

# SAFEGUARDING POLICY



Norfolk House School

## **IMPORTANT INFORMATION**

**Designated Safeguarding Lead : Mrs S. Morris (Headmistress)**

**Nominated Lead : Prevent Strategy**

Telephone Number : 0121 454 7021

Deputy Designated Safeguarding Lead/Designated Safeguarding Lead for Early Years :

Mr Ian Morgans (Deputy Head - Pastoral)

Telephone Number : 0121 454 7021

Director with responsibility for Safeguarding : Mr Jonathan Challinor

## **BIRMINGHAM MULTI-AGENCY SAFEGUARDING HUB (MASH)**

Contact Numbers:

Duty and Assessment Team (Switchboard) : 0121 303 1888

Emergency Duty Team: 01902 552 999

Local Authority Designated Officer (LADO): 0121 675 1669

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## **INTRODUCTION**

The Directors of Norfolk House School are committed to safeguarding and promoting the welfare of all its pupils and this policy applies to all, including those in the Early Years. Safeguarding is defined as :

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with safe care
- Taking the action to enable all children to have the best life chances.

This policy follows guidelines in Working Together to Safeguard Children March 2015 (WTSC), Disqualification under the Childcare Act 2006 (February 2015), Keeping Children Safe in Education (KCSIE – September 2016) and *What to do if you're worried a child is being abused* (March 2015) as well as the Prevent Duty Guidance (March 2015) and is in accordance with agreed inter-agency procedure with Birmingham Multi-Agency Safeguarding Hub (MASH). It is published on the school website: [www.norfolkhouseschool.co.uk](http://www.norfolkhouseschool.co.uk). Paper copies may also be requested from the school.

## **WHO THIS GUIDANCE IS FOR**

This Policy is addressed to all members of staff, Directors and volunteers at the school and covers the main school as well as the Early Years Foundation Stage. Adherence to this Policy is mandatory for **all** staff, Directors and volunteers and its use is not subject to discretion. This Policy applies whenever staff, Directors or volunteers are working with pupils including when this is away from school, for example at another institution, school visits and trips, sporting and cultural activities.

## **PURPOSE OF THE POLICY**

This policy is intended to provide clear direction about expected codes of behaviour in dealing with child protection issues. It makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which acts in the best interests of the child. All staff must be alert to any issues for concern in the child's life at home or elsewhere. Norfolk House School implements this policy and these procedures to safeguard children. This policy and procedures are in line with the guidance and procedures of Birmingham Multi-Agency Safeguarding Hub. The policy and procedures include an explanation of the action to be taken in the event of an allegation being made against a member of staff.

### **Separate policies cover:**

- Acceptable Use of Technology Policy for Pupils and Staff
- Anti-Bullying Policy
- Health and Safety Policy
- Missing or Lost Child Policy
- Recruitment and Selection of Staff Policy
- Staff Code of Conduct
- Staff Disciplinary Policy
- Whistleblowing Policy

## **THE AIMS OF THE POLICY**

- To raise awareness of individual responsibilities in identifying and reporting possible cases of abuse anywhere in the school from EYFS to Year 6
- To provide a systematic means of monitoring, recording and reporting concerns
- To provide guidance on recognising and dealing with suspected child abuse
- To provide a framework for inter-agency communication and effective liaison
- To identify strategies and interventions available to support children at risk
- To fulfil and set out procedures for other safeguarding and welfare arrangements

Our school fully recognises the contribution it can make to protect children and support pupils in school. We believe that children have the right to be protected from harm.

The core elements to our policy are:

- Prevention (positive school atmosphere, teaching and pastoral care, pupil support)
- Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns)
- Child-centred support (pupils/school staff and pupils who may have been abused)

Everyone employed by Norfolk House School has a responsibility in relation to safeguarding and promoting the welfare of children throughout Transition to Year 6. In order to carry out this role effectively, staff should make sure that their approach is child-centred and always in the **best interests** of the child. In most cases this will be the referral of concerns to the Designated Safeguarding Lead. In day to day contact with children at risk, members of staff have an opportunity to note concerns and to meet with parents and other associated adults. All staff should be prepared to identify children who may benefit from early help, where support can be provided as soon as a problem emerges at any point in a child's life. In the first instance, early help requirements should be discussed with the DSL and may later need to collaborate with other agencies. Colleagues are reminded that members of staff could possibly be involved in legal proceedings if matters of this nature are ignored or not dealt with in the appropriate manner. However, members of staff who report such matters in good faith will not be subject to disciplinary action if allegations are subsequently discovered to be unfounded.

Norfolk House School has a designated safeguarding lead (DSL) who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. Each Safeguarding Lead is a member of the Senior Leadership Team.

The Designated Safeguarding Lead (DSL) is:

**Mrs S. Morris (Headmistress) – Refresher Training taken on 24/5/16 to expire 24/05/18**

Nominated Lead for the Prevent Strategy is :

**Mrs S. Morris (Headmistress) – WRAP3 Training taken on 24/9/15**

The Deputy Designated Safeguarding Lead (DDSL) and DSL for the Early Years is :

**Mr I. Morgans (Deputy Head - Pastoral) – DSL Training taken on 2/03/16 to expire on 2/03/18**

Director with lead responsibility for Safeguarding is :

**Mr Jonathan Challinor, Chair of Directors**

### **DESIGNATED SAFEGUARDING LEAD (DSL)**

This role includes the principal responsibility within the school for safeguarding including the review of policies which should be at least annually and with the Director for Safeguarding with minutes taken and providing updates to all full-time, part-time, voluntary and non-teaching staff as appropriate. It is, however, made clear that even though some responsibilities may be delegated to a deputy, the ultimate lead responsibility for safeguarding lies with them. A description of this role is attached to this document.

The Headmistress, Mrs S. Morris is the designated member of staff with responsibility for Safeguarding (DSL) throughout the school, the Deputy DSL, Mr I. Morgans, Deputy Head (Pastoral) has particular responsibility for the Early Years Setting. The Designated Safeguarding Lead will :

- Be responsible for ensuring that all cases of suspected or actual child protection concerns are dealt with in accordance with the guidance and regulations
- Refer cases of suspected abuse or allegations to the Birmingham Multi-Agency Safeguarding Hub Duty and Assessment Team in accordance with their procedures
- Ensure that she is aware of the latest national and local guidance and requirements and will keep the Directors, staff and volunteers informed as appropriate
- Receive appropriate training in child protection matters (including the Prevent Strategy - July 2015) and inter-agency working, to include both national/local bodies, at least every two years
- Ensure that the Directors, staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to part-time staff, supply staff, peripatetic

staff, newly appointed staff, newly qualified staff, before/after school care staff, holiday club, volunteers, office staff, catering staff, cleaning staff and caretakers

- Act as a focal point of any reporting procedure for concerns of abuse involving children and/or other members of staff as well as acting as a point of contact for other agencies
- Update their skills and knowledge regularly and pass new information on to staff
- Act as a source of advice and support within the School and coordinate action regarding referrals in relation to both children and allegations against staff

### **BIRMINGHAM MULTI-AGENCY SAFEGUARDING HUB (MASH)**

Contact Numbers:

Local Authority Children's Social Care Centre : 0121 675 1669

Duty and Assessment Team: 0121 303 1888 (switchboard will forward to each department)

Emergency Duty Team: 01902 552999

### **Useful Organisations**

Ofsted : 0300 123 1231

Childline: 0800 1111

NSPCC Helpline: 0808 800 5000

### **TRAINING OF THE DESIGNATED LEAD, STAFF AND VOLUNTEERS**

Norfolk House School will ensure that the **DSL** and other nominated personnel for Child Protection will attend training relevant to the role. This will cover inter-agency working, participation in child protection case conferences, supporting children in need, record-keeping and promoting a culture of listening to children. Support will be available for staff from the DSL in the first instance where there are concerns or queries about child protection. The school's arrangements for the training are as follows:

**The Designated Safeguarding Lead (and Deputy DSL)** - will receive refresher training at least every two years and attends termly local and district area Safeguarding Conferences organised through Birmingham Local Authority. The DSL also receives regular updated training in Child Sexual Exploitation, Prevent Strategy and Safer Recruitment as well as other areas in line with the latest guidance.

### **Training for all Staff, including new joiners -**

All staff are trained in child protection on a regular basis with formal training every two years (most recently September 2016) in line with advice from the Birmingham Multi-Agency Safeguarding Hub (MASH). In addition, staff training is given on safeguarding and child protection updates as required, but at least annually, via such means as emails, assessments and in person training. All staff receive information about the early help process and receive the relevant section of the *Working Together to Safeguard Children* (March 2015) document with it to explain their role. All staff are made aware how to make a referral to children's social services for statutory assessments under the Children's Act 1989 and know the role they may need to play in such assessments. Further to KCSIE (September 2016), mechanisms have been put in place to assist staff to **understand** and discharge their role as set out in Part 1 of the new guidance, with staff briefings and a questionnaire quiz for all staff to complete subsequent to training by the DSL.

All staff, including temporary staff, contractors and volunteers, are provided with an induction pack (Welcome Pack) via hard copies to be signed once read and induction tutors are assigned for new members of staff (members of the Senior Leadership Team) who are detailed to discuss the key points of the policy as part of the induction programme. The induction programme is followed through point by point and completed by the mentor, then copied for the staff files. The DSL works with the Director for Safeguarding in taking a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers. At this point, The Welcome Pack which is handed to each member of staff, including supply staff and volunteers, includes : Safeguarding Policy, Acceptable Use of Technology (by staff), Anti-Bullying Policy, Health and Safety Suite of Policies, Staff Code of Conduct, Whistleblowing Policy as well as Part One of the Keeping Children Safe in Education (September 2016) document as well as a guidance sheet, which are both discussed in staff meetings, to assist staff to discharge and understand their roles and responsibilities. This is

either sent out prior to a new staff member taking up role, where possible, or prioritized immediately upon arrival for supply staff. In addition :

- Staff have received training from the DSL on the Prevent Strategy in September and October 2015 with further Birmingham Local Authority training offered in December 2015 for the whole staff. The staff have also received training from the DSL on Right Service, Right Time Training in October 2015 and September 2016, with the Deputy Head (Pastoral) attending a course on it in October 2015 separately.
- All visitors receive Safeguarding and Welcome Leaflets detailing safeguarding practices within school and specifying the name of the DSL.
- Posters also appear around the school with photographs of the DSL and Deputy DSL so that new staff and supply staff can identify the relevant people to contact.
- The role of the DSL is outlined in full at the end of the Safeguarding Policy, but also explained by the DSL at each start of term meeting in staff briefings.

To ensure that staff know procedures in an emergency and posters are placed at strategic points around the school, detailing the MASH contact information and leaflets distributed about its procedures.

Staff should take care to ensure that they are only left alone with an individual child when absolutely necessary, and appropriate measures are taken and arrangements for the supervision of PE changing taken into account as well as for peripatetic music provision. Extra in-house supervision is offered for all after-school clubs involving Early Years children.

### **SCHOOL COMMITMENT**

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention. In this way, the school has positioned posters in toilet cubicles offering a list of who to talk to if a child is worried about anything, ranging from their class teacher, to any adult in school, Childline either by telephone or internet as well as the opportunity to speak to an independent person, known to the school. Our school will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to. Teachers are there to listen as well as other adults in the school and the Deputy Head (Pastoral) and Headmistress oversee and assist in pastoral care for such cases. Posters around the school advise the children who they can speak to if they are worried or sad and this includes access to Childline, by phone or online, and an independent listener who is known to the school. Counselling contacts can be given to parents who request further guidance and when the situation demands.
- Ensure that pupils feel that there are adults in the school who they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities for PSHCE and ICT, which equip pupils with the skills they need to stay safe from abuse.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies
- Ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- Ensure that child protection files are transferred securely between schools and obtain a receipt if it is the transferring school.

### **Checking Pupil Absence and Attendance :**

Absence of all pupils is checked on a daily basis by the receptionist who makes telephone contact with the parents to enquire about unauthorised absence on the first day of absence. This is then noted on a pupil absence form and handed to the Office Manager. Any patterns of concern are brought to the attention of the Headmistress, who is also DSL and action taken, as appropriate, which may include a home visit. Where absence continues into a second consecutive day, the receptionist will contact the parents again. The Office Manager assesses any trends in absence half-termly and reports findings to the Headmistress. Concerns over attendance or late arrival may be discussed with the parents at Parents' Evening meetings or at other times to work together to ensure valuable school time is preserved and days absent are noted on the twice yearly school pupil reports for parents. The School will adhere to its legal duty to work jointly with the local authority when

making reasonable enquiries where a pupil is absent for 10 days following on from a period of approved leave or is absent for 20 consecutive school days without approved leave.

### **Pupil Admission and Leavers**

The school will notify Birmingham City Council Admissions Team within five days when a new pupil joins the school and their name added to the admissions register and all relevant information will be provided to meet safeguarding requirements. Confirmation of notification will then be filed in the pupil file. Pupils who join the school at the start of Transition are not included in this requirement.

For pupils leaving the school, the Headmistress' Personal Assistant is responsible for notifying School Admissions at Birmingham City Council of pupils leaving the school, including the Year 6 cohort, using the Pupil Movement Form and to place copies on their individual records. The school will seek every means possible to ascertain details of future schools for pupils leaving the school. For information on procedures for leavers or pupils missing from education or home, refer to Specific Safeguarding Issues below.

Norfolk House School has regard to the Government's statutory guidance *'Working Together to Safeguard Children' March 2015*, *'Keeping children safe in education' September 2016* and the *Prevent Strategy Guidance (July 2015)*. If Norfolk House School has concerns about children's safety or welfare, they will notify agencies with statutory responsibilities without delay. The school will report historical abuse allegations to the police.

## **PART ONE : SAFEGUARDING INFORMATION FOR ALL STAFF**

### **THE ROLE OF THE SCHOOL**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School members of staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. All members of staff at Norfolk House School form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children March 2015*. Norfolk House School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

**The Headmistress, Mrs S Morris, is the Designated Safeguarding (DSL)** and Nominated Lead for the Prevent Strategy who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as the Birmingham Multi-Agency Safeguarding Hub following a disclosure and when necessary.

### **THE ROLE OF ALL SCHOOL STAFF, SUPPLY STAFF AND VOLUNTEERS**

The *Teacher Standards 2012* state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. At Norfolk House School the role is extended to all members of staff. All members of staff, also including full and part-time staff, supply staff, contractors and volunteers, are advised that safeguarding and promoting the welfare of children is **everyone's** responsibility and that no single professional can have a full picture of a child's needs and circumstances. Hence, every member of staff who comes into contact with the pupils and their families has a role to play in identifying concerns, sharing information and taking prompt action. All members of staff have a responsibility to provide a safe environment in which children can learn and to take appropriate action, working with other services as needed.

In addition to working with the designated safeguarding lead, all members of staff should be aware that they may be asked to support social workers to take decisions about individual children. Norfolk House School encourages an environment where all staff and volunteers feel able to raise concerns and feel supported in their safeguarding role. Staff who work in close one-to-one teaching situations, in performing arts and sport should take particular care and follow the advice given in the Staff Code of Conduct.

The school recognises the expertise built by staff in undertaking safeguarding training and staff are given opportunities to contribute to shaping policy on safeguarding in the school at termly meetings and invited to share their ideas at Senior Leadership Team meetings and in staff briefings.

## **WHAT STAFF NEED TO KNOW**

All members of staff at Norfolk House School should be aware of systems within the school which support safeguarding. These are explained to new staff as part of the staff induction programme. All members of staff receive appropriate child protection training which is regularly updated every two years, in line with BSCB guidance, with the last whole school training delivered in September 2016. Staff are encouraged to draw upon the key principles of safeguarding as drawn up by the Birmingham Safeguarding Children Board, based upon the Right Service, Right Time model :

- Always see the child first
- Never do nothing
- Do with, not to, others
- Do the simple things better
- Have conversations, build relationships
- Outcomes not outputs.

## **EARLY HELP PROCEDURE**

Staff are informed that Early Help measures should always be followed in school to ensure that a child's needs are identified and acted upon as quickly as possible. They are encouraged to listen to the concerns of the pupils and seek advice as to whether further action is required. Early Help allows for a pupil to receive help at any age, not solely in the Early Years classes, at the right level of support and at the earliest opportunity possible. Staff should remain alert to any pupil who may benefit from early intervention and report concerns to the DSL who will advise further and may seek advice from the Early Help Team within Birmingham Local Authority. Teachers will work with the DSL and agencies in preparation of an assessment, if needed. Members of staff are informed that they should not keep any information, however seemingly minor in importance, to themselves as such information could contribute to a whole picture of a child which could lead to their enhanced safety and protection.

## **WHAT STAFF SHOULD LOOK OUT FOR**

All members of staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. These are included in this section of the policy as a guide. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL. Members of staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and ensure that their approach is always child-centred. When concerned about the welfare of a child, members of staff should always act in the **best interests** of the child. They should be aware of the importance of record-keeping and speak to the DSL if they are unsure how to record an incident.

There are various expert sources of advice on the signs of abuse and neglect. Birmingham Multi-Agency Safeguarding Hub (MASH) are able to advise on useful material, including training options. One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described later in this section.

## **WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD AND IF A CHILD MIGHT NEED ADDITIONAL SUPPORT FROM ONE OR MORE AGENCIES**

If a member of staff has concerns about a child (as opposed to a child being in immediate danger) they should raise these with the DSL. This also includes situations of abuse which may involve staff members. The safeguarding lead will make a referral to MASH for their advice, but **it is important to note that any staff member can refer their concerns to children's social care, specialist or early help services directly**. If anyone other than the DSL makes a referral, it is important to inform the DSL as soon as possible.

The local authority will make a decision within one day of the referral and contact the referrer, but in the absence of a response, the school should contact the local authority. If, further to that decision, a child's situation does not appear to be improving, the DSL/referrer should press for re-consideration.



The importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging in action are the key to children receive the right help at the right time to address risks and prevent issues escalating.

All staff should be aware of the process of what to do if a child informs them that they are being neglected or abused. It is important that they maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL or Children's Social Care. Staff should never promise that they will not tell anyone about an allegation - as this may ultimately not be in the best interests of the child.

**Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment using Birmingham MASH processes.** These assessments will identify what help the child and family require, preventing needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor. It is important for children to receive the right help at the right time to address risks and prevent issues escalating.

Such situations may involve early help, inter-agency assessment and intervention using local processes, including use of the Common Assessment Framework (CAF) and Team Around the Child (TAF) approaches.

#### **WHAT STAFF SHOULD DO IF A CHILD HAS SUFFERED OR IS LIKELY TO SUFFER OR IS IN IMMEDIATE DANGER/AT RISK OF HARM**

If a child is in danger or at risk of harm, a referral should be made to children's social care/MASH and/or the police immediately and advice sought on each occasion. Whereas decisions to seek support for a child would normally be taken in consultations with parents and pupils, consent is not required for a referral where there are reasonable grounds to believe that a child is at risk of significant harm. If anyone other than the DSL makes a referral, it is important to inform the DSL as soon as possible.

For pupils considered as being at risk of radicalisation, the school will consider the individual level of risk to identify the most appropriate point of referral, which may include Channel or Children's Social Care.

#### **TYPES OF ABUSE AND NEGLECT**

**Further reference can be made to *What to Do if You Are Worried a Child is being Abused - Advice for Practitioners* or the NSPCC website.**

Physical, emotional and sexual abuse or neglect of children does occur, and we need to be watchful for signs of such abuse from EYFS to Year 6. Signs/indicators of abuse and neglect are helpful if they are used with some caution. They are not necessarily evidence of abuse or neglect. However, if you are concerned about a child or young person, they can help you think about why you have that concern. Please note that these lists are possible indicators of abuse and are not exhaustive. Any signs of abuse have to be considered in context.

#### **DEFINITIONS OF CATEGORIES OF ABUSE AND SIGNS OF POSSIBLE ABUSE**

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events, that can be covered by one definition or label. In most cases, multiple issues will most likely overlap with one another.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or an institutional community by those known to them, or more rarely, by others such as via the internet. They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. Signs that may suggest physical abuse include

- Multiple bruising to different parts of the body
- Bruising of different colours indicating repeated injuries
- Fingertip bruising to the chest, back, arms or legs
- Burns of any shape or size
- An injury for which there is no adequate explanation

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. This may result in children running away or going missing. Signs which may suggest emotional harm include :

- Children whose parents are over-critical and emotionally distant, or who are unable to meet their child's emotional needs
- Children whose behaviour is excessive. For example, excessive bedwetting, overeating, rocking, head banging
- Children who self-harm. For example, they may cut or scratch themselves or overdose
- Children who attempt suicide
- Children who persistently run away from home
- Children who show high levels of anxiety, unhappiness or withdrawal
- Children who usually seek out or avoid affection

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Signs of possible sexual abuse include :

- Something a child has told you
- Something a child has told someone else
- A child who shows worrying sexualised behaviour in play or with other children
- A child who seems to have inappropriate sexual knowledge for their age
- A child visiting/being looked after by a known or suspected sexual offender

Behavioural signs of possible sexual abuse:

- A fear of certain places, people or activities, especially being alone with certain people
- Reluctance to undress
- Excessive crying

- Avoids touch
- Drastic change in school performance
- Self-mutilation
  - Mental health
  - Missing Children and Adults Strategy
  - Private fostering
  - **Preventing Radicalisation – see below**
  - Relationship abuse
  - Sexting
  - Trafficking

### **Children who run away or go missing from Education**

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational need they may have. A child going missing from education is a potential indicator of abuse, particularly on repeat occasions. In this sense, absences are monitored carefully by the Office Manager who oversees the registers, with contact made for unauthorised pupil absence by her and the Headmistress informed of any concerns. The school will inform the local authority of any pupil who :

- is going to be removed from the admission register where the pupil has been taken out of school by their parents and written notification has been received that they are being educated outside the school system e.g home education;
- has ceased to attend school and no longer live within a reasonable distance;
- has been certified by a medical officer as unlikely to be in a fit state to attend school;
- are in custody for a period of more than four months due to a final court order;
- has been permanently excluded.

In any of the above cases, the local authority will be informed when the school is to remove a pupil from its register and in any event, no later than this time.

**Child sexual exploitation(CSE)** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation :

Physical signs of possible sexual abuse:

- Difficulty walking or sitting
- Itching or pain in the genital areas

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers) or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Signs which may suggest neglect:

- Squalid, unhygienic or dangerous home conditions
- Parents who fail to attend to their children's health or development needs
- Children who appear persistently undersized or underweight
- Children who continually appear tired or lacking in energy
- Children who suffer frequent injuries due to lack of supervision

- Failing to provide suitable or adequate clothing and provisions for food

### **SPECIFIC SAFEGUARDING ISSUES**

Staff should be aware that behaviours linked to the likes of drug-taking, alcohol abuse, truanting and sexting put children in danger. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Staff can access broad government guidance on the issues listed below via the GOV.UK website or in Annex A of the Keeping Children Safe in Education (September 2016) document :

- Bullying including cyber-bullying
- Children missing education
- Children missing home or care
- **Child sexual exploitation (CSE) – see below**
- **‘Honour based’ violence - see below**
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- **Female genital mutilation (FGM) – see below**
- **Forced marriage - see below**
- Gangs and Youth Violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate

-pupils who appear with unexplained gifts or new possessions;  
 -pupils who associate with other young people involved in exploitation;  
 -pupils who have older boyfriends or girlfriends;  
 -pupils who suffer from sexually-transmitted infections or become pregnant;  
 -pupils who suffer from changes in emotional well-being;  
 -pupils who misuse drugs and alcohol;  
 -pupils who go missing for periods of time or who regularly come home late;  
 -pupils who are regularly missing school or education or who do not take part in education.

Staff should activate local safeguarding procedures with any concerns.

#### **‘Honour based’ Violence**

So-called ‘honour based’ violence encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including FGM (see below). All forms of so called HBV are abuse (regardless of the motivation) and should be handled as such. If in any doubt, staff should speak to the DSL. Professionals in the relevant agencies will be alerted to the possibility of a child being at risk fo HBV or who have already suffered and the school’s local safeguarding procedures will be activated.

#### **Female Genital Mutilation (FGM):**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the FGM Act 2003 places a statutory duty upon teachers along with regulated health and social care professionals 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. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by ‘to discover that an act of FGM appears to have been carried out’ is used by all professionals to whom this mandatory reporting duty applies.

Staff **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to they should also still consider and discuss any such case with DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases when the woman is over 18. In these cases, staff should follow standard local safeguarding procedures.

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply. The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if a member of staff knows that a colleague has already made a report; there is no requirement to make a second.

**Time frame for making a report :** reports under the Duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day. In order to allow for exceptional cases, a maximum timeframe of one month from when the discovery is made applies for making reports. A longer timeframe than the next working day may be appropriate in exceptional cases where, for example, a member of staff has concerns that a report to the police is likely to result in an immediate safeguarding risk to the child (or another child, e.g. a sibling) and considers that consultation with colleagues or other agencies is necessary prior to the report being made. If there is any doubt, staff should speak to the DSL as soon as practicable and keep a record of any decisions made. It is important to remember that the safety of the girl is the priority.

**Where there is a risk to life or likelihood of serious immediate harm, a member of staff should report the case immediately to police, including dialling 999 if appropriate.**

**Making a report and keeping records :** a report should be made by calling 101, where the system will determine location and make a connection to the police force covering that area. The call handler will log the call and refer it to the relevant team within the force, who will call back to ask for additional information and discuss the case in more detail. Comprehensive records should be kept of all discussions and subsequent decisions.

**Contacting the family :** MASH should always be consulted in the first instance for advice on contacting the girl and/or her parents or guardians to explain the report, why it is being made, and what it means. They will then consider the risk of serious harm to the child and advise the DSL accordingly.

**After a report has been made :** staff should remain aware of the wider safeguarding responsibilities, which may include responding to the physical and psychological needs of the girl.

**Failure to comply :** the School will consider any failure to comply with the Duty by a member of staff in accordance with the School's staff disciplinary procedures and consider whether to refer the matter to the National College of Teaching and Leadership (NCTL) in England.

### **Forced Marriage**

Forcing a person into 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 and where violence, threat or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, staff should be aware that some communities use religion and culture as a way to coerce a person into marriage.

### **Radicalisation**

Radicalisation can be explained as the process by which a person comes to support terrorism and forms of extremism. It can happen in many different ways, but specific background factors may contribute to

vulnerability. The internet and use of social media have become major factors. Under Section 26 of the Counter-Terrorism and Security Act 2015, Norfolk House School has due regard to the need to prevent people from being drawn into terrorism and follows guidance under the Revised Prevent Duty guidance (July 2015). This does not simply include violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. In order to meet its duty to the Prevent Strategy and to communicate and promote awareness, the School will :

**Build resilience to radicalisation :**

The School actively promotes fundamental British values as part of broader requirements relating to the quality of education as well as the spiritual, moral, social and cultural development of pupils. This is further backed up by displays around school, reinforcing the values, and themed weeks links, for example in ‘My City – Birmingham’ in Autumn 2015. It is aware of its duty to forbid political indoctrination, but the need to secure a balanced presentation of political issues with opportunities for discussion. In this way, it offers a forum for open discussion ensuring the School is a safe place to discuss sensitive issues.

**Train Staff to raise awareness :**

For Early Years children, staff are advised to be alert to any safeguarding and child protection issues in the child’s life at home or elsewhere and be aware of possible harmful behaviour by other adults in the child’s life. This takes place through PSED as well as ensuring children learn right from wrong, mix and share with other children and value other’s views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

The DSL, Mrs Sarah Morris, attended Prevent Awareness WRAP3 Training in September 2015 and the whole staff body were trained on 4th December 2015 by BSCB (Birmingham Safeguarding Children’s Board), explaining the Prevent Strategy and how to identify children at risk of being drawn into terrorism, being alert to changes in their behaviour and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. The DSL also attends regular safeguarding update cluster conferences run by BSCB and will attend the WRAP Train the Trainer course in the Summer Term 2016 to be able to provide in-house updates. A further update was given in September 2016 to staff with termly reminders in staff inset sessions on a termly basis. Training has highlighted what radicalisation and extremism mean and why people may be vulnerable to being drawn into terrorism and also ways to identify children at risk. The DSL, the Director responsible for Safeguarding and the teaching staff completed an online Channel Awareness course in September 2015 and received various DfE handouts to offer contextual guidance. Staff with concerns about a pupil should speak urgently to the DSL and follow the standard safeguarding reporting procedure detailed in this policy.

**Channel programme** - In addition, staff will be made aware of the Channel programme which focuses upon providing early support to children who are identified as being vulnerable to being drawn into terrorism. All new staff undergo the Channel online training and are aware about the referral process to Channel if they are concerned that an individual might be vulnerable to radicalisation and that they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

**Work in partnership with other agencies and share information :**

The DSL will work closely with other agencies such as MASH, Laura Pickering at the Early Help Team at Birmingham Safeguarding Children’s Board and Jon Needham, the Schools Safeguarding Officer with responsibility for the Prevent Strategy, ensuring that information is appropriately shared. Staff should follow normal reporting procedures, as detailed in this policy, when there are concerns about children who may be at risk of being drawn into terrorism. They should be mindful to ‘Notice, Check and Share’ any observations with a colleague and/or the DSL who will then follow up on their behalf. Staff should make a written note or use the pupil disclosure form, as appropriate, but should always share even the smallest concern to a colleague or the DSL. Contact details in respect of reporting concerns are listed in the Important Contact Details List at the end of this document.

The school will engage with parents and families as necessary as they are considered to be in a key position to spot signs of radicalisation and it will point them to suitable support mechanisms. The school will also discuss

with a pupil's parents any concerns in relation to possible radicalisation in line with the MASH procedures unless they have specific reason to believe that to do so would put the child at risk of harm.

### **Implement policies for the safe use of technology and Online Safety :**

The School is aware of the possible dangers associated with the use of technology and its links to child sexual exploitation, radicalisation and sexual predation and how technology can often provide the platform that facilitates harm. It therefore has a whole school approach to online safety which puts in place measures to identify, intervene and escalate any incident as and where appropriate. The school ensures that it is doing all that it reasonably can to limit pupils' exposure to risk from inappropriate access to the three risk areas :

- content : being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users and
- conduct : personal online behaviour that increases the likelihood of ,or causes, harm.

The School has separate policies for the Acceptable Use of Technology by Pupils and by Staff and ensures that pupils are never left unsupervised when using a computer/tablet. The School purchases additional security to the router, which acts as a web filter to bar inappropriate sites. Google Safe Search has been installed on all machines and pupils receive Online Safety training through the ICT curriculum as well as overlap with PSHCE. Pupils are advised to report any incidents to their teacher immediately. Recently, a warning screen has been added as an extra alert for pupil and staff in the event of inappropriate access. The School is aware of the importance of providing the necessary filters and monitoring systems, but also mindful tht measures do not 'over block' which would lead to unreasonable restrictions as to what the pupils can be taught with regards to online teaching and safeguarding. The first half of the Autumn Term addresses an emphasis upon this, with repetition throughout the remainder of the year in each year group from Year 1 upwards. Older pupils are taught to understand the risks posed to them by adults who use the internet and social media to bully, groom, abuse or radicalise other people. Pupils with access to iPads sign a safe use agreement on an annual basis, which is read to them and discussed in class. The DSL reviews and supports the planning for ICT to ensure that teaching is aligned with and considered part of the overarching safeguarding approach. Pupils are not allowed to bring mobile phones into school (refer to separate Mobile Phones and Cameras policy).

Staff receive regular E-Safety training and parents receive publications such as parents' guides from [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) wi the regular newsletters, as appropriate.

### **Sexting :**

Whilst mobile phones are not allowed in school, the programme of study for ICT and PSHCE includes treatment of the subject of 'sexting' and the dangers it brings. The term 'sexting' for most young people relates to the sharing and writing of explicit messages and imagery with people they know, but may also include people they do not know. Any disclosures of sexting will be reported immediately to the DSL who will follow guidance from [Sexting in schools and colleges : responding to incidents and safeguarding young people](#) and Birmingham Children's Safeguarding Board. Parents will be informed at an early stage in the process, unless there is good reason to believe that involving parents would put the child at risk of harm. Any cases of disclosure relating specifically to youth produced sexual imagery will be taken very seriously and will be referred to MASH in the first instance for advice or the police if there is concern that a pupil has been harmed or is at risk of harm.

### **Risk Assess Visiting Speakers to the School :**

The school takes care to provide a safe space for pupils to engage with a variety of issues and hear and debate different perspectives and staff follow the protocol set out below to ensure that all visiting speakers are **suitable and appropriately supervised**. This may be during the school day or as part of the extra-curricular programme. The school does not offer its premises to be used for external speaker events outside school hours. The following measures should take place before a visit is agreed :

- staff requesting visits from speakers should first of all seek authorisation from the Headmistress.
- the Deputy Head (Pastoral) will ensure assembly speakers are verified through SACRE (Spiritual Advisory Council for Religious Studies).
- a risk assessment is produced, using the template provided.

- the content of the presentation has been agreed and checked.
- the content is appropriate for the age of the audience.
- any gifts to be issued have been agreed with the Headmistress.
- the status and reputation of the speaker has been checked.

It will also be mindful when making a decision to host that :

- the decision complies with and does not discriminate against the protected characteristics under the equality duty.
- there is no risk to the school's reputation and ethos.
- there is no potential for speakers to stir up hatred.

The DSL has risk assessed the school's position in respect of its location and the potential of threat and will consider the level of risk to identify the most appropriate referral which could include Channel or Children's Social Care, for example. In accordance with Birmingham's 'No Platform' Policy (2015), Norfolk House School will ensure that it does not allow its facilities to be used by groups or individuals who seek to promote or express extreme ideological, religious or political views.

The school takes care to ensure the safety of all its pupils by verifying site risk assessments of venues to be visited for educational visits, pre-visit trips by staff where needed and by creating its own risk assessments of visiting staff for workshops and assemblies etc.. A template of the risk assessment appears on the Virtual Staffroom, prompting staff the questions to ask for in respect of checks for suitability. In the event of any concern, the school will contact the local Prevent coordinator.

### **HOW TO RESPOND TO A DISCLOSURE OF ABUSE**

Children are more likely to be abused by someone they know and trust than by a stranger. Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. They should respond with the appropriate level of confidentiality and not promise that the allegation will not be disclosed to the relevant person. The role of the staff or volunteer is to listen, accurately record and report, not to investigate. Staff and volunteers should take care to ensure that their behaviour and actions do not place pupils or themselves at risk of harm, that their approach is child-centred and always in the **best interests** of the child .

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to, bullying (including cyber-bullying), gender-based violence, sexual assaults and sexting. If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section, in line with Right Service, Right Time guidance. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Please also refer to the Anti-Bullying Policy. The Designated Safeguarding Lead will liaise with local agencies in relation to handling any such cases which arise and MASH will be contacted for further advice, which may lead to a referral (refer to contact numbers on first page). In the case of allegations of serious harm or abuse by a person living, working or looking after children being made in respect of children registered at Norfolk House Nursery, the School will, in addition to advising MASH, make a report to Ofsted within 14 days.

#### **1. IMMEDIATE RESPONSE**

If a disclosure is made, the member of staff or volunteer **should**:

- Allow the pace of the conversation to be dictated by the pupil
- Ask open questions which encourage talk e.g "can you tell me what happened?"
- Accept what the pupil says and do not ask for further detail
- Acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously



- Note carefully any clearly visible external signs of possible injury or neglect
- Reassure the pupil that they have done the right thing, that it is not their fault, and explain whom you will have to tell (the DSL) and why

The member of staff or volunteer **should not**:

- Burden the pupil by asking questions like “why didn’t you tell me before?”
- Interrogate or pressure the pupil to provide information
- **Ask any potentially leading questions** but use examples such as those that start with the words, how, what, when, where and why
- Undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/neglect
- Criticise the alleged perpetrator, this may be someone they love
- **Promise confidentiality**
- Make promises that they cannot keep such as “I’ll stay with you all the time”
- Put words in the child’s mouth (i.e. finish their sentences)
- Speculate about what happened/might have happened, or make accusations
- Show an overly emotional reaction, such as expressing disgust, shock or disbelief
- Attempt to investigate the allegations

## 2. SUPPORTING THE CHILD

If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers **must not make promises about confidentiality**. Staff must tell the pupil sensitively that they have a responsibility to tell the named DSL so that the child can be helped to stay safe and feel better. If the school has a “child in need” then if there is any concern about that child, children’s social care must be contacted immediately.

Norfolk House School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. It is important that they receive the right help at the right time to address risks and prevent issues escalating and that staff act upon the early signs of abuse and neglect, keeping clear records and listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. The School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the School and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the Schools will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

All allegations should be referred by the DSL to the Local Authority Children’s Social Care centre for advice before any investigation takes place. In borderline cases, these discussions can be held informally and without naming the individual. In case of serious harm and on the occasion that a crime has been committed, the police should be informed at the outset.

## 3. RECORDING INFORMATION

If a pupil or parent makes a disclosure, staff/volunteers should:

- Make brief notes **at the time or immediately afterwards**, which record the date, time, place and context of the disclosure or concern, and what has actually been said (wherever possible using the child’s exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation.
- Complete a Disclosure Form (posted in the staffroom or within the policy) which must be signed and dated and handed to the DSL as a matter of urgency
- Clearly distinguish between fact, observation, allegation and opinion
- Record any observed injuries on the Body Map (available in the staffroom or within the policy) and submit it to the DSL who will create a Chronology Sheet
- Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”)
- Appreciate that their records may be used in criminal proceedings or disciplinary investigations

#### **4. REPORTING TO THE DSL**

Any concerns about pupils must be discussed with Mrs Sarah Morris, the DSL (or in their absence the Deputy DSL, Mr Ian Morgans) as soon as possible and at latest by the end of the school day. Where the disclosure identifies reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DSL will report the disclosure to the local Duty and Assessment Team (Social Services), Department within 24 hours (0121 303 1888). In cases of serious harm, the police should be informed from the outset. Staff are informed that, whilst the DSL generally carries responsibility for making referrals, anyone can make a referral to external agencies.

#### **DEALING WITH PEER ON PEER ABUSE**

The School will minimise the risk of peer on peer abuse by close supervision of pupils at all times and adherence to its Behaviour Policy, with examples of good behaviours celebrated in school. Assemblies and workshops, as part of the Year 6 enrichment programme, deal with cyber-bullying and conflict resolution in the Summer Term. A comprehensive programme of study in ICT teaches pupils how to deal with and recognise inappropriate use of the internet and social media e.g cases of sexting. The Deputy Head (Pastoral) monitors any pupils where there are concerns and acts as a mentor, where needed. Pupils are encouraged to share their concerns with any of the staff they feel they can share the information with. Pastoral Care plans are also created as appropriate, to enable us to work closely with families.

If a pupil reports abuse from another pupil or pupils, which exceeds the remit of the Anti-bullying or Behaviour Policy, the above procedures should be followed. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. It is always treated seriously and should not be passed off or tolerated as an example of 'banter' or 'part of growing up'. Both the victim and the perpetrator will be offered support and the school will work with families involved. Staff should be aware that peer on peer abuse can take many forms such as various types of cyberbullying, sexting, pupils being assaulted or gender issues such as initiation type violence. Although pupils are not allowed to bring mobile phones into school, parents are provided with guidance such as updates from CEOP in regular newsletters as felt appropriate. They should speak to the DSL if they have any concerns.

**When there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, any such abuse will be referred to the Duty and Assessment Team Switchboard on Telephone Number : 0121 303 1888.**

#### **PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Staff should be aware that pupils with special educational needs and disabilities face additional safeguarding challenges and are especially vulnerable. These may include :

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- pupils with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

Staff should be highly vigilant in such cases and discuss any concerns with the DSL.

#### **REPORTING CONCERNS ABOUT SAFEGUARDING PRACTICE WITHIN SCHOOL**

Staff should raise concerns over any unsafe or poor practice or potential failures in the school's safeguarding regime. All such concerns will be taken seriously by the senior leadership team. If a member of staff feels unable to raise a concern or feels that their concern is not being taken seriously they should refer to the separate Whistleblowing Policy in the first instance or contact the NSPCC helpline on [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

#### **DEALING WITH ALLEGATIONS OF ABUSE AGAINST STAFF/HEADMISTRESS**

Where a safeguarding related allegation or cause for concern is made against any member of staff or volunteer, the matter should be reported immediately to the **DSL**. They should **not speak** to the member of staff who is the

subject of the allegation at this point. In the absence of the DSL, the allegation should be reported to the Chair of Directors. Where a safeguarding related allegation or cause for concern is made against the Headmistress, the person receiving the allegation should immediately inform the Chair of Directors and must **not** notify the Headmistress.

Immediate contact (less than one working day) should be made with the Local Authority Designated Officer (LADO)/Local Authority Children's Social Care centre to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. The school will not conduct any investigation without first speaking with the LADO. Discussions will be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The school will consider carefully whether the circumstances of the case require suspension or whether alternative arrangements should be put into place. The school will give due weight to the views of the LADO/Local Authority Children's Social Care centre when making a decision about suspension. A Staff Code of Conduct is also available to outline procedure.

**LADO/LOCAL AUTHORITY CHILDREN'S SOCIAL CARE CENTRE  
(CONTACT: 0121 675 1669)**

If an allegation is made against a teacher the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays must be eradicated. The school will not undertake their own investigations of allegations without prior consultation with the LADO/Local Authority Children's Social Care Centre. As described above, a decision as to how to proceed and eventually whether or not to suspend a member of staff or volunteer will be taken by the Headmistress following consultation with the LADO/Local Authority Children's Social Care centre. In borderline cases discussions with the LADO/Local Authority Children's Social Care centre will be held informally and without naming the school or individual. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case. The decision as to whether or not to suspend the Headmistress is taken by the Chair of Directors (having consulted the relevant authorities).

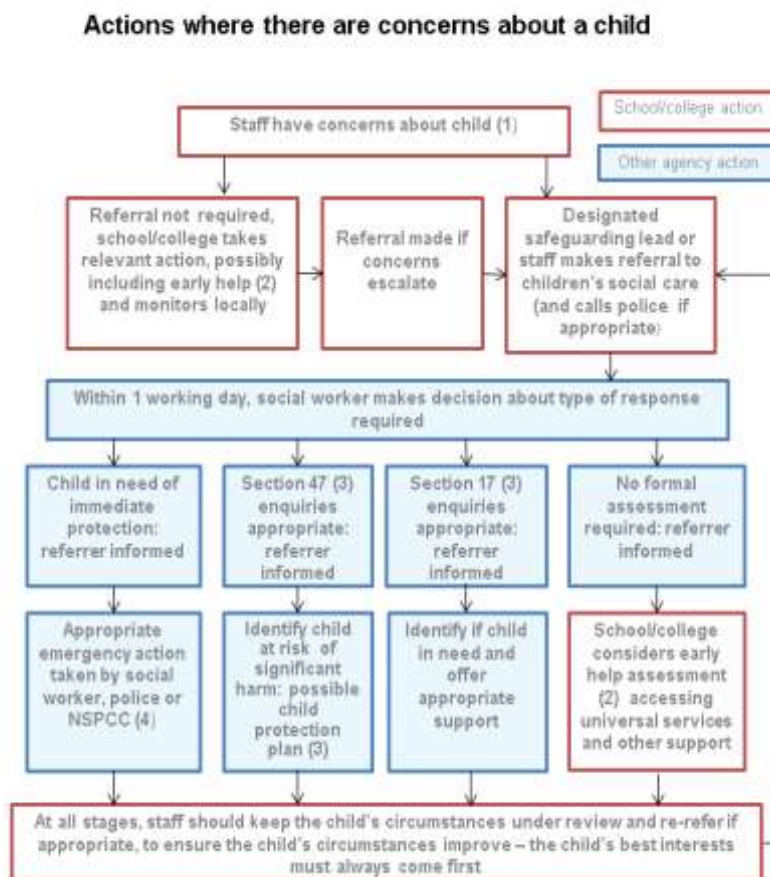
In considering the available options, including re-deployment of the member of staff or volunteer, the LADO/Local Authority Children's Social Care centre and the Headmistress will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation which will be led by the LADO/Local Authority Children's Social Care centre. Where it becomes necessary to cease to use the services of any person (including staff members, agency staff, peripatetic teacher, volunteer or any other person) because it is considered that the person may be unsuitable to work with children, a referral will be made to the DBS promptly and in any event within 28 days in accordance with the school's legal duty. The school will also consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or has resigned in lieu of dismissal or possible dismissal) and a Prohibition Order may be appropriate. Where required to do so, we will promptly report to the DBS and provide information requested by the DBS or NCTL in respect of a member of staff (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity in accordance with our legal duty.

Ceasing to use a person's services includes : dismissal, non-renewal of a fixed-term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors, no longer using volunteers, resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering. The school recognises that failure to report constitutes an offence and compromise agreements cannot be used to prevent a referral to the DBS. From 1st October 2012, there are restrictions on reporting or publishing of allegations against teachers, and so the school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DFE/NCTL published information about an investigation or decision in a disciplinary case. Communications with the school community about safeguarding related allegations shall only be made following consultation with the Local Authority Children's Social Care centre and any investigating authorities. The Independent Schools Association's (ISA) Legal Department will advise on the statutory restrictions on publication of details of allegations.

## REFERRING CONCERNS TO THE MASH DUTY AND ASSESSMENT TEAM

The decision to make a referral which could activate a child protection investigation and the issue of gaining parental consent are serious matters and require careful judgement. Advice will be sought in the first instance from MASH by the DSL and in some cases may involve further consultation with the LADO/Local Authority Children’s Social Care centre and the Legal Department at ISA. In cases of serious harm the police will be informed, but this will be instigated further to advice from the Safeguarding Hub. In accordance with this Policy, where the disclosure relates to actual abuse or the suspicion of abuse, the DSL will report the disclosure to the MASH Duty and Assessment Team (Social Services), within 24 hours. In the event of the school making a referral to the Duty and Assessment Team (Social Services) they should agree with the recipient of the referral what exactly the child and parents will be told, when and by whom. The DSL should ask to be kept informed of the timing of the strategy discussion between the Duty and Assessment Team (Social Services), and the police which will decide whether and how to investigate. The DSL should be prepared to contribute to the strategy discussion. The MASH Duty and Assessment Team (Social Services) are required to acknowledge written referrals within one working day, although schools should expect a prompter response in cases which appear to be urgent. If the School has not heard from the Duty and Assessment Team (Social Services) after two working days the School should contact the team again. A record of each contact, including the name of the officer with whom the School has spoken should be kept.

## THE KEY PROCEDURES FLOW CHART



## **PART TWO : THE MANAGEMENT OF SAFEGUARDING**

### **THE RESPONSIBILITY OF THE DIRECTORS**

The Directors will ensure that they comply with their duties under legislation and will ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. Whilst the Board of Directors assume responsibility for safeguarding as a whole, the Chair of Directors, Mr Jonathan Challinor, as a senior board level member, will take the lead for responsibility for safeguarding arrangements and the annual review of safeguarding. They will also have regard to national and local guidance to ensure that the policies, procedures and training in school are effective and comply with the law at all times and reflect local protocols for assessment. The DSL reports on Child Protection at regular meetings of The Board of Directors. The Chair of Directors has taken Prevent Online Training in September 2015.

### **INTER-AGENCY WORKING**

The Directors will ensure that the school contributes to inter-agency working such as social care, the police and health and other services in line with statutory guidance *Working Together to Safeguard Children 2015 and Keeping Children Safe in Education, September 2016*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The Directors will ensure that the school's safeguarding arrangements take into account the procedures and practice of the Birmingham Safeguarding Children Board (BSCB). The Chair of Directors is nominated to liaise with the Local Authority and/or partner agencies on issues of child protection in the event of allegations of abuse made against the Headmistress or member of the Board of Directors.

### **ARRANGEMENTS FOR REVIEWING SAFEGUARDING POLICIES/PROCEDURES**

There are arrangements in place to ensure that the school's child protection policies and procedures are reviewed annually or earlier if new guidance is received. A separate Safeguarding Audit is carried out between the Headmistress and Director responsible for Safeguarding. They will ensure that there are appropriate policies and procedures including for child protection and staff code of conduct, in place in order for appropriate action to be taken in a timely manner to promote and safeguard children's welfare. They will also ensure that:

- Both policies are provided to all staff, including temporary staff and volunteers, on induction including Part One of the Keeping Children Safe in Education (September 2016) document and guidance sheet and they will take a proportional risk-based approach as to the level of information that is provided to temporary staff and volunteers. Similarly, they will ensure that opportunities exist for staff to contribute to policy development.
- Information is shared between professionals and local agencies, as needed, but deemed especially important in the case of child sexual exploitation.
- Whilst the Data Protection Act 1998 places a duty to process information fairly and lawfully, this must not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.
- The safeguarding policy describes procedures and local protocols which are in accordance with government guidance and refer to Birmingham's agreed inter-agency procedures as put in place by MASH. This will allow for an understanding of the 'Right Service, Right Time' programme and contact details to be available. The local safeguarding board's Audit s175 will also be completed and shared with the Director with responsibility for safeguarding on an annual basis.
- The appropriate filters and monitoring systems exist for safe use of the internet.
- The safeguarding policy is updated annually as a minimum, and is available publicly either via the school website or by other means.

The Headmistress (who is also the DSL) will ensure that the policies and procedures adopted by the Board of Directors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

If there was a substantial allegation against a member of staff, the school would work with the LADO/Local Authority children's social care centre to determine whether any improvements could be made to the school's procedures or practice to help prevent similar events in the future.

### **THE APPOINTMENT OF THE DESIGNATED SAFEGUARDING LEAD**

The school is required to name at least one individual from the leadership team to take lead responsibility for child protection matters and this role is only delegated in her absence. The Board of Directors has appointed Mrs S. Morris, Headmistress, to the role of Designated Safeguarding Lead (DSL). This is explicit in the role-holder's job description which is attached to this policy. Mr Ian Morgans, will act as Deputy DSL and as DSL with responsibility for the Early Years. Regular formal refresher training is available for the DSL and Deputy DSL every two years and appropriate whole staff training every two years provided by First Response, last offered in September 2016 with further updates provided by email and staff meetings in the interim, as need demands, in order that they will have the skills and knowledge to manage their role. Further e-safety training is carried out every two years online. Interim updates are provided via Birmingham Local Safeguarding Board termly meetings and conferences, with information relayed at annual and termly staff briefings provided as a minimum. Either the DSL or Deputy DSL will always be available for staff concerns to be discussed, as well as outside hours for tuition classes.

**If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care immediately. Anybody can make a referral.**

### **THE SCHOOL'S RECRUITMENT PROCEDURES**

In line with the separate Recruitment and Selection Policy, the Directors will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The Directors ensure that at least one person on any appointment panel has undertaken safer recruitment training. The Headmistress, Sarah Morris, is trained through the NSPCC online Safer Recruitment course, valid until February 2018.

The Directors will ensure that there are procedures in place to handle allegations against members of staff and volunteers and those allegations will be referred to the Local Authority children's social care centre. It will also aim to ensure that staff are sufficiently trained in child protection at the point of recruitment and, in the absence of updated training, provide training upon appointment.

The Directors are committed to promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used. The school's Safer Recruitment Policy ensures that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The Directors understand that **this is a legal duty and failure to refer when the criteria are met is a criminal offence.**

As part of the Disqualification under the Childcare Act 2006, updated in February 2015, new staff who are considered to be in scope are required to confirm in a self-declaration form that they are not living in the same household as another person who is disqualified by association. If the form is clear, it will then be shredded, the date having been noted, and staff informed that this is the case. It will be the responsibility of each member of staff to advise the Headmistress if their circumstances change in this respect.

Where the school receives information that a member of staff falls within the grounds for disqualification, Ofsted will be informed on [www.disqualification@ofsted.gov.uk](mailto:www.disqualification@ofsted.gov.uk). The school is not able to continue to employ a disqualified member of staff, although it will be explained to them that a waiver can be applied for from Ofsted. If a waiver is not granted, consideration will be given to redeployment or ultimately dismissal (after following a fair process).

Ceasing to use a person's service includes: dismissal, non-renewal of a fixed term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of

a student teacher or other trainee, no longer using staff employed by contractors, no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, Contract Working, a course of initial teacher training, or volunteering. Reports made to the DBS will include as much evidence about the circumstances of the case as possible. 'Compromise agreements' cannot apply in this connection or where the individual refuses to co-operate with the investigation. The Board of Directors has a legal duty to respond to requests from the DBS for information held already but do not have to find it from other sources.

Norfolk House School understands that it is also under a duty to consider making a referral to the National College for Teaching of Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a Prohibition Order may be appropriate. The reason such an Order would be considered are: unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for the relevant offence'. Further guidance on this can be obtained from the NCTL website. Where a referral has been made to the DBS, it is not necessary for a referral to be made to the NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, then the Board of Directors will give separate consideration to end NCTL referral.

### **OPPORTUNITIES TO TEACH SAFEGUARDING**

The Directors will consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and citizenship education (PSHCE) and link to staying safe in use of electronic equipment and with access to the internet (ICT). They will ensure that the appropriate filters and monitoring procedures are in place, but that these are not 'overblocked' which would lead to unreasonable restrictions on what pupils can be taught about safe usage.

### **LOOKED AFTER CHILDREN**

In the event of Norfolk House School having a 'Looked After Child', the Directors will ensure that a designated teacher is appointed to promote the educational achievement of children who are looked after. The Directors will ensure, by making provision for training, that the designated teacher has appropriate skills, knowledge and understanding to keep safe children who are looked after by a local authority. The designated teacher will be given the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers. This information will also be made available to the DSL. The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Directors will ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The Directors will ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children, through ensuring there are systems in place for children to express their views and give feedback. The Directors will ensure that staff members do not promise confidentiality to the child and always act in the interests of the child. The school will be particularly alert to children's safeguarding when children stay with host families or in residential accommodation. Every effort will be made to safeguard and protect pupils.

### **PERIPATETIC MUSIC TEACHERS**

Specialist music lessons are provided in school by peripatetic music teachers. These peripatetic music teachers are considered as staff and therefore this policy applies, including arrangements for induction and training. Peripatetic music teachers also have access to the school's key policies and receive induction in the case of new staff.

### **MISSING OR LOST CHILDREN**

A child going missing from an education setting is a potential indicator of abuse and neglect. The School has a Missing or Lost Child Policy in place which puts appropriate safeguarding responses to children who go missing

from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

### **SAFE SCHOOL, SAFE STAFF**

All school staff must adhere to the guidance provided in the separate Staff Code of Conduct and Disciplinary Policies. The procedures set out in the school's Recruitment and Selection of Staff Policy and Whistleblowing Policy are also followed and should be referred to separately. The policy sets out the school's processes from beginning to end including details of the required checks. Parents can feel confident that careful procedures are in place to ensure that all staff and volunteers are suitable to work with children. The School does not at any time use corporal punishment in school.

## **MOBILE PHONES AND CAMERAS POLICY**

### **This policy relates to children in the EYFS and across the whole school**

#### **Introduction and Aim**

Mobile phone technology has advanced significantly over the last few years – and it continues to evolve. Wireless connections in particular have extended the capabilities of mobile phones, enabling access to a wide range of new content and services globally. The majority of phones now offer Internet and email access, alongside the most often standard functions of messaging, camera, video and sound recording. Mobile phones, alongside other forms of technology are changing the way and speed in which we communicate. They can provide security and reassurance; however there are also associated risks. Pupils need to understand these risks in order to help them develop appropriate strategies for keeping themselves safe. As with e-safety issues generally, risks to children and young people can be broadly categorised under the headings of content, contact and conduct and managed by reducing availability, restricting access and increasing resilience.

The aim of the policy is to promote safe and appropriate practice through establishing clear and robust acceptable use guidelines to protect children. This is achieved through balancing protection against potential misuse with the recognition that mobile phones are effective communication tools – which in turn can contribute to safeguarding practice and protection.

#### **Scope**

This policy applies to all individuals who have access to personal or work-related mobile phones and cameras on school premises. This includes all staff, volunteers, students on work experience, children, parents, carers, contractors and visitors. This list is not exhaustive. It is recognised that it is the enhanced functions of many mobile phones that cause the most concern, and which are most susceptible to misuse. Misuse includes the taking and distribution of indecent images, exploitation and bullying. **Pupils of the school are not allowed to bring mobile phones into school, except in exceptional circumstances when they are handed in to the school office for safekeeping and permission is given by the Headmistress (please refer to the Acceptable Use of Technology – Pupils Policy for more information).** Whilst sexting incidents are, therefore, less likely to take place within school, sexting is covered via the PSCHE programme in older years and any incidents reported outside of school, which may impact and concern the welfare of pupils, is followed up as appropriate with pupils and parents.

It is also recognised that mobile phones can cause an unnecessary distraction during the working day and can be intrusive when used in the company of others. It is appreciated that it can be very difficult to detect when such devices are present or being used, particularly in relation to enhanced functions, such as cameras. The use of all mobile phones is therefore limited, regardless of their capabilities. The aim is to avoid distraction and disruption of the working day, and to minimise the opportunities for any individual to make any covert images or misuse functions in any other way. The school is a 'mobile free' area with the following exceptions:

- (i) staff room, during break-times and lunchtimes (when no children present)
- (ii) office spaces (when no children present)



- (iii) child-free classrooms at lunchtimes and before/after school.

A zero-tolerance policy is in place with regards to the use of personal or work-related mobiles by any individual outside the above areas. Guidance for use on the procedures for the use of personal/work mobiles and cameras is detailed in the Staff Code of Conduct. Note should also be taken of the guidance for staff in the separate Acceptable Use of Technology Policy for Staff as well as particular reference for use of mobiles and cameras in the section entitled Staff in the Photography Policy below.

## **PHOTOGRAPHY POLICY**

*Members of staff should refer to the Staff Code of Conduct as well as the Acceptable Use of Technology - Staff Policy for further guidance. A separate Acceptable Use of Technology Policy is available for pupil guidance on the school website.*

### **Aim**

The aim of the Photography Policy is to promote safe and appropriate practice through establishing clear and robust acceptable use guidelines to protect children from potential misuse, such as the taking and distribution of indecent images, exploitation and cyber-bullying. This policy applies to all individuals who have access to personal or work-related cameras through mobile phones, tablets or other electronic devices on school premises. This includes all staff, parents, children, carers, volunteers, students on work experience, contractors and visitors. This list is not exhaustive.

Pupils at Norfolk House School may not be photographed without parental permission if the photograph is to be used in any form of marketing or publicity material. Where a pupil is photographed by the school for official use, the pupils will be advised as to why the photographs are being taken. The use of cameras, mobile phones, tablets and other electronic devices is limited, regardless of capability, within school and visitors are made aware of the procedure for correct usage in a Welcome Leaflet issued upon arrival. The aim is to minimise the opportunities for individuals to make covert images or misuse functions in any way.

### **Staff – Including Use of Mobiles and Cameras in the EYFS**

Staff in the EYFS as well as across the whole school follow strict guidelines in line with the Staff Code of Conduct and Acceptable Use of Technology Policy when taking photographs. A school camera is provided for staff use during the course of the school day as part of the learning programme and at whole school events, both on and off-site. Photographs are not stored long-term on the camera. It is the responsibility of all staff to check that parental permission has been given. Work-related tablets have had camera access disabled in all cases. Personal electronic devices are only used in the staffroom or when children are not present and camera access has been disabled in personal work-related tablets.

### **Pupils**

Pupils are not allowed to bring any electronic devices into school, except with authorisation from the Headmistress and follow guidelines in the Acceptable Use of Technology Policy, if required, when taking photographs of peers as part of a learning opportunity.

### **Parents**

Pupils may not be photographed without parental permission, if the photograph is to be used in any form of marketing or publicity material. Parents are required to give their permission when they register for the School, but also updated permission is required on an annual basis as part of the Confidential Pupil Update Form issued at the start of each academic year. The school's usage and storage of such photographs is detailed in the Data Protection Policy, also available on the school website. Parents are welcome to take images and videos of their own child at school events, taking place both on and off the school site. However, in line with good safeguarding practice, parents should not publish images of other children online or on social media sites.

## **SOCIAL MEDIA POLICY**

## **Introduction**

1. Social media is the term commonly used for websites which allow individuals to interact with each other by sharing information, opinions, knowledge and interests.
2. Social networking websites (such as Facebook) are the most well-known examples of social media, but the term also included other online services such as blogs, video and audio podcasts, message boards, photograph and video sharing websites (such as YouTube) and micro blogging services (such as Twitter).

## **Policy**

3. This policy applies to the use of all social media by all members of staff at Norfolk House School .
4. Material which is communicated through social media may, whether intentionally or not, reach an extremely wide audience extremely quickly. That audience may include:
  - (i) those who would do harm to children;
  - (ii) the public at large;
  - (iii) children attending Norfolk House School;
  - (iv) parents of children attending Norfolk House School;
  - (v) prospective parents;
  - (vi) other members of staff;
  - (vii) professionals in other educational settings;
  - (viii) local and national authorities with responsibilities for child welfare.
5. All members of staff have a responsibility to:
  - (i) safeguard the welfare and interests of the children at the school;
  - (ii) maintain public confidence in their ability to do so;
  - (iii) safeguard the confidentiality of matters relating to children, staff and Directors at the school;
  - (iv) safeguard the confidentiality of policies, practices and procedures in place at the school;
  - (v) remain loyal to the stated aims and objectives of the school;
  - (vi) preserve and promote the reputation of the school;
  - (vii) conduct themselves in a manner which does not bring the school into disrepute.

## **Purpose**

6. The purpose of this policy is to ensure that members of staff discharge such responsibilities when using social media.
7. This policy cannot, and does not attempt to, address every situation which may arise when using social media. If in doubt, members of staff should approach the Headmistress for guidance. However, they are expected to exercise a high standard of independent judgement and professionalism at all times.

## **Procedures**

8. Set out below are things which members of staff must not do when using social media (note: the term “child”, as referred to in this paragraph, does not include children of members of staff who are enrolled at the school :
  - (i) make contact, or seek to make contact, with a child enrolled at the school;
  - (ii) make contact, or seek to make contact, with a child who has left the school if the child’s sibling is enrolled at the school;
  - (iii) respond to any attempt by a child mentioned in paragraphs (a) and (b) above to contact them;
  - (iv) disclose any material which is confidential, especially material which relates to, or might lead to the identification of, a child enrolled at the school;
  - (v) post details of the time, location or nature of any event involving children enrolled at the school which is due to take place at some time in the future;

- (vi) post an image of any child, member of staff or Director of the school, or of any part of the premises of the school;
- (vii) post the names of the school;
- (viii) post the logos of the school;
- (ix) post any material published by the school, or links to such material;
- (x) disclose any business-sensitive information connected with the school;
- (xi) post any material which links Norfolk House School, directly or indirectly, to any illegal or disreputable conduct, including defamation of character and conduct which offends against equality and diversity legislation;
- (xii) post any material which contains derogatory, defamatory, rude, threatening or inappropriate comments about the school or any person connected with it;
- (xiii) use any hardware or software owned by Norfolk House School for the purposes of accessing social media.

9. Members of staff should do the following when using social media:

- (i) understand who is allowed to view the content of material posted by them;
- (ii) exercise caution when posting material to ensure that
  - a. Norfolk House School is not identified as their employer;
  - b. the location of their place of work is not identified;
  - c. use social media responsibly and ensure that they do not compromise their personal or professional reputations, or the reputation of the school, by inappropriate postings.

10. Any breach of this policy will be fully investigated. Where it is found that a breach has occurred, disciplinary action may be taken.

## **DISQUALIFICATION BY ASSOCIATION PROCEDURE**

Further to guidance in KCSIE (September 2016), staff can be disqualified by association with others as laid out in the Childcare (Disqualification) Regulations 2009, updated in March 2015. The advice applies to all staff who work in Early Years and with those pupils who have not yet attained the age of 8. It also applies to those individuals concerned in the management of such provision. New staff are asked to complete a Statutory Declaration Form to advise if they or others in their household are 'disqualified'. The grounds for disqualification are not only that a person is barred from working with children but if they :

- Have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home and abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering
- They are living in the same household where another person who is disqualified lives.

If the self-disclosure completed by existing and new staff who are considered to be in scope is clear, then it will then be shredded, the date having been noted, and staff informed that this is the case. It will be the responsibility of each member of staff to advise the Headmistress if their circumstances change in this respect. A memo will be given out with each form to explain to members of staff and members of the household the purpose of the form. Where the school receives information that a member of staff falls within the grounds for disqualification, Ofsted will be informed on [www.disqualification@ofsted.gov.uk](mailto:www.disqualification@ofsted.gov.uk). The school is not able to continue to employ a disqualified member of staff, although it will be explained to them that a waiver can be applied for from Ofsted. If a waiver is not granted, consideration will be given to redeployment or ultimately dismissal (after following a fair process).

## Intimate Care Procedure

Staff are aware of these guidelines and follow good practice for their own protection as well as for the protection of the children. Staff will follow guidance according to this Policy when completing any tasks involving intimate care and are provided with the facilities and resources necessary.

### Procedures

- Staff should be mindful of and respect the personal dignity of the pupils when supervising, teaching or reinforcing toileting skills.
- No child shall be punished for soiling, wetting, or not using the toilet.
- All children whilst in our care are taken to the toilet on a very regular basis and are encouraged to recognise their own toileting needs by asking to go. Staff are always vigilant to check for 'accidents'.
- Staff and children shall wash their hands with antibacterial soap and warm running water after assisting with toileting.
- Children with soiled or wet clothing shall be changed allowing for certain privacy to avoid embarrassment. Mobile children will be changed standing up and if possible in a toilet cubicle or at least in privacy. (Children in Year One and above should only be changed in a toilet cubicle whilst standing up.) Staff will wear fresh protective clothing i.e. gloves, and an apron if necessary.
- Each child is required to have their own spare clothes on their peg to change into for physical and emotional comfort.
- Staff will be caring and helpful when changing wet or soiled clothes. Changing time can be a positive learning time and an opportunity to promote independence and self-worth. Staff will never make negative or inappropriate comments. This policy applies to all staff undertaking personal care tasks with children, but particularly those who are in the Early Years Foundation Stage.

Norfolk House School is committed to ensuring that all staff responsible for the intimate care of children understand their duties and carry them out in a professional manner at all times and operate within the guidance set out in our Safeguarding Policy. We recognise that there is a need to treat all children with respect when intimate care is given and that no child should be attended to in a way that causes distress or embarrassment by ensuring care needs are carefully planned and are a positive experience.

The youngest children who attend Norfolk House School are rising 4 years of age, having their fourth birthday during their time in our Transition class. As such, most children are toilet trained before they start School, which is our expectation, and the staff encourage children to become increasingly independent with their toileting and personal hygiene skills. However, the normal range of development for this group of children indicates that they may not be fully toilet trained and we recognise that occasional toileting 'accidents' may occur. Depending upon the family, it may be that some children may not even have commenced with training at this age, therefore staff will work closely with parents and offer support and guidance. In addition to this, there are other vulnerable groups of children who may require support with personal care on either a short, longer term or permanent basis due to Special Educational Needs and Disability, medical needs or a temporary impairment.

Norfolk House School is committed to providing personal care in ways that:

- maintain the dignity of the individual child
- are sensitive to their needs and preferences
- maximise safety and comfort
- protect against intrusion and abuse
- respect the child's right to withdraw their consent
- encourage the child to care for themselves as much as they are able and protect the rights of everyone involved.

The diversity of individuals and communities is valued and respected. No child is discriminated against.

### **Toilet Training**

Starting school or nursery has always been an important and potentially challenging time for both children and schools that admit them. It is also a time of growth and very rapid developmental change for all children. As with all developmental milestones in the Early Years Foundation Stage (EYFS), there is a wide variation in the time at which children master the skills involved in being fully toilet trained. For a variety of reasons children in the EYFS may:

- be fully toilet trained across all settings
- have been fully toilet trained, but regress for a little while in response to the stress and excitement of beginning a new setting
- be fully toilet trained at home, but prone to accidents in new settings
- be on the point of being toilet trained, but require reminders and encouragement
- not be toilet trained at all, but likely to respond quickly to a well-structured toilet training programme
- be fully toilet trained, but have a disability or learning difficulties
- have delayed onset of full toilet training in line with other developmental delays, but will probably master the skills during the Foundation Stage
- have SEND and might require help (during the Foundation Stage and beyond) with all or some aspects of personal care such as washing, dressing or toileting.

The School is not expected to toilet train pupils. Therefore unless the child has a disability, as defined through legislation, it is expected that parents/carers will have trained their child to be clean and dry before their start in the Foundation Stage. Parents should be encouraged to train their child at home as part of their daily routine, and Norfolk House School staff will reinforce these routines whilst avoiding any unnecessary physical contact.

### **Safeguarding**

Norfolk House School at all times follows the Safeguarding and Welfare requirements according to our Safeguarding Policy ensuring that we provide a high quality environment which is welcoming, safe and stimulating and where children are able to grow in confidence by :

- Caretaking/cleaning staff will be informed - the area where a child is changed will be cleaned and sanitised.
- Wet or soiled clothing will be bagged (soiled clothing will require double bagging), sealed securely and sent home to be washed. Gloves and aprons will be disposed of appropriately and hands thoroughly washed immediately after changing is completed using hot water and antibacterial soap. Paper towels will be available to dry hands.
- If a child has had their clothes changed due to wetting or soiling them this must be logged and the parents notified when collecting their child.

The same procedures and precautions will apply for the occasional changing of 'pull ups' which will also include that:

- soiled 'pull ups' will be securely wrapped and disposed of appropriately. The disposal of waste for one child in this instance would be considered to be municipal waste and therefore may be disposed of in the usual bins using appropriate nappy sacks. Any more than this and we would make special arrangements with Norfolk House Nursery next door to add our waste to their collection.
- staff will record when a 'pull up' has been changed and parents will be notified when collecting their child. Parents are required to provide all materials.

Partnership with parents is an important principle of Norfolk House School and is particularly necessary when addressing toileting issues. Issues around toileting should be discussed prior to admission into School. Much of the information required by School to make the process of intimate care as comfortable as possible is available from the parents. Regular consultation and information sharing remains an essential feature of our partnership. We will communicate with the family to establish whether there are medical needs involved. If there are medical needs, we will endeavour to work with the family to support the child.

### **OUT OF TERM TIME PROCEDURE**

In the event of a child protection issue developing outside term time, when an activity is in operation, the staff will continue to follow the procedure in this policy and contact the DSL, or the Deputy DSL if she is unavailable, on the private contact numbers list circulated within school. Staff running activities outside term times should ensure that they have up to dates contact details to hand from the school office. However, in the event of an issue of concern arising and neither the designated DSL nor the Deputy DSL being available, staff should contact Birmingham Safeguarding Children’s Board directly or telephone the MASH team on 0121 303 18888, to find appropriate local authority advice. The relevant contact numbers are displayed in the staffroom and School Office. The DSL/Deputy DSL should then be made aware of any information relating to an incident as soon as possible and copies of paperwork completed and handed over as soon as possible.

Signed by Mrs S Morris, Headmistress	
Signed by Mr J Challinor, Chair of Directors	
Date	

## Disclosure of Safeguarding Incident Form for Staff



Norfolk House School

<b>Pupil's Name:</b>			
<b>Pupil's Date of Birth :</b>		<b>Year Group :</b>	

<b>Date/Time of Incident:</b>		<b>Person Reporting :</b>	
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**Nature of Incident:** Explain what you have seen or heard, using the pupil's own words as appropriate and referring to any injuries if relevant (please mark any injuries on the body map and use the guidance attached).

**Explain why you are concerned about this pupil? Is this the first time you have been concerned about them? Please give details.**

**Are the parents aware of your concerns/were present at the time? Please explain fully.**

**Have you spoken to the pupil or anyone else at the time or since and what was said? Record in full detail.**

**What action have you taken?**

<b>Date/Time Report handed to DSL :</b>	
<b>Signed:</b>	<b>Name:</b>
<b>DSL Signed:</b>	<b>Name:</b>

*The Designated Safeguarding Lead will now follow up on your behalf. Please complete the Body Map form as attached if appropriate*

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## BODY MAP FORM AND GUIDANCE



A Body Map Form should be used to document and illustrate visible signs of harm and physical injuries in support of a disclosure form being submitted to the DSL. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. This sheet should be stapled to the correct form and submitted to the DSL with injuries clearly marked on it. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used.**

**Any concerns should be reported and recorded without delay to the DSL or, in their absence, the Deputy DSL or the appropriate safeguarding services.**

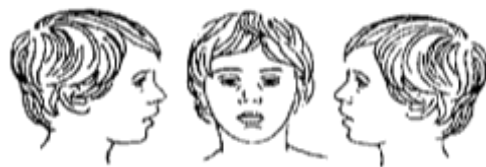
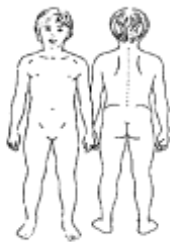
**When you notice an injury to a child, try to record the following information in respect of each mark identified eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, eg upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly, the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required. A copy of the body map should be kept on the child's concern/confidential file.

**Ensure First Aid is provided where required and record**

**Child's Name : \_\_\_\_\_**





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## **ROLE OF THE DESIGNATED SAFEGUARDING LEAD**

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The Designated Safeguarding Lead (DSL) has the lead responsibility for safeguarding and child protection as well as the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings - and to support other staff to do so - and to contribute to the assessment of children. The ultimate lead responsibility remains with the DSL even though some responsibilities may be delegated to the deputy.

The broad areas of responsibility for the designated safeguarding lead are:

### **MANAGING REFERRALS**

- Refer all cases of suspected abuse to:
  - The local authority children's social care for child protection concerns (all cases which concern a staff member)
  - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
  - Police (cases where a crime may have been committed)
  - the Channel programme where there is a radicalisation concern as required
- Liaise with the Safeguarding Director to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations
- support staff who make referrals to local authority children's social care or to the Channel programme
- Act as a point of contact for other agencies as well as a focal point of reporting procedures for staff

### **WORK WITH OTHERS**

They will :

- liaise with the Headmistress (if the Headmistress is not the DSL) to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the 'case manager' and the designated officers at the local authority for child protection concerns;
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

### **TRAINING**

The designated safeguarding lead should receive appropriate training to include Prevent training, carried out every two years in order to provide them with the knowledge and skills required to carry out the role. In addition, they will refresh their knowledge and skills via e-bulletins, meeting other DSLs and attending local authority conferences and meetings at regular intervals, but at least annually. They will also :

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

- understand and support the school with regards to the requirements of the Prevent Duty and provide advice and support to staff on protecting pupils from the risk of radicalisation

### **RAISING AWARENESS**

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

- Ensure the school Safeguarding Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- Where children leave the school or college, ensure their child protection file is copied for any new school or college as soon as possible, but transferred separately from the main pupil file

### **CHILD PROTECTION FILES**

Where children leave the school the DSL will ensure that their child protection file is transferred to the new school as soon as possible separately to the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

The DSL will ensure that all concerns, discussions and decisions and the reasons for those decisions are recorded in writing. Records are kept securely and confidentially and reviewed regularly to establish any patterns of behaviour.

The DSL (or Deputy DSL) will always be available during term time and tuition sessions outside standard school hours to discuss any safeguarding concerns

# **IMPORTANT CONTACT DETAILS**



## **Designated Safeguarding Lead**

Mrs Sarah Morris  
4 Norfolk Road  
Edgbaston  
Birmingham B15 3PS  
Telephone : 0121 454 7021

## **Multi-Agency Safeguarding Hub**

Children's Social Care

Duty and Assessment Team :  
Telephone No : 0121 303 1888  
Emergency Duty Line : 0121 675 4806 (out of hours)

LADO Team :  
Telephone No : 0121 675 1669

Email : [MASH@birmingham.gov.uk](mailto:MASH@birmingham.gov.uk)  
Inter-Agency Referral Forms may be downloaded from website : [www.lscbbirmingham.org.uk](http://www.lscbbirmingham.org.uk)

Dudley MASH : 0300 5558574 (out of hours 01384 456111)  
Sandwell MASH: 0845 351 0131 (out of hours 0121 569 2355)  
Walsall MASH (Essington Lodge Initial Response Team): 0300 555 2837

## **Birmingham Safeguarding Children Board**

Room B54, Council House Extension  
Margaret Street  
Birmingham B3 3BU  
Telephone : 0121 464 2612  
Email : [contactus@lscbbirmingham.org.uk](mailto:contactus@lscbbirmingham.org.uk)

## **Prevent : (for reporting on radicalisation)**

Prevent Lead : Jon Needham  
Schools Safeguarding Advisor (Interim)  
School & Setting Improvement Team  
Education & Commissioning  
PO Box 16261, 1 Lancaster Circus  
Birmingham  
B2 2WW

0121 675 2449

07912 793 668

Mailbox for non-emergency advice : [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

**Early Years Inclusion and Support Team**  
**Birmingham West – Area Coordinator**

Laura Pickering

Tel : 0121 303 1752

Mobile : 07885 234 591

**Forward Thinking Birmingham (replacement for CAMHS)**

0300 300 0099

[www.forwardthinkingbirmingham.org.uk](http://www.forwardthinkingbirmingham.org.uk)

Gareth Wood - Pupil Tracking Officer

**School Admissions (Fair Access & Attendance) Service**

Directorate for People

PO Box 16513

Birmingham

B2 2FF

[PupilTracking@birmingham.gov.uk](mailto:PupilTracking@birmingham.gov.uk)

Tel: 0121 464 5899

Fax: 0121 464 4593

**DfE**

Non-emergency advice for staff and governors : 020 7340 7264

**Nearest Police Station**

Rose Road

Harborne

Birmingham B17 9LL

Telephone No : 0345 113 5000 or 999 in emergencies

Non-Emergency Telephone Number : 101

[www.west-midlands.police.uk/np/birminghamsouth](http://www.west-midlands.police.uk/np/birminghamsouth)