



FRAMINGHAM EARL HIGH SCHOOL (including FECSC) Whole School Policy for Safeguarding and Child Protection

Review: Autumn 2019
Next Review: Autumn 2020

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1. PURPOSE & AIMS

- 1.1 The purpose of Framingham Earl High School's Safeguarding and Child Protection Policy is to ensure every child who is a registered student at our School is safe and protected from harm. This means we will always work to:
- protect children and young people at our School from maltreatment;
 - prevent impairment of our children's and young people's health or development;
 - ensure that children and young people at our School grow up in circumstances consistent with the provision of safe and effective care;
 - undertake that role so as to enable children and young people at our School to have the best outcomes.
- 1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our School.
- 1.3 Our School fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all our registered students. The elements of our policy are prevention, protection and support.
- 1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent students and those who go missing to identify the risk of abuse and neglect, including sexual abuse or exploitation, and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.
- 1.5 This policy applies to all students, staff, parents and carers, governors, volunteers and visitors.

2. OUR ETHOS

- 2.1 The child's welfare is of paramount importance. Our School will establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. Children at our School will be able to talk freely to any member of our staff if they are worried or concerned about something.
- 2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our School play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.
- 2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

- 2.4 Throughout our curriculum, including in assemblies and Form Time, we will provide activities and opportunities for children to develop the skills and knowledge they need to identify risks and stay safe, including e-safety. Teaching pupils about how to stay safe and behave online, including identifying risks and how and when to seek support is crucial. Further information can be found in the DfE guidance 'Teaching online safety in school.' This will also be extended to include material that will encourage our children to develop essential life skills. The School ensures that the broad and balanced curriculum it provides includes safeguarding education across different subjects. The various aspects of safeguarding are referenced and described in a curriculum map that is available on request and which can be accessed by our staff on Sharepoint.
- 2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and the Norfolk Multi Agency Safeguarding Partnership arrangements.
- 2.6 As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory Education, Health and Care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.
 - is a child who is in the court system.
 - is a child who has family members in prison.

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	James Edwards	j.edwards@fehs.set.education
Alternate DSL	Anna Harvey Ben Player Debbie Skinner	a.harvey@fehs.set.education b.player@fehs.set.education d.skinner@fehs.set.education
Headteacher	Rebecca Arnold	r.arnold@fehs.set.education

Named Safeguarding Governor	Jamie Mather	jamie.mather@sja.org.uk
Chair of Governors	Trudy Musgrove	trudy@bubo.org

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

The Governing Body

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

3.3 The Governing Body will guarantee that policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare by ensuring that:

- an effective Safeguarding and Child Protection Policy is in place and is reviewed annually; is available publicly via our School website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Board policies and procedures;
- the Staff Code of Conduct references, amongst other things, our policies relating to safeguarding and acceptable use of technologies and staff/student relationships.
- an appropriate safeguarding response is in place for children who go missing from education;
- the School contributes to inter-agency working in line with in line with Working Together to Safeguard Children (2018);
- a member of the Leadership Team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead. There will always be cover for this role;
- all staff receive a safeguarding induction and are provided with a copy of this Policy, Part One of 'Keeping Children Safe in Education (DfE 2019) and the Staff Code of Conduct;
- all staff undertake appropriate child protection training that is updated annually and on-line safety training;
- procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2019);

- this Policy includes detailed information on the procedures and processes to follow regarding peer on peer abuse, the recognition of it and the different forms it may take and;
- they remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The Governing Body will receive a safeguarding report termly that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the School. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual students.

The Headteacher

3.5 At Framingham Earl High School the Headteacher is responsible for:

- identifying a member of the Leadership Team to be a Designated Safeguarding Lead (DSL);
- identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- liaise with the LADO in the event of an allegation of abuse being made against a member of staff. See Appendix 2.

The Designated Safeguarding Lead

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

3.7 The DSLs will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded on MyConcern which will alert the DSLs (except where the concern is voiced by someone without access to MyConcern, in which case it is recorded in writing and given to one of the DSLs and securely scanned to that child's file profile on My Concern – see 5.4 below.)

3.8 During term time the Designated Safeguarding Lead and/or a deputy will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. If, in *exceptional circumstances*, a DSL is not available on the School site in person, we will ensure that they are available via telephone or any other relevant media.

3.9 The DSLs will represent the School at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSLs will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10 The DSLs will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.11 The DSLs are responsible for ensuring that all staff members and volunteers are aware of our Policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the School to the agreed school's [safeguarding training pack](#) provided by Children's Services.

3.12 The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

4. TRAINING & INDUCTION

4.1 When new staff, volunteers or regular visitors join our School they will be informed of the safeguarding arrangements in place. They will be given a copy of our School's safeguarding policy along with the Staff Code of Conduct, Behaviour Policy, Part One and Annex A of 'Keeping Children Safe in Education' and told who our Designated Safeguarding Lead and Deputy DSLs are. They will receive advice about the School's response to poor, persistent or unexplained absences and the safeguarding implications of children missing education. They will also be trained on how to access MyConcern or provided with the recording form, given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will receive safeguarding training. The School aspires to train all staff before or on the first day of employment. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Lead (DSL) and issues of confidentiality. The training will also remind staff and volunteers of their responsibility to safeguard all children at our School and the remit of the role of the Designated Safeguarding Lead. It will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our School.

4.3 In addition to the safeguarding induction and initial training, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of '*Keeping Children Safe in Education*'. In order to achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis in accordance with Norfolk Safeguarding Children Board advice and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff briefing and meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The Alternate DSL publishes a half-termly newsletter and information and updates are also posted on the Staff Room Notice Board.

4.4 All regular visitors, temporary staff and volunteers to our School will be given, and are expected to read, a leaflet (See Appendix 3) which provides information on our safeguarding procedures. They will also receive an ID badge which contains photographs of the Designated Safeguarding Leads.

4.5 The DSL, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Board at least once every three years. The DSL and alternates will attend Designated Safeguarding Lead training provided by the Local Authority every

two years. In addition to formal training, DSLs will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role. This will be by accessing information on e-courier and disseminating national and local updates to staff, and through attendance at DSL cluster and Trust network meetings.

- 4.6 Any student leader involved in 'Taboo' undertakes student safeguarding training, which is delivered by a member of the safeguarding team.
- 4.7 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all the children at our School. Training for Governors to support them in their safeguarding role is available from [Norfolk Governor Services](#).
- 4.8 We actively encourage all our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of '*Keeping Children Safe in Education*' (2019) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. The NSPCC website also provides useful additional information on types of abuse and what to look out for. In addition, local guidance can be accessed via Norfolk Safeguarding Children Board at www.norfolkscb.norfolk.gov.uk and within the Safeguarding Section of the Norfolk Schools website: <http://www.schools.norfolk.gov.uk/safeguarding>.

5. PROCEDURES FOR MANAGING CONCERNS

- 5.1 Framingham Earl High School adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Board (NSCB). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Norfolk Local Assessment Protocol](#) and the [NSCB Threshold Guidance](#)
- 5.2 Every member of staff, including volunteers working with children at our School are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this Policy.
- 5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. (For guidance on types of abuse including children with special educational needs and specific safeguarding issues, refer to APPENDIX 9 Definitions of abuse and specific safeguarding issues; APPENDIX 5 Child missing from Education; APPENDIX 6 Female Genital Mutilation and APPENDIX 7 Child Sexual Exploitation.) More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this Policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

Contracted staff with access to a computer should log on to MyConcern and follow the procedure for reporting a concern. The guide is available on Sharepoint and can also be found on the Help tab in MyConcern under 'Trusted User Briefing'.

In the event of no internet access, staff should use the green referral form, attached as APPENDIX 1. The form is available on Sharepoint or as a hard copy from the staffroom, Reception and in every classroom. If in doubt of recording requirements, staff should

discuss with the DSL or Alternate Designated Professional. Anyone without access to a computer, eg: invigilators, contractors etc, should use the green form.

- 5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this Policy.
- 5.5 The DSL or members of the safeguarding team should be used as a first point of contact for concerns and queries regarding any safeguarding concern in the School. Any member of staff or visitor to the School who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to one of the alternate designated people. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff available. Advice should also be taken from Children's Advice and Duty Service (CADS).
- 5.6 All concerns about a child or young person should be reported without delay and recorded in writing as described in 5.3.
- 5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented on MyConcern.
- 5.8 All referrals will be made in line with local safeguarding procedures as outlined in Appendix 4.
- 5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.
- 5.10 Staff should always follow the reporting procedures outlined in this Policy in the first instance. However, they may also share information directly with Children's Services, or the police if:
- the situation is an emergency and the DSL, their alternates and the Headteacher are all unavailable;
 - they are convinced that a direct report is the only way to ensure the student's safety.
- 5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this Policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

6. SPECIFIC SAFEGUARDING ISSUES

Contextual safeguarding

- 6.1 At Framingham Earl High School we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the School environment and/or can occur between children outside of the School. This is known as contextual safeguarding. It is key that all school staff are aware of the definition of contextual safeguarding and when reporting concerns, they include as much information and background detail as possible,

so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

6.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

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

6.3 We recognise that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Child Sexual Exploitation (CSE)

6.4 As a School we recognise that Child Sexual Exploitation is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology.

Child Criminal Exploitation (CCE): County Lines

6.5 At Framingham Earl High School we understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

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

6.6 We recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

6.7 Since 31 October 2015 there has been a mandatory reporting duty placed on teachers where FGM has taken place. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)

Further information on FGM can be found in APPENDIX 6.

- 6.8 We recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. The Forced Marriage Unit has [statutory guidance](#) and [Multi-agency guidelines](#) and can be contacted for advice or more information: Contact 020 7008 0151 or email fm@fco.gov.uk

Preventing radicalisation and extremism

- 6.9 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We will ensure that:
- through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise;
 - there are systems in place for keeping students safe from extremist material when accessing the internet in our School by using effective filtering and usage policies;
 - the DSL has received Prevent training and will act as the point of contact within our School for any concerns relating to radicalisation and extremism;
 - the DSL will make referrals in accordance with [Norfolk Channel procedures](#) and will represent our School at Channel meetings as required. Any Vulnerable to Radicalisation (VTR) referral form will also be scanned and uploaded to the child's MyConcern profile;
 - through our curriculum, we will promote the spiritual, moral, social and cultural development of students.

Peer on peer abuse

- 6.10 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers to remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.
- 6.11 We will ensure all staff are trained so that they are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:
- bullying (including cyberbullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - upskirting
 - sexual violence and sexual harassment;
 - sexting (also known as youth produced sexual imagery); and
 - initiation/hazing type violence and rituals.
- 6.12 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about peer on peer abuse. The DSL will respond to any concerns related to peer on peer abuse in line with guidance outlined in Part five of 'Keeping Children Safe in Education' and '[Sexual violence and sexual harassment between children in schools and Schools](#)' (May 2018). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

6.13 We will work with other agencies as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren). Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to [The Harbour Centre Sexual Assault Referral Centre](#) (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Norfolk, but the victim must live in Norfolk to access support. The SARC also has a 24/7 helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on The Harbour Centre website.

Safeguarding responses to children who go missing

6.14 All staff should be aware of the safeguarding responsibilities for children who are missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

6.15 We adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who missing:

- An attendance register is taken at the start of the first and second session of each school day and during each lesson.
- We make every effort to contact parents and carers and follow up with the emergency contacts held;
- We hold at least two emergency contact numbers for each of the students on our roll wherever possible.
- Staff will alert DSLs to any concerns raised regarding children who are absent from school;
- The DSLs will meet regularly with the Attendance Lead, SENCo and other members of the Guidance Team to ensure that each response is thorough and takes into account all the relevant information about individual children;
- We will follow the procedures outlined in our Cluster Attendance Policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
- When removing a child from roll at the standard and non-standard transition points we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files.
- When a child is missing education, the School will:
 - maintain close contact with home;
 - visit the home if appropriate;
 - enlist the services of the Attendance Improvement Officer;
 - use Fixed Penalty Notices and Fast Track procedures where appropriate;
 - conduct stepped attendance panel meetings with parents;
 - involve governors in Fast track meetings;
 - consider alternative school placements or e-learning, when appropriate and safe;
 - refer to the Medical Needs Team where appropriate;
 - use the services of the Short-Stay School for Norfolk where suitable.

For other occasions when the School is required to report a child to the Local Authority, please refer to APPENDIX 5 'Child Missing from Education'.

7. RECORDS AND INFORMATION SHARING

- 7.1 If staff are concerned about the welfare or safety of any child at our School they will record their concern on MyConcern or, if they do not have access to the internet, on the agreed reporting form (Appendix 1). If using the form, they should ensure that the form is signed and dated. Any forms should be passed to the DSL without delay, and staff should ensure that the completed form is received by the DSL.
- 7.2 Staff should maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL. Staff should never promise a child that they will not tell anyone about an allegation – this may ultimately not be in the best interests of the child.
- 7.3 Any information recorded on paper will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential. Where information is kept on MyConcern, access to confidential areas of the site is restricted to the DSLs and Headteacher.
- 7.4 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be scanned and stored here. All our safeguarding files will include; a chronology, key details front cover and will record significant events in the child's life.
- 7.5 The School is working in partnership with Norfolk Constabulary and Norfolk Children's Services to identify and provide appropriate support to students who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Norfolk Children's Advice and Duty Service will share police information of all domestic incidents, where one of our students has been present, with the Designated Safeguarding Lead(s). On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires; this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with the 'Norfolk Joint Agency Protocol for Domestic Abuse – Notifications to Schools'. We will record this information and store it in accordance with the record keeping procedures outlined in this policy, using MyConcern.
- 7.6 When a child leaves our School, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the School roll to home educate, the School will make arrangements to pass any safeguarding concerns to the Services to Home Educators Team within Norfolk County Council.

8. WORKING WITH PARENTS & CARERS

- 8.1 Framingham Earl High School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

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

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

9. CHILD PROTECTION CONFERENCES

- 9.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.
- 9.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the School in respect of individual children. Usually the person representing the School at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.
- 9.3 All reports for child protection conferences will be prepared in advance using the guidance and education [report](#) template provided by Children's Services. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

9.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

10. SAFER RECRUITMENT

10.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2019).

10.2 At Framingham Earl High School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

10.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements, overseen by the DSL and Headteacher.

11. SAFER WORKING PRACTICE

11.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

11.2 All staff will be provided with a copy of our School's code of conduct at induction. They will be expected to know our School's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to (APPENDIX 8). A list of staff who have accessed Norfolk Steps training will be kept by the Headteacher.

11.3 The School recognises that the use of technology has become a significant component of many safeguarding issues. The School's On-line Safety Policy addresses these risks and outlines how children and staff should use technology to keep themselves and others safe. This is available on the School's website and on Sharepoint. The School works in partnership with other agencies, including the police, to provide information and advice.

11.4 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

11.5 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#)', DCSF, October 2015. All staff and volunteers are expected to carry out their

work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

12. STATEMENT OF PROCEDURES FOR MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF & VOLUNTEERS

- 12.1 Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our School. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- 12.3 We will take all possible steps to safeguard our children and to ensure that the adults in our School are safe to work with children. We will always ensure that the procedures outlined in [Norfolk Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children](#) and Part 4 of '[Keeping Children Safe in Education](#)', DfE (2019) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a consultation or make a referral via email: LADO@norfolk.gov.uk. The telephone number for the LADO team is 01603 307797.
- 12.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this needs to be reported to the SET CEO. In the event that neither the SET CEO nor the Chair of Trustees is contactable on that day, the information must be passed to, and dealt with, by the SET Deputy CEO or the Vice Chair of the Trust. If there is a concern about the SET CEO it should be referred to the Chair of Trustees.
- 12.5 The SET CEO or Chair of Trustees will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO, in line with KCSIE 2019.
- 12.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01603 307797. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – the line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.
- 12.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our School, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

13 PREVENTING EXTREMISM AND TERRORISM

- 13.1 The Counter-Terrorism and Security Act places a duty on specified authorities, including schools, to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty'). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:
- ensuring a broad and balanced curriculum is in place to promote the spiritual, moral, social and cultural development of students;
 - assessing the risk of students being drawn into extremist views;
 - ensuring safeguarding arrangements by working in partnership with Local Authorities, police and communities;
 - training staff to provide them with the knowledge and ability to identify students who may be vulnerable to radicalisation;
 - keeping students safe online by using effective filtering and usage policies.

14 RELEVANT POLICIES AND PROCEDURES

- 14.1 To underpin the values and ethos of our School and our intent to ensure that students at our School are appropriately safeguarded the following policies and procedures are also included under our safeguarding umbrella:
- Staff Code of Conduct
 - Anti-Bullying Policy
 - Behaviour and Reward Policy
 - Sapientia Education Trust HR Policies
 - Sapientia Education Trust Whistleblowing Policy
 - Cluster Attendance Policy
 - On-line Safety Policy
 - CCTV Policy
 - Sapientia Education Trust Health and Safety Policy
 - Equalities Policy
 - Cluster Policy for Supporting Students with Medical Needs
 - Educational Visits Policy

The School's curriculum aims to respond flexibly to address issues of safeguarding and equality, including radicalisation.

15. STATUTORY FRAMEWORK

- This policy has been devised in accordance with the following legislation and guidance:
- 'Working Together to Safeguard Children' DfE (July 2018)
 - 'Keeping Children Safe in Education' DfE (2019)
 - Norfolk Safeguarding Children Partnership procedures
 - Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons who Work with Children
 - 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' (May 2019)
 - 'What to do if you're worried a child is being abused', DfE (March 2015)
 - Information sharing: advice for practitioners providing safeguarding services, DfE (July 2018)
 - 'The Prevent duty: Departmental advice for schools and childcare providers', DfE (June 2015)
 - Mandatory Reporting of Female Genital Mutilation- procedural information Home Office (December 2015)

- Sexual violence and sexual harassment between children in schools and colleges', DfE (May 2018)
- 'Teaching online safety in school' DfE (June 2019)

Appendix 1 – Referral form for staff without access to MyConcern



Safeguarding (including Child Protection) Referral Form

Staff, volunteers and regular visitors are required to complete this form and pass to a Designated Safeguarding Lead (DSL) if they have a safeguarding concern about a child in our school (James Edwards, Debbie Skinner, Anna Harvey or Ben Player). This form encompasses safeguarding issues relating to the Prevent strategy.

Student:

Tutor Group:

Please record your concerns, where you were, what you saw, who else was there, what did the child say or do and what you said.

Information reported to:

Name Date.../.../..... Position

Actions (written by DSL) including further action(s) agreed
(e.g. School to instigate a Family Support Process, assessment by Children's Services):

Name Date.../.../..... Position

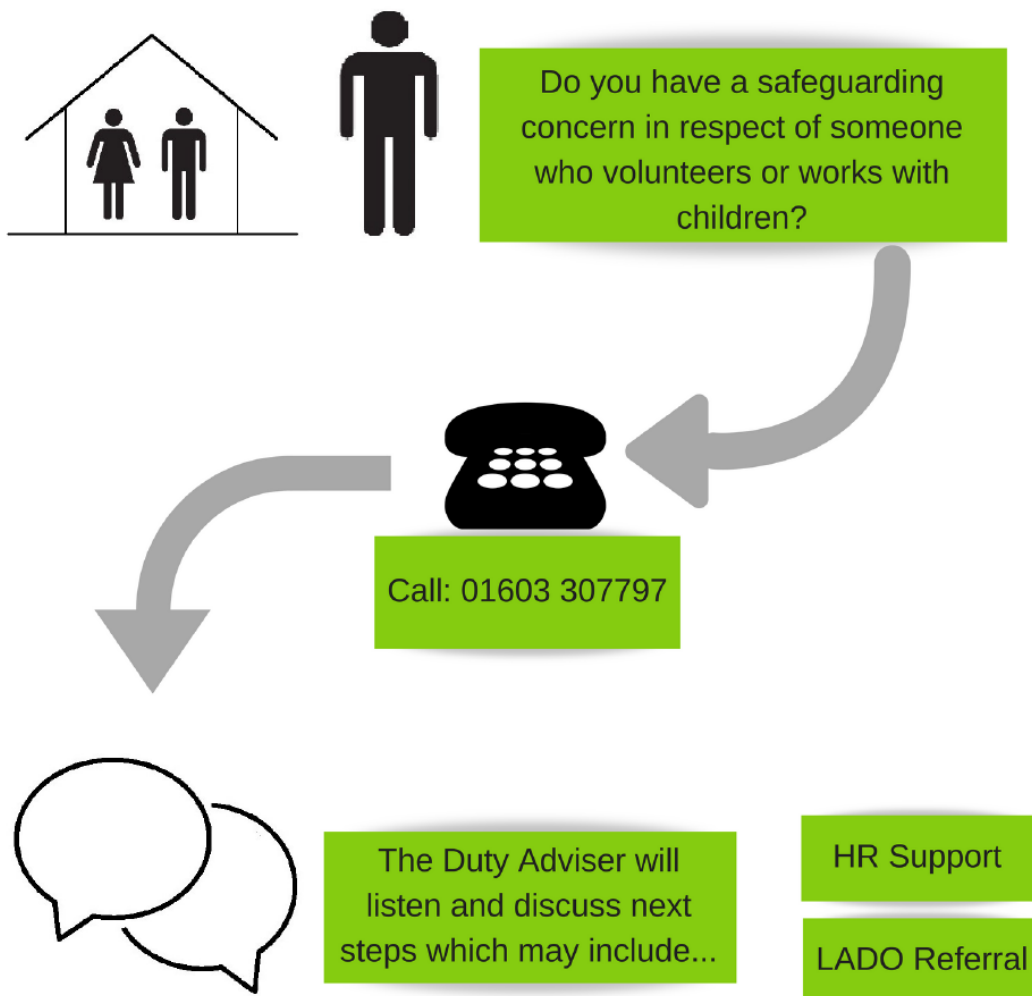
Was there an injury? Yes / No

Did you see it? Yes / No

Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk



Appendix 3: Safeguarding and Child Protection – Quick Guide

INTRODUCTION

Safeguarding and Child Protection are the most important parts of everyone's job at Framingham Earl High School. We ask everybody who works with our students to follow the guidelines set out in this pamphlet.

Whether you are a teacher, member of support staff, visitor or volunteer, we ask that you adhere to our policies and procedures whilst you are at our school.

Keeping Students Safe

The School operates a policy of restricting unsupervised access to students to those adults who have been correctly vetted.

All adults who work regularly with our young people must undertake an Enhanced Disclosure and Barring Service check which must be completed before you commence working with our young people.

Adults visiting the site for meetings will be accompanied throughout their visit and do not need to be checked. They must sign in and out at Reception and wear a visitor's badge at all times. Any unidentified adult in the School should be reported to reception immediately. If you have any concerns about adults at the School please report it and/or call: **01603 307797**.

For updated information on safeguarding children in Norfolk visit:

www.lscb.norfolk.gov.uk

SAFEGUARDING

First Aid

If you encounter a child with any medical concerns, or who seems ill, they should be referred to the school reception where a qualified first aider can assess them.

In case of an accident or emergency, please contact the school reception and a first aider will be sent.

Reception telephone: 0

Health and Safety

The School is regularly audited to ensure that facilities are safe for young people. However, you have a responsibility to ensure that your actions do not endanger students in our school.

Please ensure that you follow instructions on the school site. Do not operate machinery for which you are not trained.

Educational Visits

The School operates under the Norfolk County system for approving education visits. Full details can be obtained from the Deputy Headteacher, Gareth Yas-sin..



Norwich Road
Framingham Earl
Norwich
NR14 7QP
Telephone: 01508 492547
Fax: 01508 493964
Email: office@framinghamearl.net
Web: www.framinghamearl.net



Safeguarding & Child Protection Policy

QUICK GUIDE

Please ask to see our Policy, or a Designated Safeguarding Lead (DSL) if you require more information.

Anything's Possible

November 2018

Child Protection

Who's who?

If you have any child protection concerns about a young person you meet at Framingham Earl High School, you should immediately report these to a member of staff.

If you feel a young person is at risk, or is the subject of abuse, you should contact one of the Designated Safeguarding Lead (DSL) who are:

James Edwards
Assistant
Headteacher
[DT Corridor—217]



Anna Harvey
Director of Learning
Support
[The Den—214]



Debbie Skinner
Student Wellbeing
Coordinator
[The Den—216]



Ben Player
Director of Learning
(Years 10 & 11)
[Sports Centre—152]



If you are unable to locate one of these staff, concerns should be taken directly to the Headteacher. Our Designated Safeguarding Governor is Mrs Trudy Musgrove.

What should you report?

Does the child seem to be unfed or unkempt?

Does the child seem to be bruised or have injuries?

Does the child talk inappropriately about violence (eg at home)?

Does the child act in an inappropriate manner, relating to sexual matters, for their age?

Does the parent talk about violence in the home?

This list is not exhaustive- please report anything that gives you cause for concern. If you need to report a concern about a child and cannot talk to a DSL, you can do so using this phone number:

0344 800 8020

(Children's Advice and Duty Service)

What if a child wants to tell me something?

If a child begins to tell you about something that is happening to them you should:

- tell them that you want to make sure they are safe.
- tell them that you will have to pass on what they tell you to help keep them safe.
- listen carefully and try not to ask any leading questions.
- see a Designated Safeguarding Lead immediately and complete a Safeguarding Referral Form. These are kept in the staff room or are available from reception.

REMEMBER

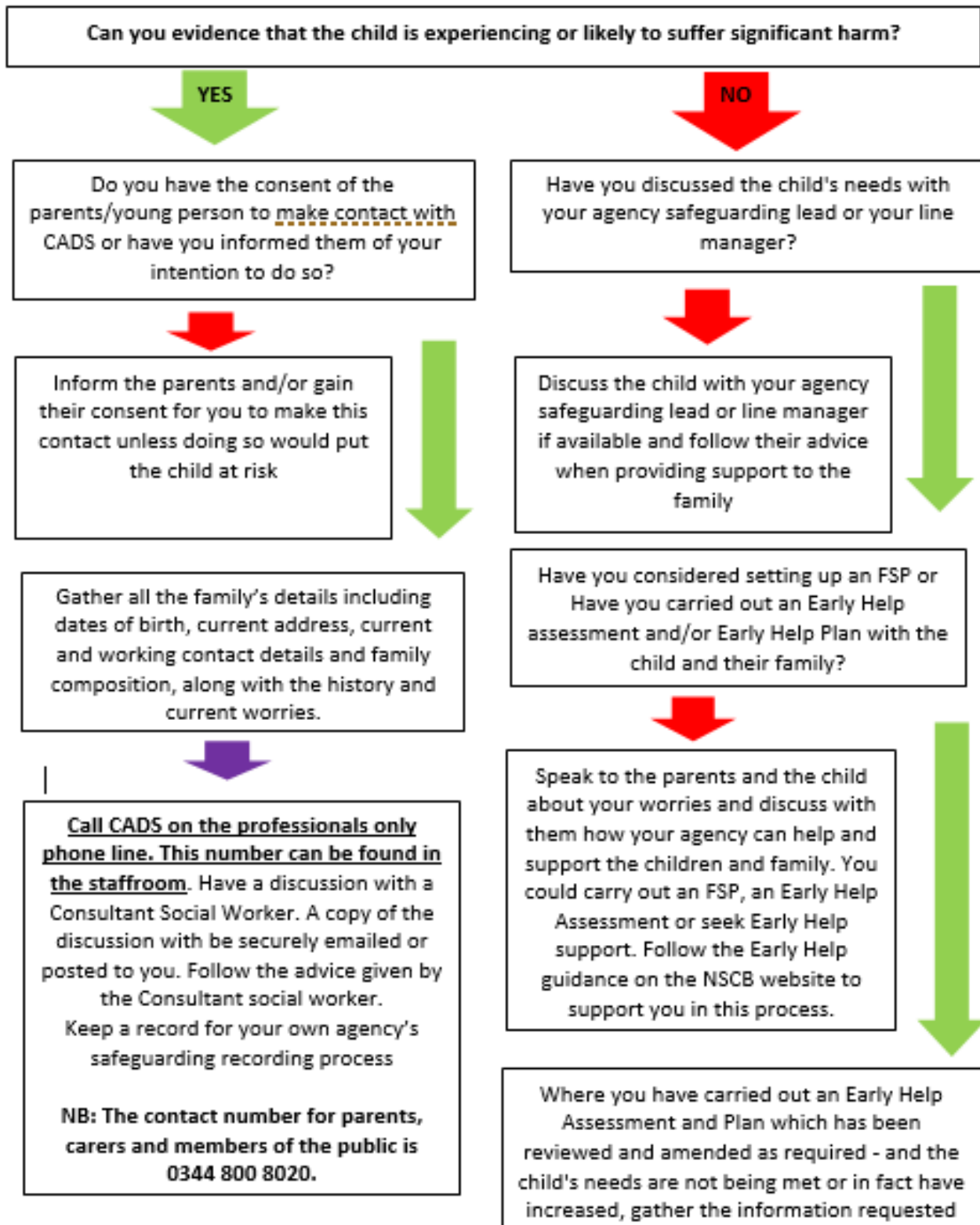
NEVER PROMISE TO KEEP A SECRET

ALWAYS PASS ON THE INFORMATION IMMEDIATELY to a DSL and ensure they receive any concerns in writing.

Appendix 4: Local Safeguarding Procedures

Children's Advice and Duty Service- CADS

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



Appendix 5: Child Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the School's procedures for unauthorised absences to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

They will inform the local authority of any child who is going to be removed from the admission register where the student:

- has been taken out of school by their parents and the School has received written notification from the parent they are being educated outside the School system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the School at which they are registered;
- has been certified by the School medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the School after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the School at the end of that period; or,
- has been permanently excluded.

Please refer to the Cluster Attendance Policy for a full outline of the School's procedures for Attendance.

Appendix 6: Female Genital Mutilation (FGM)

What is FGM?

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

Key points

- **FGM is illegal in the UK.** For the purpose of the criminal law in England and Wales, FGM is mutilation of the labia majora, labia minor or clitoris.
- FGM is an unacceptable practice for which there is no justification. **It is child abuse and a form of violence against women and girls.**
- FGM is **prevalent in 30 countries.** These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East, and in some countries in Asia.
- It is estimated that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.
- **FGM is a deeply embedded social norm, practised by families for a variety of complex reasons.** It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion.

(Source: HM Government Multi-agency statutory guidance on female genital mutilation April 2016)

Appendix 7: Child Sexual Exploitation

The agreed definition of child sexual exploitation was published by the DfE February 2017 and is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Source:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf?mc_cid=a75521557b&mc_eid=7c8d29b1b9

Child sexual exploitation

Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation.

February 2017

Appendix 8: Care, Control and Physical Intervention Policy

Purpose of the Policy

1. To protect staff and students from harm.
2. To create a calm and ordered environment where the risk of physical intervention being needed is minimised
3. To protect students from any physical intervention that is unnecessary, inappropriate, excessive or unlawful.
4. To provide adequate information and training for staff so that they are clear about what constitutes appropriate intervention and can deal effectively with violent or potentially violent situations.
5. To provide support to staff and students who have been assaulted and have suffered verbal abuse from students, other staff or parents.

Definition

Physical intervention is a course of action taken by a member of staff or other authorised person under Section 93 of the Education and Inspections Act 2006 which makes lawful the use of such force as is reasonable to prevent a student:

- committing any offence, or something that would be considered to be an offence if the student were not under the age of criminal responsibility;
- causing personal injury to, or damage to the property of, any student (including the student himself)
- prejudicing the maintenance of good order and discipline at the School or among any students receiving education at the School, whether during a teaching session or otherwise.

Physical intervention is not corporal punishment. The law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil or which is intended to cause pain or injury or humiliation.

Staff authorised to use physical intervention under this policy

Section 95 of the Act defines those authorised to use force as follows:

- any teacher who works at the School
- any other person whom the Headteacher has authorised to have control or charge of the students , including support staff, teaching assistants and lunchtime supervisors.
- paid members of staff whose job does not normally involve supervising students including office staff and the caretakers.
- unpaid volunteers such as parents accompanying students on a school trip.

At Framingham Earl High School this will include all cover supervisors, learning support staff, technicians and business support staff. It would not include Governors, parents or other visitors attending an activity on site or other students unless specifically trained and authorised as supervisors of a specific activity either on or off the School site. Physical intervention must only be used when the student is under the lawful control of a member of staff. It should be noted that Framingham Earl High School students who are attending other establishments as part of a partnership arrangement will be subject to that establishment's Care, Control and Physical Intervention Policy. Similarly, students from other establishments attending Framingham Earl High School become subject to the School's policy.

Deciding whether or not to use physical intervention

In determining whether or not to intervene physically, the following should be considered:

- a) The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely if force is not used.
- b) Whether there is a chance of achieving the desired result by any other means.
- c) The relative risk associated with physical intervention compared to using any other strategy.

Physical intervention should be used only as a last resort when all other attempts to manage a student have failed and every other approach has been considered. Practical methods to de-escalate the situation could include keeping calm, offering verbal prompts, guiding, steering or containment and retreat if this can be done without compromising the safety of others.

Help from another adult should also be sought by sending a student to the nearest classroom, to Reception or by using the telephone to summon Response (Dial 0) Removing other students who may be at risk of harm from the area should be a priority.

Any decision to use physical intervention should take into account the student's age, understanding and any SEN or disability. A student with SEN whose behaviour may increase the potential to use physical intervention will have a Risk Assessment or Positive Handling Plan already in place. This will detail strategies and techniques on how to best manage that particular student.

Using Physical Intervention

Before intervening physically, a member of staff should:

- a) Tell the student that s/he is misbehaving and why
- b) Tell the student to stop misbehaving
- c) Wherever possible, warn the student that physical intervention may be necessary.

Always communicate calmly and reassuringly and make sure your body language is non-threatening.

During a physical intervention, a member of staff should:

- a) Continue to talk with the student throughout the incident.
- b) Make clear that physical contact will stop when it ceases to be necessary.
- c) Retain a calm and measured approach.
- d) Not give the impression of loss of temper or that action is being taken out of anger, frustration or a need to punish the student.

Types of Physical Intervention

Physical intervention can involve:

- coming between students;
- blocking a student's path;
- using a "caring C" safe contact to guide a student. This involves an open palm and leading the student by an elbow placed between thumb and forefinger
- leading (not gripping) a student by the hand or arm;
- shepherding a student away by placing a "caring C" on both upper arms;
- and in extreme circumstances, more restrictive holds.

On no account should a member of staff act in a way that would be likely to cause injury, for example by:

- holding a student around the neck, by the collar or in a way that might restrict breathing;
- slapping, punching or kicking a student;
- twisting or forcing limbs against a joint;
- tripping up a student;
- holding or pulling by the hair or ear;
- Holding a student face down on the ground.

Reporting an Incident

Where an incident that has required physical intervention occurs, this must be reported immediately to the Headteacher or to a member of the Leadership Team and a full contemporaneous file note prepared. This must be done even if there is no subsequent action taken or complaint filed. The file note should comment on:

- a) The circumstances leading up to the incident
- b) The strategies that were used to try to diffuse the incident
- c) The nature of the danger to staff or students
- d) Why physical intervention was considered necessary
- e) The nature and duration of the physical intervention used
- f) The outcome of the incident
- g) The names of witnesses

Parents will routinely be informed of any such incident. Wherever possible this will be done orally by the Assistant Headteacher, Student Support and Guidance and then confirmed in writing. The reports will be kept as part of the student's record. The Governing Body will be informed of the incident, but not the details of pupils and staff involved. A member of staff who has been assaulted may wish to consider reporting the matter to the police.

Post – Incident Support

First aid and medical support will be given immediately by a First Aider if required. Emotional support for other students will be given individually by the Guidance Team. Staff can make use of the confidential counselling service provided by the local authority. Consideration would be taken in a serious incident to the use of multi-agency support.

For students whose behaviour is associated with SEN and/or disabilities appropriate support arrangements would be made involving their parents in the setting up of an individual behaviour plan. This plan would include strategies to prevent and deal with any recurrence of the behaviour that could lead to the use of force.

Physical Contact for Comfort or Congratulation

Staff must always avoid touching or holding a pupil in a way that might be considered indecent. Any form of touch, whether for comfort or congratulation should be from the side with the student's permission and in the presence of others.

Staff Training

Training will take place in School for all staff and others that have contact with students. Staff may be given additional training where it is practicable and available. Specialised training will be given to those members of staff dealing with students who are at high risk of requiring physical interventions.

Monitoring and review

Governors and senior managers will monitor the use of force in the School and ensure that policy guidance is followed. This policy will be reviewed by staff and governors every three years unless there is a change in legislation which requires an earlier review.

Appendix 9: Definitions of Abuse and Specific Safeguarding Issues

All school and School 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 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 in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. Peer on peer abuse should follow the same safeguarding procedures in this policy.

There are four recognised categories of abuse

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.

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 cyberbullying), 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.

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.

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.

The NSPCC website also provides useful additional information on types of abuse and what to look out for. <https://www.nspcc.org.uk>

Children with special educational needs and disabilities

Staff should be aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

This can include:

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

Specific Safeguarding Issues

All staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting (including the creating, storing and distributing of youth produced sexual imagery) put children in danger. In addition, parental misuse of substances and domestic violence are also a cause for concern.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting (including the creating, storing and distributing of youth produced sexual imagery). Staff should not disregard these behaviours as banter, abuse is abuse and staff should report any concerns following the safeguarding procedure in this policy.

The School follows the UKCCIS advice and guidance on sexting which can be found via https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

Appendix 10: Guidance to Staff on Minimising the Risk of Allegations being made against them

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards young people in their charge must be above approach. This guidance is not intended to detract from the enriching experiences young people gain from positive interaction with staff. It is intended to assist staff in respect to the complex issue of child abuse, by drawing attention to the areas of risk for all staff and by offering guidance on prudent conduct. This guidance should be read alongside the School's 'Staff Code of Conduct', the 'Care, Control and Physical Intervention Policy' and the ICT code of conduct.

1. Private meetings with Students

- a) Staff should be aware of the dangers which may arise from private interviews with individual students. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with an open door.
- b) Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- c) Where possible another student or (preferably) another adult should be present or nearby during the interview.
- d) Staff should not transport students in their own cars unless they have the adequate insurance and a member of the Senior Team or Safeguarding Team is aware of this. Staff should, in as far as it is possible, minimise the amount of time they are alone with students in a vehicle.

2. Relationships and Attitudes

Staff should ensure that their relationships with students are appropriate to the age, maturity and sex of students, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls. Any behaviour which could be considered flirtatious or sexually provocative could be viewed as an abuse of trust and grooming and result in a referral to the LADO. Any sexual relationships between a member of staff and a student at the School constitutes a criminal offence even if the student is otherwise old enough to give consent. Where a member of staff feels that something they have said or done may be misinterpreted by a student, it is always better to self-report.

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur. From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with young people and their manner and approach to individual young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of young people or parents / guardians.

In all circumstances employees' professional judgement will be exercised and for the vast majority of employees this guidance will serve only to confirm what has always been their practice. If employees have any doubts about points in this guidance, or how they should act in particular circumstances, they should consult their Line Manager or the Designated Senior Person for Safeguarding and Child Protection.