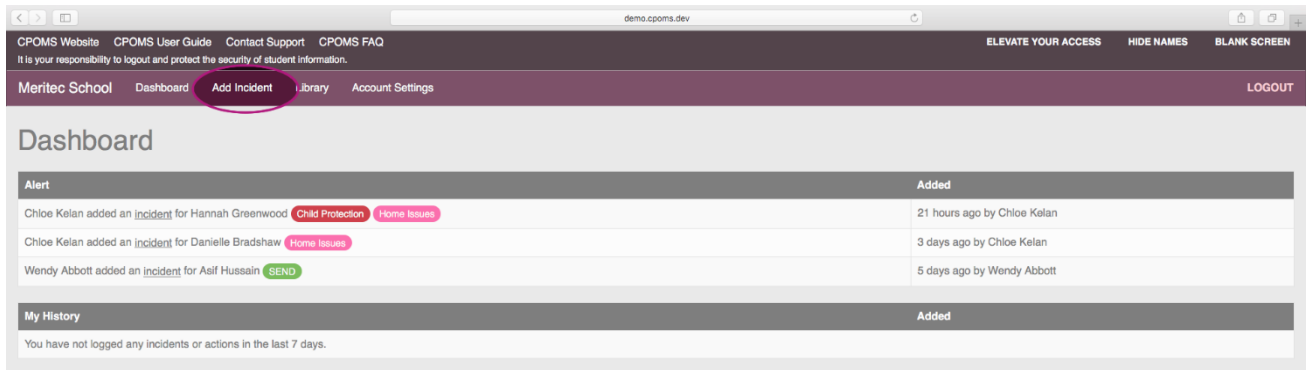
Once you have added your action you may mark the incident as read to acknowledge that you have seen the incident and understand the content.

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'.**



Adding an Incident

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



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

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

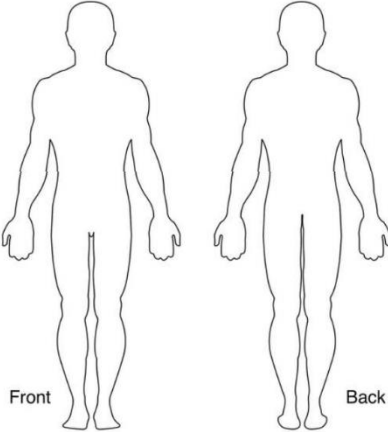
Student

Incident

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

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

Body map



Date/Time

Alert Staff Members
 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.

Files

Agency Involved

CPOMS © 2017, Meritec Limited. v5.5.12 | View our [cookie policy](#) | [Twitter](#)

- 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

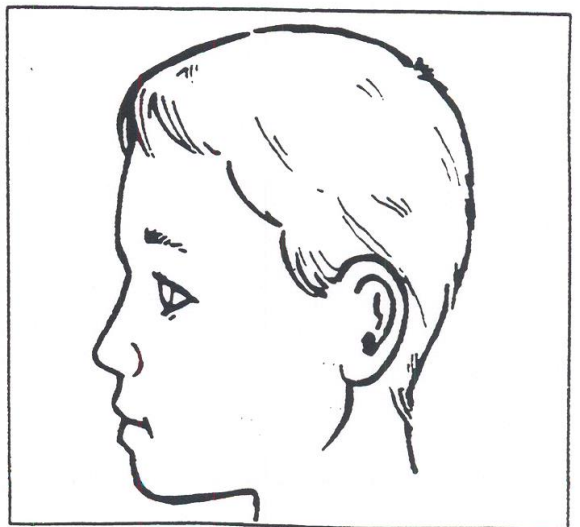
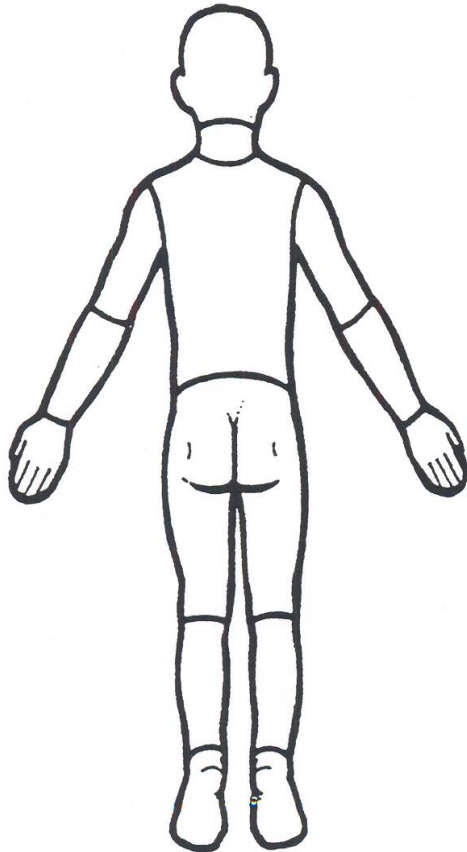
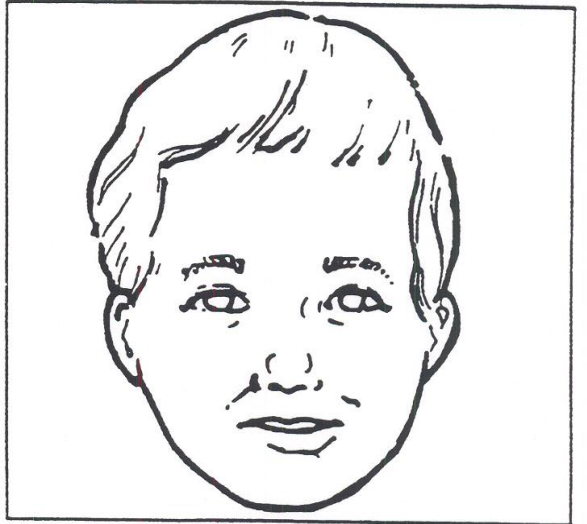
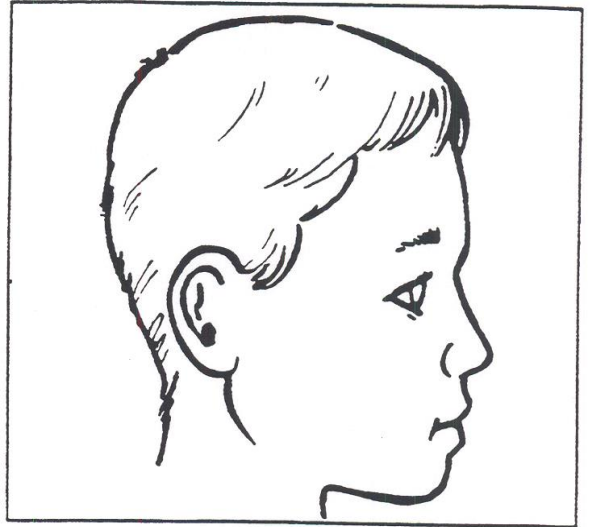
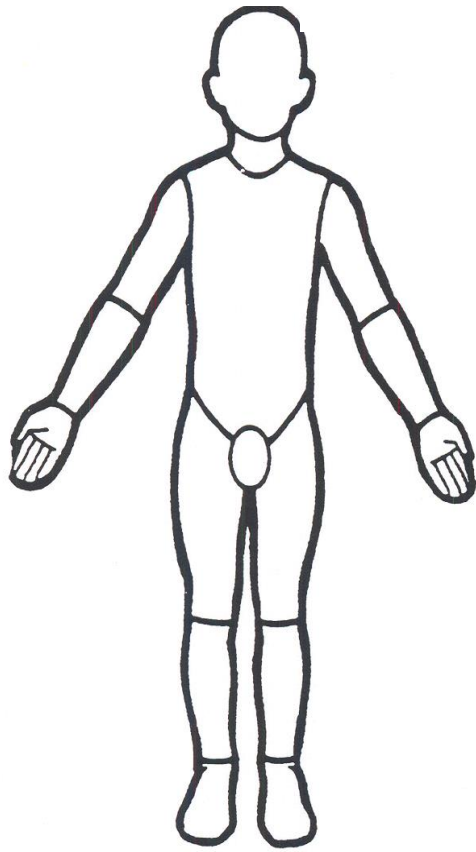
STAFF SHOULD COMPLETE THE FORM IN CPOMS

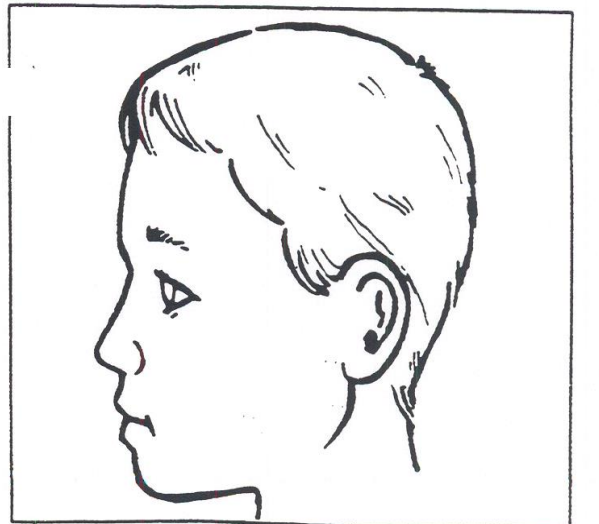
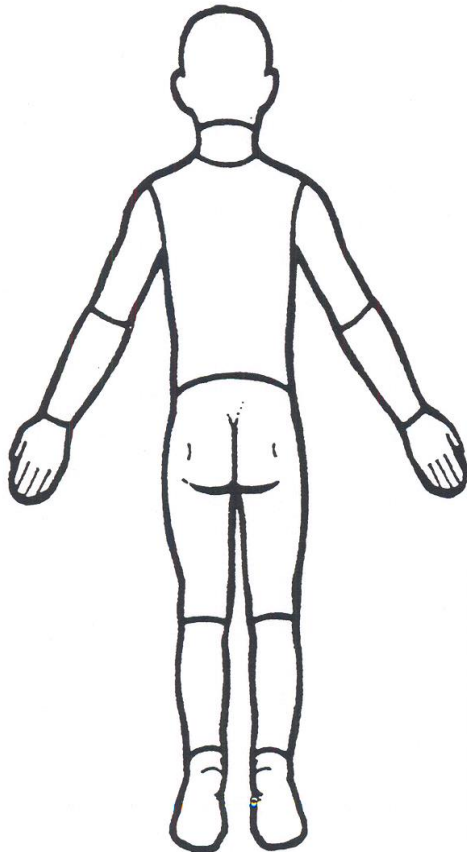
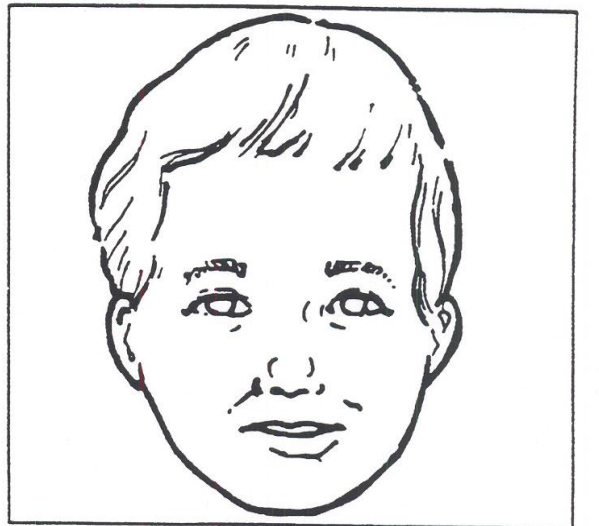
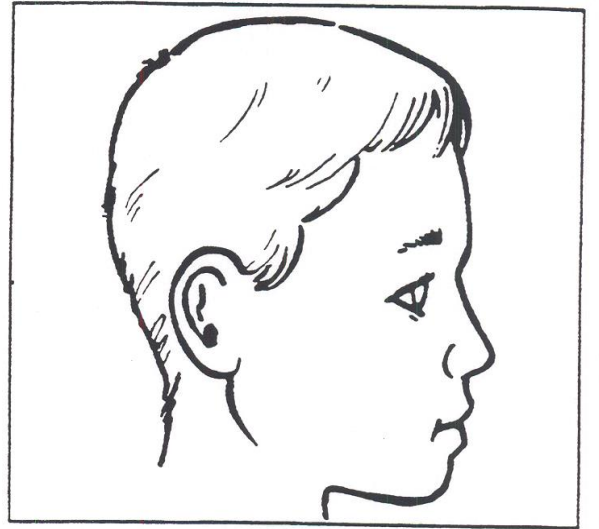
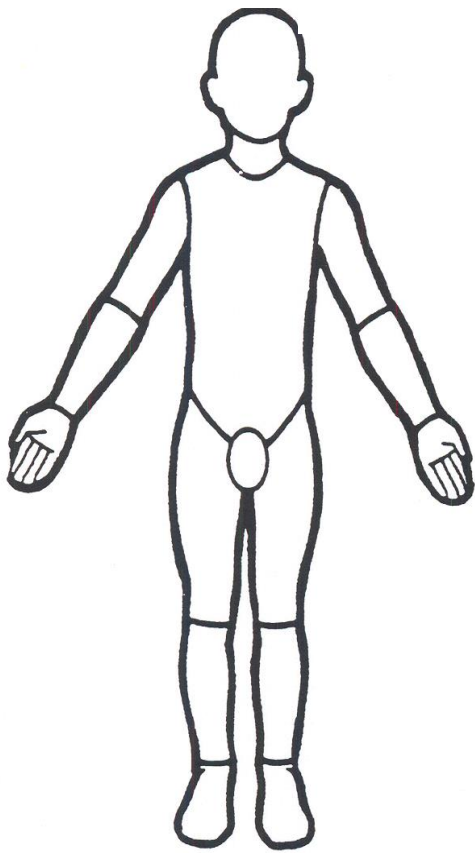
Staff, volunteers and regular visitors are required to complete this Form and pass it to the Senior Designated Professionals (SDP) at the school, who are **Mr Tom Duce, Mrs Sheona Clitherow** if they have a safeguarding concern about a child in our school. Other DSL trained staff are Sarah Bradley, Tina Pearce 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:							





20. 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

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

Apr 2016



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

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.

22. 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, contact our School's DSL.

23. 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
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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.