



# **Marshland**

## HIGH SCHOOL

### **WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION**

**(Based on the Norfolk County Council model policy  
updated July 2025)**

Approved By: Governing Body

Approval Date: September 2025

Review Date: September 2026

## Policy Consultation & Review

This policy is available on the 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 (including temporary staff and volunteers) at induction alongside the West Norfolk Academies Trust (WNAT) Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance ['Keeping Children Safe in Education', DfE \(2025\)](#). Staff are also given a copy of the school's behaviour policy, the safeguarding response to those children who go missing from education.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in September 2025.

Reviewed by: Mr James Crawley

Date: September 2025

Next Review Date: September 2026



Signed:

Mr Craig Jansen - Headteacher

Date: September 2025



Signed:

Mr Steve Cozens - Chair of Governors

Date: September 2025

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## 1. Purpose and Aims

- 1.1 The purpose of Marshland High School's Safeguarding Policy is to ensure that every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:
- Provide help and support to meet the needs of children and young people as soon as problems emerge;
  - Protect children and young people at our school from maltreatment, whether that is within or outside the home, including online
  - Prevent impairment of our children's and young people's mental and physical health or development;

- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

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

## 2. Our Ethos

- 2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.
- 2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.
- 2.3 At Marshland High School we ensure that safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development. We operate with the best interests of the child at their heart.
- 2.4 Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The systems we have in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- 2.5 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and

report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. All staff will be trained to recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

- 2.6 Throughout our broad and balanced knowledge curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and others to stay safe (this includes online). The Relationships Education, Relationships and Sex Education and Health Education (delivered in regularly timetabled lessons and reinforced throughout the whole curriculum) will cover relevant topics in an age and stage appropriate way, enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. This will provide further reinforcement to help children identify risks, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources. This is in conjunction with several visiting speakers, assemblies and other days or part days where the normal curriculum is changed to accommodate these aspects of the curriculum. Further information can be found in the DfE guidance '[Teaching online safety in school](#).' and '[Relationships Education, Relationships and Sex Education and Health Education](#).' This education is underpinned by the school's behaviour policy and pastoral support system.
- 2.7 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with [Working Together to Safeguard Children](#) (2023) and the [Norfolk Multi Agency Safeguarding Partnership arrangements](#).
- 2.8 As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:
- is disabled or has certain health conditions and has specific additional needs
  - has special educational needs (whether or not they have a statutory education, health and care plan)
  - has a mental health need
  - is a young carer
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
  - is frequently missing/goes missing from education, care or from home
  - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
  - is at risk of modern slavery, trafficking or sexual and/or criminal exploitation
  - is at risk of being radicalised or exploited
  - has a parent or carer in custody, or is affected by parental offending
  - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
  - is misusing drugs or alcohol themselves

- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

2.9 At Marshland High School we understand the importance of working in a way that adheres to the following legislation:

- The Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty
- Data Protection Act 2018 and UK GDPR

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

### 3. Roles and Responsibilities

| Role                         | Name                | Contact details                                                                   |
|------------------------------|---------------------|-----------------------------------------------------------------------------------|
| Designated Safeguarding Lead | Mr J Crawley        | j.crawley@marshlandhigh.co.uk                                                     |
| Alternate DSL                | Mrs S Swinburn      | s.swinburn@marshlandhigh.co.uk                                                    |
| Alternate DSL                | Mr C Teanby         | c.teanby@marshlandhigh.co.uk                                                      |
| Alternate DSL                | Mrs S Hobbs         | s.hobbs@marshlandhigh.co.uk                                                       |
| Alternate DSL                | Miss M Chandler     | m.chandler@marshlandhigh.co.uk                                                    |
| Alternate DSL                | Miss E Hilton       | e.hilton@marshlandhigh.co.uk                                                      |
| Alternate DSL                | Mrs C Stearne       | c.stearne@marshlandhigh.co.uk                                                     |
| Alternate DSL                | Mr R Sedgeley       | r.sedgeley@marshlandhigh.co.uk                                                    |
| Alternate DSL                | Miss K Palmer       | k.palmer@marshlandhigh.co.uk                                                      |
| Alternative DSL              | Mr O Mackett        | o.mackett@marshlandhigh.co.uk                                                     |
| Alternative DSL              | Mrs R Bazeley-Smith | r.bazeley-smith@westnorfolkacademiustrust.co.uk                                   |
| Headteacher                  | Mr C Jansen         | c.jansen@marshlandhigh.co.uk                                                      |
| Named Safeguarding Governor  | Mr S Cozens         | s.cozens@marshlandhigh.co.uk                                                      |
| Chair of Governors           | Mr S Cozens         | s.cozens@marshlandhigh.co.uk                                                      |
| Chair of Trustees            | Mr R Livesey        | Via the Clerk to Trustees: <a href="mailto:clerk@wnat.co.uk">clerk@wnat.co.uk</a> |

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 which 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](#) (2023);
- A senior member of staff from the 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 which is updated annually and on-line safety training;
- In terms of filtering and monitoring there is consideration to the number of and age range of children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education', DfE \(2025\)](#);
- This policy includes detailed information on the procedures and processes to follow regarding child-on-child abuse, the recognition of it and the different forms it may take.
- They remedy without delay any weakness in regard to our safeguarding arrangements which are brought to their attention.

- 3.4 The governing body will receive a safeguarding report at each meeting to record the training which has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity which 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 member of the senior leadership team to be the Designated Safeguarding Lead (DSL) – James Crawley
  - Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in their absence to ensure there is always cover for the role – Mr C Teanby, Mrs S Swinburn, Mr O Mackett, Mrs S Hobbs, Miss M Chandler, Miss E Hilton, Mrs C Stearne, Mr R Sedgeley, Miss K Palmer.
  - Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse, neglect or exploitation, 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 (DSL)**

- 3.6 The Designated Safeguarding Lead (DSL) 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 C of [‘Keeping Children Safe in Education’, DfE \(2025\)](#).
- 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 via CPOMS or if unavailable 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 schools’ [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.
- 3.13 The DSL(s) will work with the headteacher and senior leaders, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement.
- 3.14 This will include understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential.
- 3.15 We recognise that a child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL will use the information that they hold

about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- 3.16 The DSL will take the lead responsibility for understanding the filtering and monitoring systems and processes in place at the school.

## **4. Training and 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 B of ['Keeping Children Safe in Education', DfE \(2025\)](#) and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. They will also receive a copy of the behaviour policy and the school's response to children who are absent from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with information about how to record and report safeguarding concerns

Staff at Marshland High School will know:

- How to log into CPOMS which is our electronic recording system for all safeguarding concerns
  - How to log a concern on CPOMS
  - Where to get a paper copy of a safeguarding recording form if required
- 4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within 2 weeks of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child (including reassuring victims that they are being taken seriously and that they will be supported and kept safe), how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Lead (DSL). 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', DfE \(2025\)](#). 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;

- at Marshland High School we will regularly test or quiz staff members safeguarding knowledge and we will keep records of this. We will also update staff via CPD, emails or in our briefings and paper bulletins.

- 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 1). At Marshland High School all volunteers, supply staff and visitors are given a visitor leaflet and safeguarding reporting form on arrival. Safeguarding posters are all around the school and in classrooms so that every person is aware of our policy and who the DSL team are.
- 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. We will also work with Cambridgeshire based referral services for children residing in Cambridgeshire where appropriate. 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. DSLs and alternate DSLs will do this by accessing e-courier and disseminating national and local updates to staff, attendance at DSL cluster/forum meetings and Trust DSL meetings. The lead DSL will attend meetings with other academy DSLs facilitated by Norfolk County Council.
- 4.6 Our governing body will also undertake appropriate training to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. This training takes place at induction and is updated regularly. Training for Governors to support them in their safeguarding role is available from [Norfolk Governor Services](#).
- 4.7 We actively encourage all our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex B of 'Keeping Children Safe in Education' (2025) provides links to guidance on specific safeguarding issues such as Child Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Partnership and within the [Safeguarding Toolkit](#) on the [Norfolk Schools and Learning Providers website](#).

## 5. Procedures for Managing Concerns

- 5.1 Marshland High School adheres to child protection procedures which have been agreed locally through the Norfolk Children's 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 Continuum of Need Guidance](#).
- 5.2 Every member of staff including volunteers working with children at our school is advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

- 5.3 All staff are encouraged to report any concerns they may 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 on CPOMS or if unavailable in writing using the agreed template (see Appendix 1)
- Records should include:
- a clear and comprehensive summary of the concern
  - details of how the concern was followed up and resolved
  - a note of any action taken, decisions reached and the outcome
- 5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Advice and Duty Service (CADS) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- 5.8 All referrals will be made in line with Norfolk Children's Services-procedures (and Cambridgeshire services where appropriate) as outlined in Appendix 6.
- 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 Advice and Duty Service (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 Children's Advice and Duty Service (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, they should contact Children's Advice and Duty Service (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 consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse. 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) and Child Criminal Exploitation (CCE): County Lines**

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

- 6.5 At Marshland High School we recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology. We understand that some children may not realise they are being exploited e.g. they may believe they are in a genuine romantic relationship.
- 6.6 At 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. If a child is suspected to be at risk of or involved in county lines, a referral to the Children's Advice and Duty Service (CADS) will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.
- 6.7 We understand that children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. We will treat these children as victims understanding that they have been criminally exploited even if the activity appears to be something they have agreed or consented to. We recognise the experience of girls who are criminally exploited can be very different to that of boys and that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.
- 6.8 At Marshland High School our staff are aware of the indicators and risk factors which may signal a child is vulnerable to or involved with serious violent crime. We make reference to the Home Office's [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines](#) and the [Children's Society Preventing Child Sexual Exploitation](#) guidance for more information.
- 6.9 If a child is suspected to be at risk of exploitation, or involvement in county lines, a referral to the Children's Advice and Duty Service (CADS) will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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

- 6.10 At 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' abuse (HBA) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBA, they should inform the DSL who will activate [local safeguarding procedures](#), using existing national and local protocols for multiagency liaison with police and children's social care.
- 6.11 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. [Section 5B of the Female Genital Mutilation Act 2003](#) (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under

18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (January 2020)

- 6.12 At 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. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. The Forced Marriage Unit has [statutory guidance](#) and [Multi-agency guidelines](#) and can be contacted for advice or more information: Contact 020 7008 0151 or email [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk)

### **Preventing radicalisation and extremism**

- 6.13 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At 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 monitoring 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. We will also refer to Cambridgeshire where appropriate.
  - Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

### **Child on child abuse - Child on child sexual violence and sexual harassment**

- 6.14 At Marshland High School all staff are trained so that they are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:
- bullying (including cyberbullying);
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment;
  - up-skirting;
  - sexting (also known as youth produced sexual imagery); and
  - initiation/hazing type violence and rituals.
- 6.15 We recognise that children are vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers to remember the impact on both

the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. We understand that abuse can occur in intimate personal relationships between peers; and that consensual and non-consensual sharing of nudes and semi nudes, images and or videos<sup>1</sup> (also known as sexting or youth produced sexual imagery) is a form of child on child abuse.

- 6.16 We understand, that even if there are no reports in our setting it does not mean it is not happening, it may be the case that it is just not being reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to child-on-child abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- 6.17 At Marshland High School we regularly review decisions and actions and relevant policies are updated to reflect any lessons learnt. We look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we decide upon an appropriate course of action.
- 6.18 At Marshland High School all staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. We will also offer appropriate support to the perpetrator and any other children involved.
- 6.19 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about child-on-child abuse. The DSL will respond to any concerns related to child-on-child abuse in line with guidance outlined in Part five of '*Keeping Children Safe in Education*.' We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.
- 6.20 We will work with other agencies including the police and Children's Social Care, as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren).
- 6.21 Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to [The Harbour Centre Sexual Assault Referral Centre](#) (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Norfolk but the victim must live in Norfolk to access support. The SARC also has a 24/7 helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on [The Harbour Centre website](#). The DSL will always contact the police in

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

cases of rape and serious sexual assault as per the guidance [When to call the Police: a guide for schools and colleges, National Police Chiefs Council](#).

### **Modern Slavery**

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

### **Safeguarding responses to children who go missing**

- 6.23 At Marshland High School we adhere to the '[Working Together to Improve School Attendance](#)' (2025) guidance. All staff should be aware of the safeguarding responsibilities for children who are absent from education, particularly on repeat occasions, or for prolonged periods, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of them going missing in future.
- 6.24 At Marshland High School we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who are absent from education:
- An attendance register is taken at the start of the first session of each school day and once during the second session;
  - 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.
  - We understand we remain responsible for the safeguarding of all pupils who are placed in an alternative provision.
  - 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.
  - We also have a designated Attendance officer who will run attendance panel meetings with parents and carers. We will also use home visits and 111 to make welfare calls in partnership with staff at Marshland High School staff.
  - If we are not made aware of a child's absence by 9:15am, we will attempt to make contact with the parent(s) through phone calls, text messages, emails and call sibling settings to establish if sibling is in school.
  - If there are safeguarding concerns, we phone police and CADS
  - If the child returns to school with no reason given, the child is marked as unauthorised absence.

## **Mental Health**

- 6.25 At Marshland High School all staff are made aware, through training, that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 6.26 We understand that where children have suffered abuse, neglect or exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, through training, staff are aware of how children's experiences can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child that is also a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.
- 6.27 At Marshland High School we have a named Mental Health Lead. There are clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns. Designated Safeguarding Leads make reference to the [Mental Health and Behaviour in Schools'](#) DfE guidance for further support.

## **Online Safety**

- 6.28 At Marshland High School all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. We understand that in many cases abuse will take place concurrently via online channels and in daily life. We know that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 6.29 As part of the requirement for staff to undergo regular updated safeguarding training, online safety training is also delivered. We will ensure online safety is a running and interrelated theme throughout the curriculum and is reflected in relevant policies, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.
- 6.30 Marshland High School's approach to filtering and monitoring on school devices and networks is to adhere to the DfE filtering and monitoring standards, by the DSL and IT teams at WNAT working together to:
- Review our current filtering and monitoring systems regularly; but at least annually,
  - Updated to a new filtering system called Smoothwall from our previous provider, Sophos
  - Ensure all staff that use IT devices with students are using monitoring systems (Impero and/or physical monitoring)
  - Review regularly the digital resilience of our students
  - Review our RHSE/PHSCE curriculum in light of any highlighted issues
  - Review our online safety policies
  - Regularly conduct and log checks on our filtering system to check that we are blocking harmful and inappropriate content, without unreasonably impacting teaching and learning

- Ensure all staff know how to log a concern either via CPOMS for safeguarding concerns or the IT help desk for technical help.
- Ensure our monitoring strategies consider the needs of our students by taking into account the local contextual safeguarding risks
- Ensure all staff understand the profound need for vigilance in monitoring IT devices and our network via our safeguarding training.

More details can be found in our policies on Online Safety and Mobile and Smart Technology which consider the 4Cs, content, contact, conduct and commerce and reflect the fact that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G).

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

### **Cybercrime**

- 6.32 We understand that cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). We are aware of the [Cyber security standards for schools and colleges.GOV.UK](#) and the guidance from [the National Education Network](#).
- 6.33 If there are concerns about a child in this area, the designated safeguarding lead will consider a referral to the [Cyber Choices programme](#) which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

### **Domestic Abuse**

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

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

- 6.35 At Marshland High School we recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges such as
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;

- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

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

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

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

6.38 The fact that a child or a young person may be lesbian, gay, bisexual or questioning their gender is not in itself an inherent risk factor for harm. However, in line with 'Keeping Children Safe in Education', we recognise that these children and in some cases children who are perceived by other children to be lesbian, gay or bisexual can be just as vulnerable as children who are. Therefore, we work to reduce any additional barriers faced and provide a safe space for these children to speak out or share their concerns with members of staff. Through our curriculum, we counter homophobic, biphobic and transphobic bullying and abuse.

## **7. Records and Information Sharing**

7.1 If staff are concerned about the welfare or safety of any child at our school, they will record their concern either on the agreed reporting form (Appendix 1) or through the setting's electronic system - CPOMS. Any concerns should be passed to the DSL without delay via our electronic reporting systems – CPOMS. Staff that do not have access to CPOMS will use our paper-based forms.

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 be kept up to date. Each concern logged will include:

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

At Marshland High School we will keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This includes instances where referrals were or were not made to another agency such as the Children's Advice and Duty Service or the Prevent programme. Invitations to child protection conferences, core groups and all other multi-agency meetings and minutes taken at these will be stored on the child's file whether an electronic or paper system is

used. All our safeguarding records will include; a chronology, contents front cover and will record significant events in the child's life.

- 7.4 When a child leaves our school (including in year transfers), the DSL will contact the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term. We recognise that not providing information as per the timescales can impact on the child's safety, welfare and educational outcomes.
- 7.5 We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.
- 7.6 Prior to a child leaving we will consider if it would be appropriate to share any additional information with the new school or college in advance to help them put in place the right support to safeguard this child.
- 7.7 Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the [Services to Home Educators Team](#) within Norfolk County Council.

## **8. Working with Parents and 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 Children's Advice and Duty Service (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 Children's Advice and Duty Service (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 abuse in their household or a missing from home or care episode; this scheme is called Operation Encompass. In order to achieve this, Norfolk Children's Services staff will share police information of all domestic incidents where one of our pupils has been present or experienced a missing episode 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 Operation Encompass Protocol](#)'. 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 Advice and Duty Service (CADS) 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, the child's presentation at school and information about school attendance. 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 Advice and Duty Service (CADS) 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 \(2025\)\*](#). 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 prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities.
- 10.3 We require details of a candidate's present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment and evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, and shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.
- 10.4 At Marshland High School we use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel and any potential areas of concern are explored to determine the applicant's suitability to work with children.
- 10.5 We will undertake Disclosure and Barring Service checks and other pre-employment checks as outlined in [\*'Keeping Children Safe in Education', DfE \(2025\)\*](#) ensure we are recruiting and selecting the most suitable people to work with our children.
- 10.6 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.
- 10.7 At Marshland High School we recognise that safer recruitment is not just about carrying out the right DBS checks and is not limited to recruitment procedures. Therefore, we understand the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Further information about all of these processes can be found in our Recruitment and Selection policy.

## **11. Safer Working Practice**

- 11.1 All adults who come into contact with our 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.
- 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 which 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](#)', DCSF, 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 and Volunteers

### Allegations that may meet the harms threshold

- 12.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We work to the thresholds for harm as set out in '[Working Together to Safeguard Children](#)' (2023) and '[Keeping Children Safe in Education](#)', DfE (2025) below. An allegation may relate to a person who works / volunteers with children who has:
- behaved in a way that has harmed a child, or may have harmed a child and/or;
  - possibly committed a criminal offence against or related to a child and/or;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

- 12.3 At Marshland High School we recognise our responsibility to report / refer allegations or behaviours of concern and / or harm to children by adults in positions of trust who are not employed by the School to the LADO service directly at [lado@norfolk.gov.uk](mailto:lado@norfolk.gov.uk) These are adults such as those in the voluntary sector, taxi drivers, escorts, and fosters carers.
- 12.4 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. When concerns arise, we will always ensure that the procedures outlined in the local protocol [Allegations Against Persons who Work with Children](#) and Part 4 of '[Keeping Children Safe in Education](#)', DfE (2025) are adhered to and will seek appropriate advice. The first point of contact for schools regarding concerns and/or allegation issues (including for supply teachers) is via the Local Authority Education Duty Desk on 01603 307797. A Duty Advisor (not a LADO) will give advice and guidance on next steps. If the advice is to make a referral to the LADO service then the [LADO referral form](#) should be completed. The completed LADO referral form is then sent via e-mail to: [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk). See Appendix 7 for further details.
- 12.5 If an allegation is made or information is received about *any* adult who works/ volunteer in our setting which indicates that they may be unsuitable to work / volunteer with children, the member of staff receiving the information should inform the 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 the Trustees, Roger Livesey via the Clerk to Trustees, [clerk@wnat.co.uk](mailto:clerk@wnat.co.uk). In the event that neither the Headteacher nor Chair of Trustees 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 Trustees.

- 12.6 The Headteacher or Chair of the Trustees, Roger Livesey will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.
- 12.7 When using a supply agency, we inform the agency of our process for managing allegations against staff and keep them up to date with any policy developments. Where concerns are raised about an individual and the school is not their employer, we recognise that we still have responsibility to ensure allegations are dealt with properly. In order to achieve this, we will liaise with relevant parties including the LADO to determine a suitable outcome. Whilst the supply agency should be fully involved and co-operate with any enquiries from the LADO, police and/or children's services, we recognise that the school will usually take the lead in conducting an investigation as we have direct access to any affected children and other school staff to collect the facts.
- 12.8 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Trustees should contact the LADO directly via email to [lado@norfolk.gov.uk](mailto:lado@norfolk.gov.uk)
- 12.9 Further [information and guidance documents in relation to the LADO process](#), forms, leaflets and the Allegations against Persons who Work/Volunteer with Children Procedures are found on the Norfolk Safeguarding Children Partnership website. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: **0800 028 0285** – this line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

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

## **Concerns that do not meet the harm threshold**

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

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

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

12.13 At Marshland High School staff report all low-level concerns to the DSL or to the Headteacher. If reported to the DSL then the DSL will inform the Headteacher of the concern in a timely fashion. The Headteacher will always be the ultimate decision maker in respect of all low-level concerns.

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

12.15 At Marshland High School we understand the importance of recording low-level concerns and the actions taken in light of these being reported. The records are highlighted on the Single Central Record and kept confidential and stored securely. We will review the records we hold to identify potential patterns and take action. This could be through a disciplinary process but also by referring to the Local Authority Education Duty Desk on 01603 307797.

Please note, where a child, parent/carer or staff member makes an allegation of harm, this will not be considered as a 'low level' concern without consultation with the Local Authority Education Duty Desk or the LADO service directly.

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

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

13.1 Where we hire or rent out our facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we ensure that appropriate arrangements as per

the DfE guidance [Keeping children safe in out-of-school settings](#) are in place to keep children safe.

- 13.2 We will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). Safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.
- 13.3 If an allegation is made relating to an incident that happened when an individual or organisation was using school premises for non-school/college activities, we will follow the safeguarding policies and procedures, included in section 12 above.

## 14. Relevant Policies

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

- Staff Code of Conduct
- Anti-Bullying
- Behaviour which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Recruitment & Selection (which adheres to Part 3 of [‘Keeping Children Safe in Education’, DfE \(2025\)](#))
- Whistleblowing
- Attendance
- Online Safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- First aid
- Educational visits including overnight stays
- RSHE

## 15. Statutory Framework

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

- [Working Together to Safeguard Children](#) DfE (December 2023)
- [Keeping Children Safe in Education](#) DfE (2025)
- [Working Together to Improve School Attendance, DfE \(2024\)](#)
- [Norfolk Safeguarding Children Partnership procedures](#)
- [Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons Who Work with Children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (Feb 2022)

- [What to do if you're worried a child is being abused](#) DfE (March 2015)
- [Information sharing: advice for practitioners providing safeguarding services](#) DfE (May 2024)
- [The Prevent duty: Departmental advice for schools and childcare providers](#) DfE (September 2023)
- [The Prevent duty: safeguarding learners vulnerable to radicalisation \(September 2023\)](#)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (January 2020)
- [Multi-agency practice principles for responding to child exploitation and extra-familial harm](#)
- [Child sexual exploitation: guide for practitioners](#) DfE (February 2017)
- [Teaching online safety in school](#) DfE (January 2023)
- [Mental Health and Behaviour in Schools](#) DfE (November 2018)
- [Data protection: toolkit for schools](#) DfE (June 2025)
- [Promoting the education of children with a social worker](#) (March 2024)
- [Preventing youth violence and gang involvement](#)
- [Criminal exploitation of children and vulnerable adults: county lines](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Domestic Abuse Act 2021 Statutory Guidance](#) (Home Office April 2023)

## Appendix 1 - Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to one of the School Designated Safeguarding Leads if you have a safeguarding concern about a child in our school.

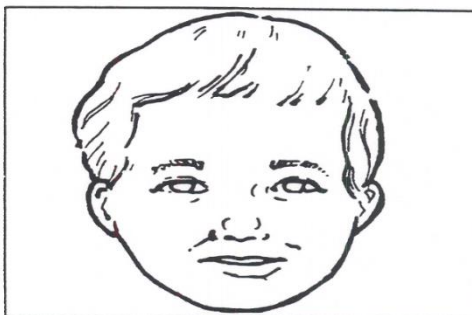
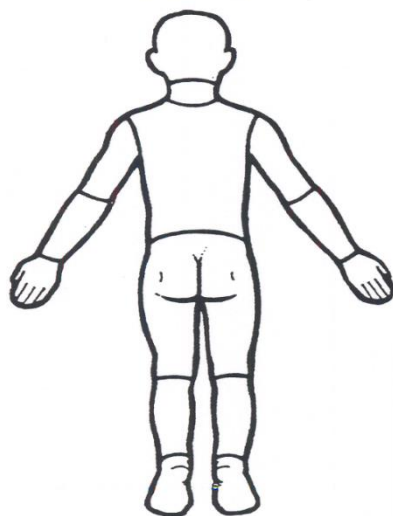
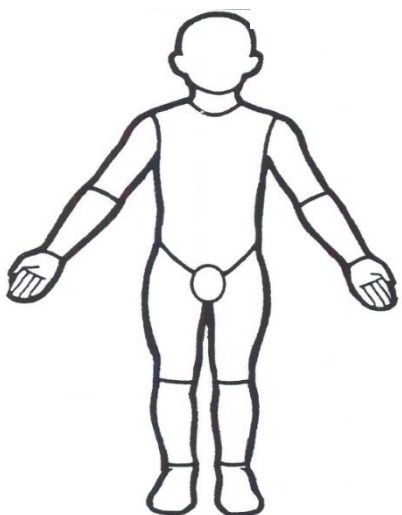
Designated Safeguarding Team: Mr Crawley (Deputy Headteacher); Pastoral Team - Mrs Hobbs, Miss Chandler, Miss Hilton, Mr Sedgeley, Miss Palmer, Mrs Stearne, and the Leadership Team - Mr Jansen (Headteacher), Mr Mackett (Deputy Headteacher), Mrs Swinburn or Mr Teanby (Assistant Headteachers)

| Information Required                                                                                                                                                                                                                                                                                                                                                                                            | Enter Information Here |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Full name of child                                                                                                                                                                                                                                                                                                                                                                                              |                        |
| Date of birth                                                                                                                                                                                                                                                                                                                                                                                                   |                        |
| Class/tutor group/form group                                                                                                                                                                                                                                                                                                                                                                                    |                        |
| Your name and position in the school                                                                                                                                                                                                                                                                                                                                                                            |                        |
| <p>Nature of concern/disclosure</p> <p><i>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.</i></p> <p><i>Ensure that if there is an injury this is recorded (size and shape) and a body map is completed.</i></p> <p><i>Make it clear if you have a raised a concern about a similar issue previously.</i></p> |                        |
| Time & date of incident:                                                                                                                                                                                                                                                                                                                                                                                        |                        |
| Name and position of the person you passing this information to?                                                                                                                                                                                                                                                                                                                                                |                        |
| Your Signature                                                                                                                                                                                                                                                                                                                                                                                                  |                        |
| Time and date form completed                                                                                                                                                                                                                                                                                                                                                                                    |                        |

| Information Required                          | Enter Information Here                                                                                       |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Time form received by DSL                     |                                                                                                              |
| Action Taken by DSL                           |                                                                                                              |
| Referral made to Attendance Lead              | <div> <div>Yes</div> <div>No</div> <div>(please circle)</div> </div> Date and time:                          |
| Referral made to police                       | <div> <div>Yes</div> <div>No</div> <div>(please circle)</div> </div> Date and time:                          |
| Referral made to Just One Norfolk             | <div> <div>Yes</div> <div>No</div> <div>(please circle)</div> </div> Date and time:                          |
| Referral made to CADS                         | <div> <div>Yes</div> <div>No</div> <div>(please circle)</div> </div> Date and time:                          |
| Referral made to PSA (Parent Support Advisor) | <div> <div>Yes</div> <div>No</div> <div>(please circle)</div> </div> Date and time:                          |
| Referral made to Family Support               | <div> <div>Yes</div> <div>No</div> <div>(please circle)</div> </div> Date and time:                          |
| Referral Made to Other Agency                 | <div> <div>Yes</div> <div>No</div> <div>(please circle)</div> </div> Date and time:<br>Name of organisation: |
| Parents Informed                              | <div> <div>Yes</div> <div>No</div> <div>(please circle)</div> </div> Date and time:                          |
| Feedback given to pastoral team               | <div> <div>Yes</div> <div>No</div> <div>(please circle)</div> </div> Date and time:                          |
| Feedback given to teacher                     | <div> <div>Yes</div> <div>No</div> <div>(please circle)</div> </div> Date and time:                          |
| Feedback given to child                       | <div> <div>Yes</div> <div>No</div> <div>(please circle)</div> </div> Date and time:                          |

| Information Required                             | Enter Information Here                                                                              |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Feedback given to person who recorded disclosure | <div> <div>Yes</div> <div>No</div> <div>(please circle)</div> </div> Date and time:                 |
| Further Action Agreed                            | <div> <div>Yes</div> <div>No</div> <div>(please circle)</div> </div> Date and time:<br><br>Details: |
| Full Name of DSL                                 |                                                                                                     |
| Signature of DSL                                 |                                                                                                     |
| Date of Signature                                |                                                                                                     |

Body Map



**Appendix 2 - Safeguarding leaflet for visitors, governors and newly appointed staff.**



# **Marshland**

## **HIGH SCHOOL**

### **Safeguarding Children**

#### **2025-2026**

#### **Information for visitors**

Marshland High School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and contractors to share this commitment. We hope this leaflet will provide some useful advice when working with our young people.

# Child Protection Advice

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## What are my responsibilities as an adult working with children?

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All adults who come into contact with young people in their everyday work, whether paid or voluntary, have a statutory duty to safeguard and promote the wellbeing of children.

All our procedures are in the line with Keeping Children Safe in Education (KCSIE).

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## DBS (Disclosure and Barring Service) checks

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Marshland High School recruitment and selection procedures specify that adults working with children have an enhanced DBS disclosure. This is to help ensure that all unsuitable people are prevented from working with children. You will be informed by the Head, or his representative, whether you require a DBS disclosure, and if you should not, therefore, be left unsupervised with young people.

We offer advice on the documentation that is necessary for background checks.

It is essential that you inform the Head immediately if you become subject to any criminal investigation, caution, or conviction. This is to protect you, as well as the young people in our care.

Our Child Protection Policy and other relevant policies are available on our website [www.marshlandhigh.co.uk/policies](http://www.marshlandhigh.co.uk/policies)

---

## What should I do if I am worried about a child?

---

If, while you are working with young people you become concerned about:

- Comments made by the young person
- Any unexplained marks or bruising
- Changes in a young person's behaviour or demeanour
- Comments made by young people about others

Please report these concerns immediately to the one of the designated leads on site.

All members of the safeguarding team can be distinguished by the yellow lanyard they wear.

### Marshland High School Safeguarding Procedure 2024—2025

As an adult in contact with children and young people, **YOU** have a duty to act when you have a concern about a child's welfare.

#### Alerts

You may:

- see physical signs
- hear worrying accounts
- pick up emotional distress
- notice a change in a child's behaviour or presentation

#### Harm can be caused to a child by:

- A parent/carer
- Family member/friend
- Another child
- Stranger

#### When to be concerned?

As soon as you become aware of information that leads you to be concerned about a child's physical, emotional or sexual wellbeing.

The information you have may not be enough on its own for a child protection referral.

However, it will help your **Designated Safeguarding Lead (DSL)** to make a decision about the risk of harm to the child.

Regardless of the source of the harm you **MUST** report your concern to:

**Mr Crawley**  
Deputy Headteacher / DSL



### Marshland Safeguarding Team



Mr Teanby Mrs Swinburn Mr Jansen Mr Mackett



Ms Bazeley-Smith Miss Chandler Mrs Hobbs



Ms Palmer Mrs Stearne Mr Sedgeley

If your concern is about a staff member/volunteer you should report this to **Mr Jansen, Headteacher**

If your concern is about the Head Teacher, inform the Chair of Trustees (West Norfolk Academies Trust) via the Clerk to the Trustees  
clerk@wnat.co.uk



---

### What should I do if a young person discloses that they are being harmed?

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Young people rarely lie about such matters, so it is important to take this seriously.

- Listen to what is being said without passing comment or displaying shock and disbelief; in short, accept what is being said.
- Allow the young person to talk freely and tell them that you believe them.
- Reassure the young person that you will be supportive but do not make promises that you may not be able to keep.
- Do not promise confidentiality. Instead, explain to the young person that you will have to share this information with someone else in order to help them further.
- It is important not to interrogate the young person or ask leading questions; just encourage them to talk.
- Reassure the student that it is not their fault.
- Stress that it was the right thing to share this information.
- Do not be drawn into criticising the alleged perpetrator; remain sympathetic but impartial.
- Immediately report this information to the designated persons. It is then crucial that you record the details of the disclosure on CPOMS.
- If you are not able to access CPOMS, please complete a paper '**Recording Form for Safeguarding & Radicalisation Concerns**' from reception.
- Wherever possible, use the exact words or phrases used by the young person.
- Do not ask leading questions.

---

### What should I do if the alleged abuser is a member of staff?

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You should report such an allegation to the Head Teacher as soon as possible.

Or in the case of the Head, to the Chair of Trustees (West Norfolk Academies Trust) via the Clerk to the Trustees [clerk@wnat.co.uk](mailto:clerk@wnat.co.uk), or to Norfolk County Council's Local Authority Designated Officer (LADO) for Safeguarding Children.

Our Whistleblowing Policy is available on our website.

---

### How do I ensure that my behaviour is appropriate?

---

All good relationships are based upon mutual trust and respect. Young people are often spontaneously affectionate and tactile (e.g. by shaking hands) and it is important not to alienate them through lack of response or appearing to reject this. You should, however, be very careful about physical contact with young people.

If you are working with a student one-to-one, where appropriate, ensure that a door is left open and that you are visible to other adults.

Do not photograph students, unless it is with official consent, and do not exchange personal emails or texts.

Do not contact students on internet social media sites. It is essential that all staff follow the KCSIE guidance.

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## Summary

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Everyone who visits or works at Marshland has a responsibility to make sure that young people are safe and happy. This leaflet has been given to you to show what is expected.

If you are unclear about any part of it, it is essential that you speak with somebody in authority who will help you achieve clarity. Please keep this leaflet in a safe place so that you can refer to it again in the future.

Remember, if you are worried about the safety or wellbeing of any young person in our school, you have a duty of care to report any concerns to the designated person

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## Fire Alarm / Lockdown

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If the fire alarm rings, staff and students should leave the room/ area that they are in and make their way to the playground. Students should line up in their year groups, in their form group. Registers will be taken by the form tutor to ensure that all students are accounted for.

Visitors, contractors, supply staff should report to the hard-court area where a register will be taken. The Head or a member of the senior leadership team will signal when staff and students are able to leave the field and return back to their classrooms/ office.

If there is a school lockdown, please follow all instructions from staff.

## **Appendix 3 - Staff and Volunteer Safeguarding and Child Protection Training**

### **ALL STAFF**

*As part of induction:*

- Full Safeguarding Training taken from Norfolk County Council training.
- Provided with all up-to-date relevant Safeguarding materials.
- Attendance is compulsory and materials will need to be signed for.

*On-going training:*

- Annual refresher training to all staff. This will include new initiatives as necessary. For example: Filtering and monitoring, CADS, update, Radicalisation Concerns, CCE, FGM and any new procedures.
- New materials issued throughout the year as and when necessary.

### **PASTORAL/DESIGNATED STAFF**

- Training completed in line with statutory national requirements for all staff involved in child protection – full DSL 2-day training / multi-agency training

The school office has a record of all training undertaken and all requirements.

## **Appendix 4 – Flow of Concerns**

### **Identification of Concern**

- Training for all Staff
- CPOMS and Template for recognising concerns
- Staff leaflets/Posters/Information

### **Referral Made**

- Made via CPOMS or in writing to James Crawley as Lead DSL or the Pastoral Managers.
- Previous Referrals Consulted
- Evaluation of the Referral
- Establish if the young person is in imminent danger

### **Action**

- Discussion of case with CP trained individuals
- Monitoring
- CADS Consultation/Referral
- Police informed
- Informing staff (where relevant)
- Informing parents (where relevant)
- Liaising with multi-agencies

## Appendix 5 - Signs and Symptoms of Abuse and 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:

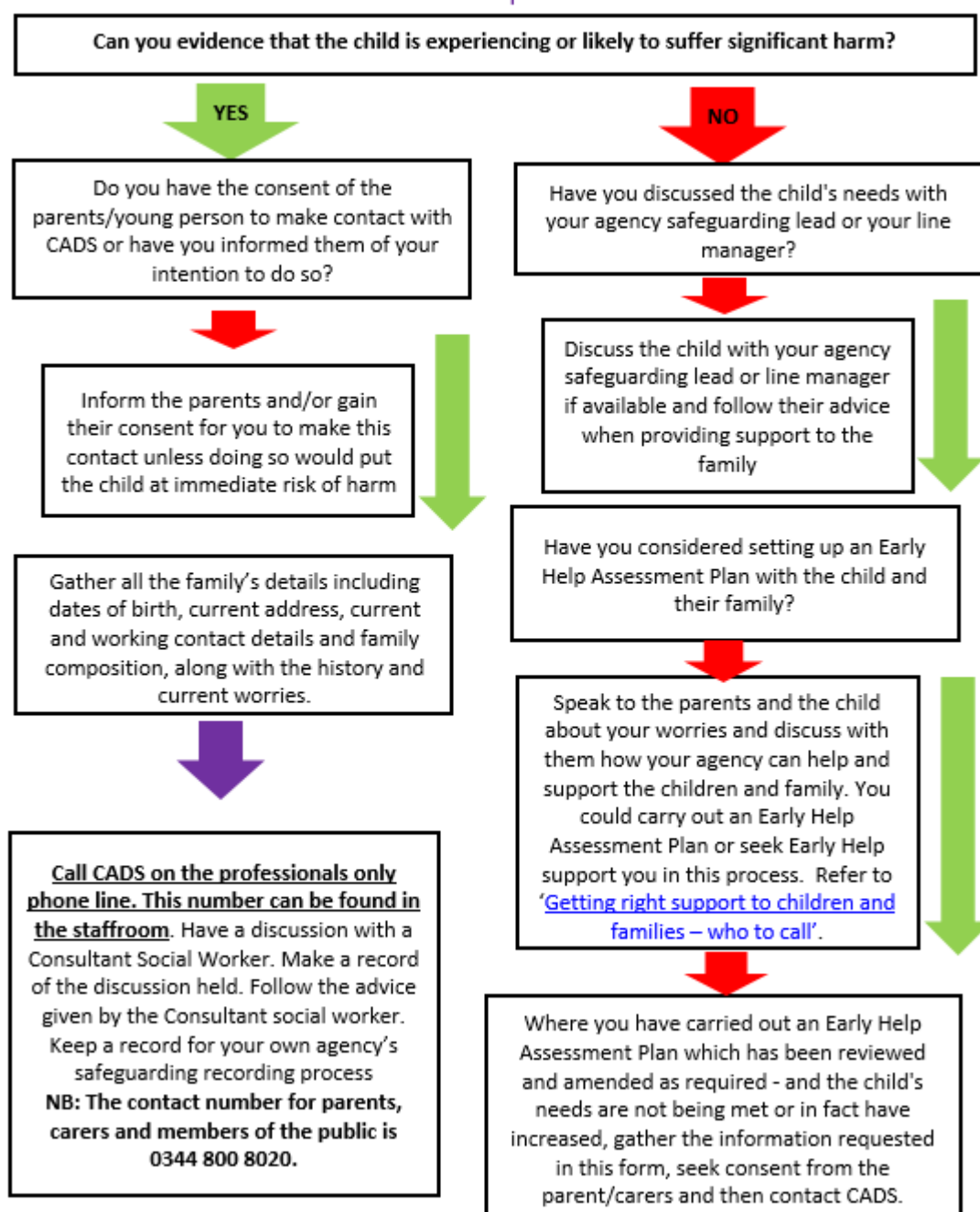
- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong 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 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 the school's DSL**

## Appendix 6 - Local Safeguarding Referral Procedures Update June 2025

### CADS professional guide

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



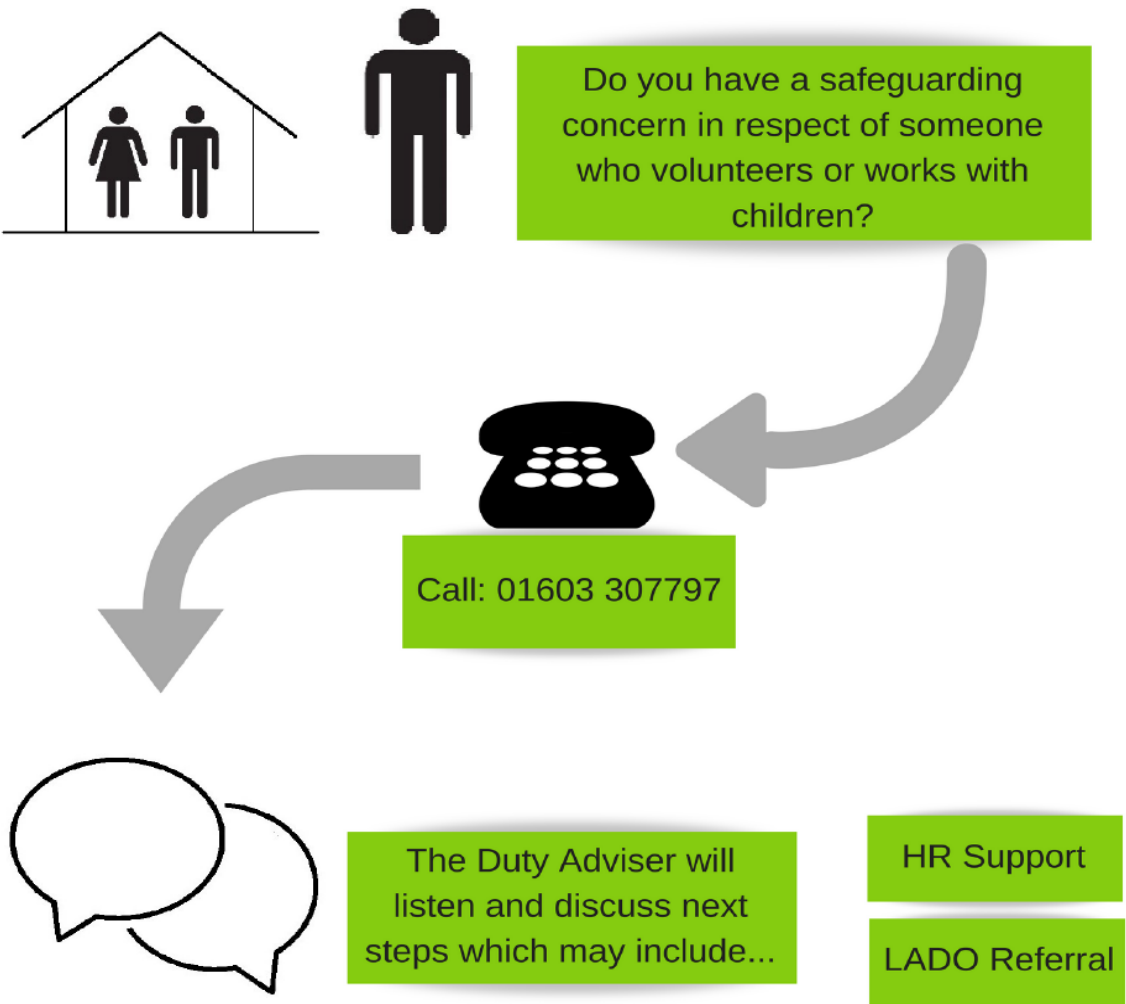
**Appendix 7: Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting.**



**Guidance for Schools, Colleges &  
Alternative Education Providers**

Education Quality Assurance & Intervention Service

Duty Desk



## WHAT HAPPENS IF YOU TELL US, YOU HAVE BEEN HURT BY SOMEONE THAT WORKS WITH CHILDREN?



This is a leaflet which will help you to understand what happens when you make an allegation of harm against an adult carer, member of staff or a volunteer who works with you.

Firstly, and most importantly, if you are being harmed by **any** adult who cares for you in **any** capacity then you must report this. You can report this to a trusted adult at school or the police. You can also report the harm to Childline 08001111 or visit [www.childline.org.uk](http://www.childline.org.uk)

### What is harm?

'Harm' is also referred to as 'mistreatment' or 'abuse' and can be defined as Sexual, Physical, Neglect or Emotional.

If the adult who causes you harm is a person in a position of trust who could work as a professional or who could be a volunteer (e.g. Teacher, Foster carer, Youth Worker, Police Officer) then the person you report the harm to, must make a referral to Norfolk LADO service.

We recognise that reporting harm can be scary and overwhelming, and we want you to know that the LADO team take all allegations of harm to children seriously.

### What is a LADO?

LADO stands for Local Authority Designated Officer and the LADO deems an adult who holds responsibility and works or volunteers in a professional capacity with children as someone in a 'position of trust'. There are four LADOs in Norfolk.

### What does a LADO do?

It is the role of the LADO to manage referrals that are made when an adult in a position of trust reportedly harms a child or places a child at risk of harm either in their employment setting or outside of their workplace. The LADO will speak to different agencies (e.g. Police, Childrens Services, the adult's employer) to decide upon next steps. Your views will be very important in this process and will be obtained by a professional who will then share them with LADO.

The LADO will manage an allegations process where they oversee an investigation into the harm caused to ensure that the right outcome is reached for the adult and also for you. You won't be informed of the details of the outcome of the LADO process as this will be confidential to the adult, however we want to thank you for raising your concerns as this helped to ensure that everyone involved can make sure that children are safe from harm.

### What happens next?

As a result of the allegation made and the LADO process, the adult may be suspended or dismissed or may continue in their role but be subject to restrictions and or further training offered. They might also continue in their role with no restrictions. Whilst you won't be informed of the outcome, you will be informed when the process has concluded.

If you need further advice or support for the harm you have suffered, please speak to your teacher/carers/parent/social worker (if you have one), or consider visiting [www.kooth.com](http://www.kooth.com) where you can access online counselling support. You could also consider accessing support via [giveusashout.org](http://giveusashout.org)



Norfolk LADO Service 20221123 V2

## Appendix 8 – Marshland Safeguarding Poster

### Marshland High School Safeguarding Procedure 2025—2026

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- Another child
- Stranger

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The information you have may not be enough on its own for a child protection referral.

However, it will help your **Designated Safeguarding Lead (DSL)** to make a decision about the risk of harm to the child.

Regardless of the source of the harm you **MUST** report your concern to:

**Mr Crawley**  
**Deputy Headteacher / DSL**



### Marshland Safeguarding Team



Mr Teanby



Mrs Swinburn



Mr Jansen



Mr Mackett



Ms Bazeley-Smith



Miss Hilton



Miss Chandler



Mrs Hobbs



Ms Palmer



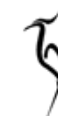
Mrs Stearne



Mr Sedgeley

If your concern is about a staff member/volunteer you should report this to **Mr Jansen, Headteacher**

If your concern is about the Head Teacher, inform the Chair of Trustees (West Norfolk Academies Trust) via the Clerk to the Trustees  
clerk@wnat.co.uk



## Appendix 9 - PSHCE Curriculum

|                                                                                                | Year 7                                               |                                                                                                                            | Year 8                                                  |                                                                                              | Year 9                                                        |                                                                                                          | Year 10                                                     |                                                                                                                                                                                                                                                                                                                                    | Year 11                                             |
|------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <b>Term 1 – Healthy Minds</b> with some links to the relationships strand of PSHE curriculum.  | Lesson 1 – How can I make the most of opportunities? | <b>Term 1 – Risks and Realities</b> has a PSHE focus on both health and relationships (this unit is still being finalised) | Lesson 1 – What is risk?                                | <b>Term 1 Safety</b> has a PSHE focus on health and safety                                   | Lesson 1 – The Drugs trade and the impact                     | <b>Term 1 – Power</b> unit has a Citizenship focus and covers different aspects of Life in Britain       | Lesson 1 – How is power organised in Britain?               | <b>Term 1 and 2 – Preparing for life after Marshland</b> – This year is a mix of PSHE, Citizenship and Religious Studies. The aim of the year is to prepare students for life after Marshland, looking at the risks they might face once they leave, and then looking at global issues and the wider world they will be a part of. | Lesson 1 – Cit - Understanding borrowing and debt   |
|                                                                                                | Lesson 2 – How to build good relationships           |                                                                                                                            | Lesson 2 – Stereotypes and Discrimination               |                                                                                              | Lesson 2 – Drugs and Impact                                   |                                                                                                          | Lesson 2 – How do the people have power?                    |                                                                                                                                                                                                                                                                                                                                    | Lesson 2 – Cit - Where does my pay go?              |
|                                                                                                | Lesson 3 – Bullying                                  |                                                                                                                            | Lesson 3 – Addictions                                   |                                                                                              | Lesson 3 – Alcohol and Tobacco                                |                                                                                                          | Lesson 3 – Other systems of government                      |                                                                                                                                                                                                                                                                                                                                    | Lesson 3 – PSHE - Gambling – the Law and addictions |
|                                                                                                | Lesson 4 – How do we treat others with respect?      |                                                                                                                            | Lesson 4 - Gangs                                        |                                                                                              | Lesson 4 – Financial Safety                                   |                                                                                                          | Lesson 4 – Powers within Britain and with the wider world.  |                                                                                                                                                                                                                                                                                                                                    | Lesson 4 - PSHE - Adult Health                      |
|                                                                                                | Lesson 5 – How do I make good choices with my money? |                                                                                                                            | Lesson 5 – Media and Relationships                      |                                                                                              | Lesson 5 – Body Image                                         |                                                                                                          | Lesson 5 – Human Rights and International Law               |                                                                                                                                                                                                                                                                                                                                    | Lesson 5 – PSHE - At the Party                      |
|                                                                                                | Lesson 6 – What impact does the media have on me?    |                                                                                                                            | Lesson 6 - Consent                                      |                                                                                              | Lesson 6 – FGM                                                |                                                                                                          | Lesson 6 –Power to the People                               |                                                                                                                                                                                                                                                                                                                                    | Lesson 6 – PSHE - Harassment                        |
|                                                                                                | Lesson 7 – Online Behaviours                         |                                                                                                                            | Lesson 7 – Keeping safe in relationships                |                                                                                              | Lesson 7 – Respecting Identities                              |                                                                                                          | Lesson 7 – The Power of the Law                             |                                                                                                                                                                                                                                                                                                                                    | Lesson 7 – PSHE - Racism                            |
|                                                                                                |                                                      |                                                                                                                            | Lesson 8 – Mental Health                                |                                                                                              |                                                               |                                                                                                          |                                                             |                                                                                                                                                                                                                                                                                                                                    | Lesson 8 – RS Racism                                |
| <b>Term 2 – Health and Wellbeing</b> which links to the health strand of PSHE curriculum       | Lesson 1 – Healthy lives                             | <b>Term 2 – British Democracy</b> has a mostly Citizenship focus and looks at democracy in Britain.                        | Lesson 1 – What is Democracy, and how does ours work?   | <b>Term 2 – Sex and Relationships</b> has a PSHE focus on health and relationships           | Lesson 1 – Sex, Relationships and the Law                     | <b>Term 2 – Health and Safety</b> has a PSHE focus and aims to refresh different aspects of KS3 learning | Lesson 1 – What happens if you break the law?               |                                                                                                                                                                                                                                                                                                                                    | Lesson 9 – RS – Global Poverty                      |
|                                                                                                | Lesson 2 - Smoking                                   |                                                                                                                            | Lesson 2 – How do elections work?                       |                                                                                              | Lesson 2 – Sex, Relationships and being ready                 |                                                                                                          | Lesson 2 – Knife Crime                                      |                                                                                                                                                                                                                                                                                                                                    | Lesson 10 – RS – Treatment of Women                 |
|                                                                                                | Lesson 3 – Family Wellbeing                          |                                                                                                                            | Lesson 3 and 4 – Mock Election                          |                                                                                              | Lesson 3 – Sex, Relationships and Parenthood                  |                                                                                                          | Lesson 3 – Sex and Relationships                            |                                                                                                                                                                                                                                                                                                                                    | Lesson 11 – RS - Medical Ethics                     |
|                                                                                                | Lesson 4 – Puberty                                   |                                                                                                                            | Lesson 5 – Role of the monarchy                         |                                                                                              | Lesson 4 – Sex, Relationships and STIs                        |                                                                                                          | Lesson 4 – Health and wellbeing                             |                                                                                                                                                                                                                                                                                                                                    | Lesson 12 – RS – Peace and War                      |
|                                                                                                | Lesson 5 – Healthy bodies and minds                  |                                                                                                                            | Lesson 6 – Political Participation                      |                                                                                              | Lesson 5, Sex, Relationships and Contraception                |                                                                                                          | Lesson 5 – Impact of drugs                                  |                                                                                                                                                                                                                                                                                                                                    | Lesson 13 – PSHE/Cit – Getting ready for summer     |
|                                                                                                | Lesson 6 – Road Safety                               |                                                                                                                            | Lesson 7 – What was Brexit?                             |                                                                                              | Lesson 6 – Sex, Relationships and the Media                   |                                                                                                          | Lesson 6 – Extreme Behaviours                               |                                                                                                                                                                                                                                                                                                                                    | Lesson 14 – Preparing for exams                     |
|                                                                                                |                                                      |                                                                                                                            |                                                         |                                                                                              |                                                               |                                                                                                          |                                                             |                                                                                                                                                                                                                                                                                                                                    |                                                     |
|                                                                                                |                                                      |                                                                                                                            |                                                         |                                                                                              |                                                               |                                                                                                          |                                                             |                                                                                                                                                                                                                                                                                                                                    |                                                     |
| <b>Term 3 - Community</b> unit with some links to the living in the wider world strand of PSHE | Lesson 1 – Community Cohesion                        | <b>Term 3 – Global Issues and Making a Change</b> continues the citizenship focus with                                     | Lesson 1 – Global Issues – Human Rights                 | <b>Term 1 Life in Modern Britain</b> has a mostly Citizenship focus with some British Values | Lesson 1 – Britain as a multicultural country                 | <b>Term 3 – Birth, Life and Death</b> has a Religious Studies focus and looks at different aspects       | Lesson 1 –Fertility, Pregnancy and Birth                    |                                                                                                                                                                                                                                                                                                                                    |                                                     |
|                                                                                                | Lesson 2 – Community Health                          |                                                                                                                            | Lesson 2 - Global Issues - Dictatorships                |                                                                                              | Lesson 2 – Identity and Diversity in Modern Britain           |                                                                                                          | Lesson 2 – Relationships – marriage and divorce             |                                                                                                                                                                                                                                                                                                                                    |                                                     |
|                                                                                                | Lesson 3 – Rights and rules in the community         |                                                                                                                            | Lesson 3 – Global Issues - Extremism and Radicalisation |                                                                                              | Lesson 3 – The Rule of Law in Modern Britain                  |                                                                                                          | Lesson 3 – Families                                         |                                                                                                                                                                                                                                                                                                                                    |                                                     |
|                                                                                                | Lesson 4 - Environment                               |                                                                                                                            | Lesson 4 – Global Issues - Terrorism                    |                                                                                              | Lesson 4 – Britain as part of key International Organisations |                                                                                                          | Lesson 4 – Personal Conflict – Prejudice and Discrimination |                                                                                                                                                                                                                                                                                                                                    |                                                     |
|                                                                                                | Lesson 5 – 7 Improving your                          |                                                                                                                            | Lesson 5 - What are Pressure                            |                                                                                              | Lesson 5 – The Free Press as                                  |                                                                                                          | Lesson 5 -Global Conflict –                                 |                                                                                                                                                                                                                                                                                                                                    |                                                     |
|                                                                                                |                                                      |                                                                                                                            |                                                         |                                                                                              |                                                               |                                                                                                          |                                                             |                                                                                                                                                                                                                                                                                                                                    |                                                     |

|  |           |  |                                  |  |                                                      |  |                                              |  |
|--|-----------|--|----------------------------------|--|------------------------------------------------------|--|----------------------------------------------|--|
|  | community |  | Groups                           |  | part of a Democracy                                  |  | Protests, Riots and Terrorism                |  |
|  |           |  | Lesson 6 – What do charities do? |  | Lesson 6 – How can the media be used to help people? |  | Lesson 6 –Death – what happens when you die? |  |
|  |           |  |                                  |  | Lesson 7 – How do you use the media safely?          |  |                                              |  |

Please note that the Skills for Life Curriculum is reactive to growing issues and therefore it is possible that the above curriculum will be changed to meet emerging needs or for other relevant reasons. Any changes made will still fit within the Department's plan of following the statutory guidance from DfE on Relationships and Sex Education, Health Education and Citizenship.

The school considers that there are no full lessons which only focus on the 'sex' element of the statutory guidance which pupils can be removed from as they also contain elements of relationships, health or internet/online safety.

However, there are elements of the below lessons which focus on sex. Further details are contained in the school policy should parents/carers wish to discuss removal from parts of these lessons:

Year 9 – sex, relationships and being ready

Year 10 – sex and relationships

## Appendix 10: Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting.

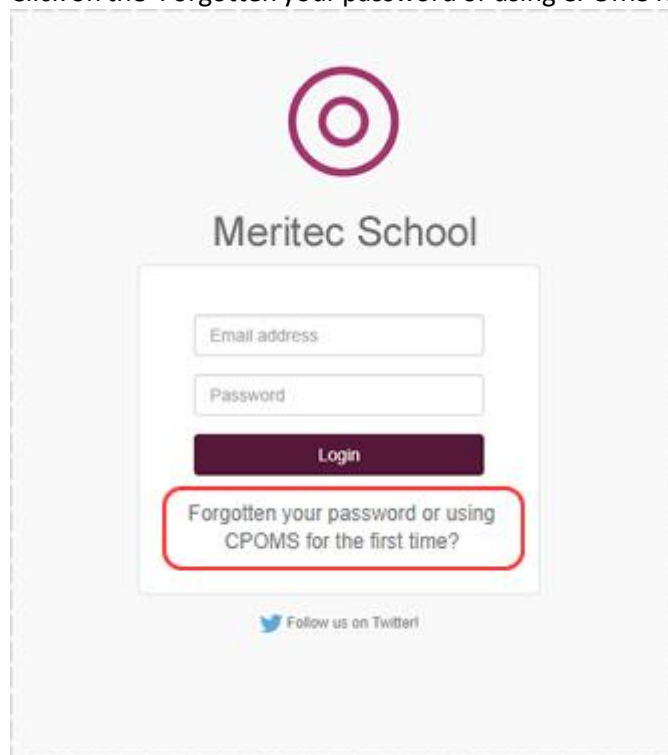
Using CPOMS for the first time

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).

The image shows a login page for Meritec School. At the top is a purple circular logo with concentric circles. Below it is the text 'Meritec School'. There are two input fields: 'Email address' and 'Password'. Below these is a purple 'Login' button. Underneath the button is a red-bordered box containing the text 'Forgotten your password or using CPOMS for the first time?'. At the bottom, there is a small Twitter icon and the text 'Follow us on Twitter!'. The entire page is enclosed in a dashed border.

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

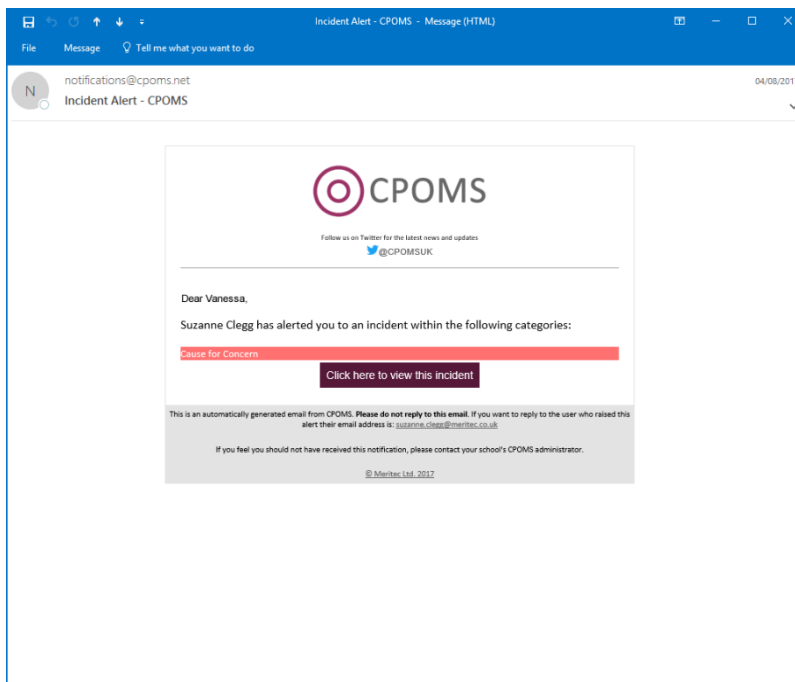
Once you are logged in to CPOMS without a key, you will be notified that: 'You are not signed in using a MeriLock key. Your access to CPOMS is restricted.'

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

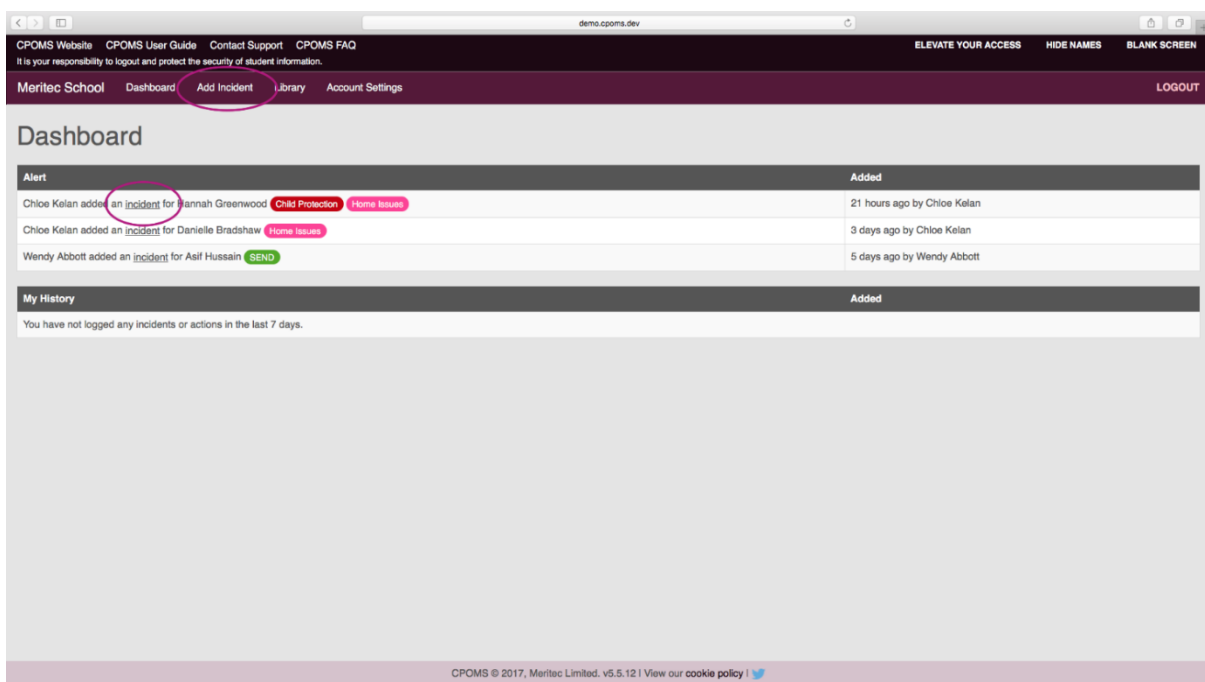
If you have been sent any alerts at all, you will also receive an email to your school email address (or the one which we have been given) to make you aware of the fact that you have been sent an alert by a member of staff in school.

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.

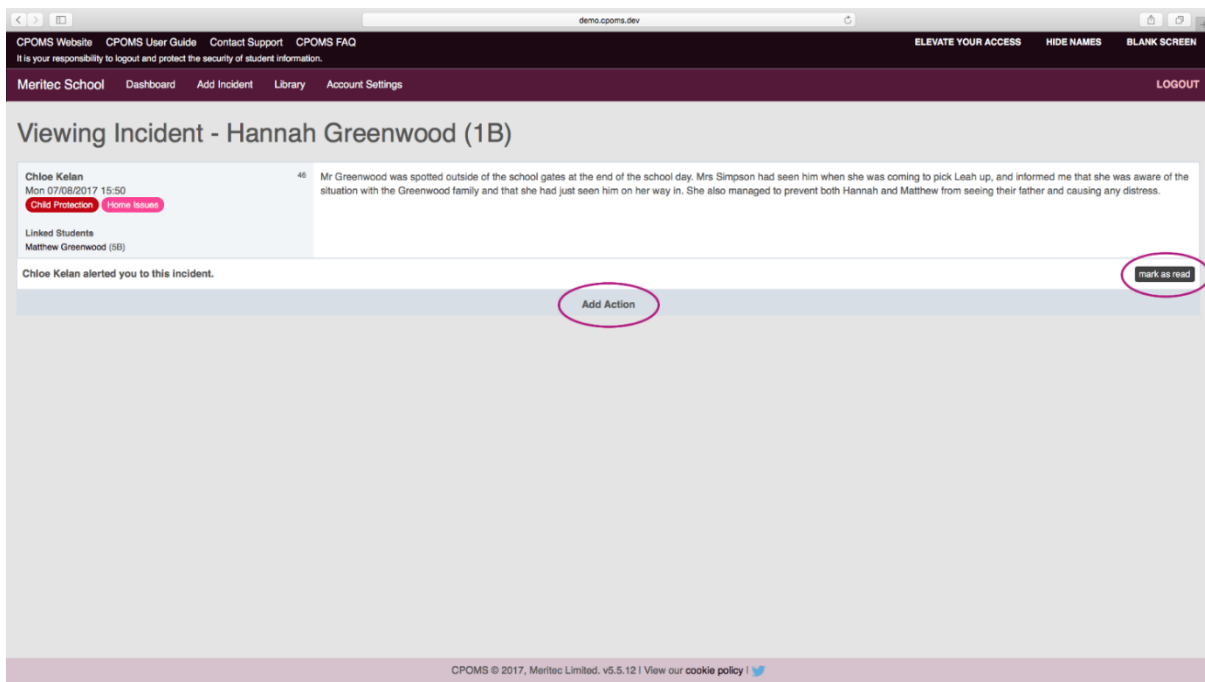
If you click on the word **Incident** you will be taken directly to view the incident.



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.

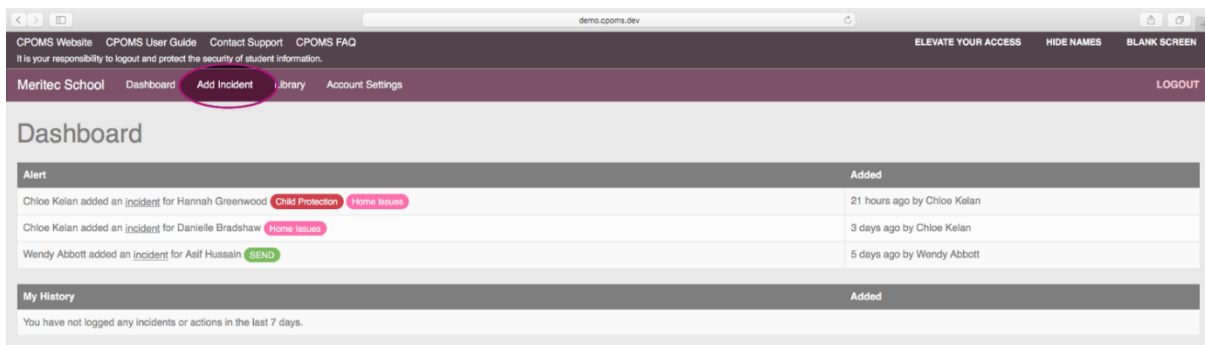
Once you have added your action you may mark the incident as read to acknowledge that you have seen the incident and understand the content.

**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'.**



## 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.

The screenshot shows the 'Add Incident' form in the CPOMS system. The form is titled 'Add Incident' and has a sidebar with navigation links: Meritec School, Dashboard, Add Incident (highlighted), Library, Account Settings, and LOGOUT. The main form area contains the following sections:

- Student:** A search box with the placeholder 'Begin typing a student's name' and a dropdown menu showing 'Please enter 2 or more characters'.
- Incident:** A large text area for entering incident details.
- Categories:** A row of checkboxes for Behaviour, Bullying, Child Protection, Home Issues, LAC, Medical Issues, Prevent, and SEND.
- Linked student(s):** A search box with the placeholder 'Begin typing a student's name' and a dropdown menu with the instruction 'Type a student's name to link them to this incident.'
- Body map:** Two human silhouettes labeled 'Front' and 'Back' for marking the location of the incident.
- Date/Time:** Two input fields for the date (Thu 10 August 2017) and time (1:47PM).
- Alert Staff Members:** A search box with the placeholder 'Begin typing a staff member's name' and a dropdown menu with options SLT and Teachers. Below it is a note: '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:** A section for uploading files, with a button that says 'Click to browse or drag a file to upload'.
- Agency Involved:** A section for selecting agencies, with a button that says 'Select Agencies'.

The 'Add Incident' button at the bottom of the form is circled in red.

- 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.