

Thetford Grammar School

CHILD PROTECTION AND SAFEGUARDING POLICY



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Policy review date: 01/09/2020

Agreed by:

Director – Cherry Han

Chair of Thetford Grammar School – Jay Liu

Head – Michael Brewer

DSL – Heather Pringle

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer	LADO TEL: 01603 223473 EMAIL: LADO@norfolk.gov.uk Local Authority Duty desk 01603 307797
Local Authority Children's Social Services	TEL: 0344 800 8020 EMAIL: information@norfolk.gov.uk OUT OF HOURS EMERGENCY DUTY TEAM TEL: 0344 800 8020
Children's Advice and Duty service (Professionals only)	TEL: 0344 800 8021
Children's Advice and Duty service (Public)	TEL: 0344 800 8020
The Prevent Duty Support and Advice about Extremism	MASH Norfolk Constabulary TEL: 0344 800 8020 EMAIL: mash.mast@norfolk.pnn.police.uk EMERGENCY: 999 NON EMERGENCY NUMBER: 101 Local Authority Norfolk County Council TEL: 0344 800 8020 Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counterextremism@education.gsi.gov.uk
NSPCC whistleblowing helpline	ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk

Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbsdspactch@dbsgsi.gov.uk
National College for Teaching and Leadership	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: whistleblowing@ofsted.gov.uk
School Proprietor	CEO Cherry Han TEL: 01842 752840 EMAIL: cherryhan435@thetgram.norfolk.sch.uk Nominated Safeguarding Member Chair of Thetford Grammar School Mr Jay Liu TEL: 01842 752840 EMAIL: jliu@thetgram.norfolk.sch.uk

KEY SCHOOL CONTACT DETAILS

Designated Safeguarding Leads (DSLs)	DSL Heather Pringle TEL: 01842 752840 EMAIL: hp@thetgram.norfolk.sch.uk Deputy DSL Nicki Peace TEL: 01842 752840 EMAIL: np@thetgram.norfolk.sch.uk Mark Glassbrook TEL: 01842 752840 EMAIL: mg@thetgram.norfolk.sch.uk EYFS DSL Nicki Peace TEL: : 01842 752840 EMAIL: np@thetgram.norfolk.sch.uk
Designated Teacher for Looked After Children	Heather Pringle TEL: 01842 752840 EMAIL: hp@thetgram.norfolk.sch.uk
Head	Michael Brewer TEL: 01842 752840 EMAIL: scsec@thetgram.norfolk.sch.uk

POLICY STATEMENT

This policy applies to Thetford Grammar School (“the School”) which includes the EYFS setting and, from September 2019, boarding. We are a 3-19 day and boarding school and this policy reflects that setting.

This policy is reviewed and updated annually (as a minimum) and is available on the School website.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2019) (*‘KCSIE’*)
 - Disqualification under the Childcare Act 2006 (June 2016)
 - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (September 2018)
 - Information sharing: advice for practitioners providing safeguarding services (March 2015)
- Prevent Duty Guidance for England and Wales (July 2015)
 - The Prevent Duty: Departmental advice for schools and child-minders (June 2015)
 - The use of social media for on-line radicalisation (July 2015)

This policy also takes into account the procedures and practice of Norfolk County Council as part of the inter-agency safeguarding procedures set up by Norfolk Safeguarding Children Partnership.

CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is **everyone’s** responsibility.

The School has arrangements for listening to children and providing early help. In the first instance pupils have the opportunity discuss their feelings and wishes. Tutors are the first port of call for pupils however the Head of Key stage, School Nurse and School Counsellor are also available to provide one to one sessions with pupils. It is essential that the chosen adult listens and records the feelings and wishes of the child.

Definitions of Safeguarding and Types and Signs of Abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Abuse is 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 by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing and must be made contemporaneously or as soon as possible and no later than 24 hours following the report. The record should include the date, time and place of the conversation and detail of what was said, the child's body language and what was done by whom and in whose presence and signed by the person making it.

Where there is a safeguarding concern the School will ensure the pupil's wishes and feelings are taken into account (in light of their age, understanding and any SEND they may have) when determining what action to take and what services to provide. The School manages this by the DSL/Deputy DSL having a discussion with the pupil and the discussion being recorded on a feelings and wishes sheet. The sheet is then reviewed by the pupil and signed by them. The feelings and wishes of the pupil must be reviewed throughout any process as they may change over time and depending on the circumstances. The School operates its processes with the best interests of the pupil at their heart.

Early Help

All staff are expected to identify when a child may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's Designated Safeguarding Lead ('DSL'). The DSL will consider the appropriate action to take in accordance with Norfolk Safeguarding Children Partnership referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to Children's Social Care if the pupil's situation does not appear to be improving.

What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have **any** concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to Children's Social Care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving the DSL (or the person that made the referral) should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and Children's Social Care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm

If staff (including the School proprietor, members of the school advisory board, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to Children's Social Care (CADS and/or the Police. **Anyone** can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the Police and Children's Social Care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and Children's Social Care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Partnership. A full copy of their local procedures can be found <http://www.norfolkscb.org/about/policies-procedures/>.

What staff should do if a child is at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or Children's Social Care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or by submitting a NSCB VTR1 referral form (this can be found on the Norfolk Schools website) to MASH or call them directly to make a telephone referral. Advice and support can also be sought from Children's Social Care.

The School, in recognition that pupils may be at risk of being drawn into terrorism, carries out appropriate risk assessments following consultation with local partners, (such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and Deputy DSL and, as appropriate, members of the school advisory board responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

What staff should do if a child goes missing from education

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are found in the School's Missing Children Procedure. Further detail can also be found at Appendix 1 of this policy.

The School will report to Norfolk County Council a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school sessions or more.

Please see Appendix Two for separate information on missing pupils i.e. pupils that are thought to have gone missing either during the school day (including trips) or during evenings and weekends from boarding.

What staff should do if they have concerns about another staff member

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer(s) at the Norfolk Safeguarding Children Partnership. Staff may consider discussing any concerns with the School's DSL and make any referral via them.

What staff should do if they have concerns about safeguarding practices in the school

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's whistleblowing procedures which can be found in the Staff Handbook. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Peer-on-peer abuse is abuse by one or more pupils against another pupil it doesn't only happen in secondary schools; it can take place in primary schools too. It can manifest itself in many ways and can include sexting, sexual assault, calling someone sexualised names, initiation/hazing-type violence, rituals, gender-based issues, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexual violence

and sexual harassment, and up skirting. Peer-on-peer abuse should never be tolerated or dismissed as “banter”, “just having a laugh” or “part of growing up”.

The gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys as perpetrators), but all peer-on-peer abuse is unacceptable and will be taken seriously;

The School takes the following steps to minimise the risk of peer-on-peer abuse:

Through the clear supervision of pupils, regular education on high standards of courtesy and respect expected in the behaviour of pupils to one another, whether online or in person, and ensuring pupils know what to do if they have any concerns about peer-on-peer abuse. If a pupil has concerns they can talk to a member of the Pastoral team or a trusted adult, who can then support them in gaining the appropriate intervention and support. Pupils can talk to the School Counsellor or members of the Sixth Form who are deployed in tutor groups to support pupils and staff. Leaflets and posters are posted on notice boards to give pupils the opportunity to gain support from external agencies. PSHE lessons and assemblies are used to raise awareness of Peer-on-Peer abuse and what to do if pupils are victims of this kind of abuse.

Where an issue of pupil behaviour or bullying (including cyber bullying) gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour policies.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. Where either or both pupils are boarders, a risk-assessment will immediately be undertaken by the DSL, Head and Head of House to determine what residential arrangements are needed in order to ensure the safety and wellbeing of all affected parties. If necessary, boarding pupils may be sent from the boarding house to their guardian(s). The School will take advice from Norfolk Safeguarding Children Partnership/CADS on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Norfolk Safeguarding Children Partnership/CADS, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the Norfolk Safeguarding Children Partnership/CADS and/ or the Police as appropriate.

The School’s approach to sexting is that the ‘Creating and sharing sexual photos and videos of under-18s is illegal.’ Incidents involving pupil produced sexual imagery will primarily be treated as a safeguarding issue; where there is sexting or where a sexting disclosure is made, the School’s normal safeguarding procedures will therefore apply and the DSL informed as soon as possible. The DSL will hold an initial review meeting with appropriate school staff which may include subsequent interviews with the pupils involved (if appropriate). The DSL, in conjunction with the Head, will assess the risks to the pupil involved and whether the risks can be managed within the School’s pastoral support and disciplinary framework and/or whether a referral to Children’s Social Care and/or the Police should be made. Parents should be informed at an early stage and involved in the process unless there is good reason to

believe that involving parents would put the pupil/person at risk of harm.

At any point in the process if there is a concern a pupil has been harmed or is at risk of harm a referral will be made to Children's Social Care and/or the Police immediately. An immediate referral to Police and/or Children's Social Care should also be made if the incident involves an adult, where imagery involves sexual acts and any pupil in the imagery is under 13, and/or if there is reason to believe that the pupil has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs). The School will keep a record of the reasons why a referral has been made, including a decision not to refer together with reasons.

Throughout the process the DSL will consider whether the pupil(s) concerned require support, including from external agencies.

The School will not search or view any sexual imagery unless there is good reason to do so. Any search of a pupil's device, such as a mobile phone, will be conducted in accordance with the School's policy and procedures on searching, which can be found in the Behaviour Policy. Any viewing of sexual imagery should only be undertaken by the DSL in the presence of the Head or Deputy DSL and only where, for example, it is the only way to make a decision about whether to involve other agencies. The School will record the viewing of any images including the time, date, reasons for viewing the image, the person viewing the image and any witnesses present. If the School decides that other agencies do not need to be involved, the DSL will consider deleting the imagery from devices and online services to limit any further sharing of the imagery.

In the event of disclosures about pupil-on-pupil abuse all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. The School will also conduct a risk-assessment following a disclosure of peer-on-peer abuse. The risk assessment will help inform the School as to the appropriate steps to take and whether support from external agencies, such as counselling, needs to be put in place for the pupils involved. Victims will be supported by the School's Counsellor and a trusted adult. This may be from the pastoral team or a subject teacher that can offer mentoring. Support from external agencies will be sought, as appropriate.

ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and Norfolk Safeguarding Children Partnership arrangements and applies when staff have (or alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil;
- Possibly committed a criminal offence against or related to a pupil; or
- Behaved towards a pupil in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should also be referred to the Police.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head. If an allegation is reported to the DSL, the DSL will keep the Head informed. Where the Head is absent or is the subject of the allegation or concern, reports should be made to the CEO. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the CEO and designated officer. However, staff may consider discussing any concerns with the DSL and may make any referral via them.
2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by Children's Social Care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
5. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from Children's Social Care or the Police.

6. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or National College for Teaching and Learning should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) 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. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the National College for Teaching and Leadership and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

7. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

STAFF BEHAVIOUR POLICY

The School's staff behaviour policy can be found in the Staff Handbook. The aim of the staff behaviour policy is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

SAFER RECRUITMENT

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas

checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School's safer recruitment procedures for checking the suitability of staff, the School local advisory board, CEO, school proprietor and volunteers to work with children and young people is set out in the School's Recruitment Policy.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils, are suitable and appropriate supervised is set out below in this policy.

MANAGEMENT OF SAFEGUARDING

The School's designated safeguarding lead ('DSL') is Heather Pringle who is a member of the leadership team and Head of KS3.

Nicki Peace and Mark Glassbrook are the Deputy DSLs. Nicki Peace is the Deputy DSL for Pre-Preparatory and Preparatory School and the persons to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times.

The DSL and Deputy DSL's contact details can be found on Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the proprietor on the review and update the School's safeguarding policy. Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

During term time, the DSL and/or a Deputy DSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements are to contact the Head in the first instance.

Full details of the DSLs role can be found at Annex B of *KCSIE*.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

TRAINING

Induction and training is in line with advice from the Norfolk Safeguarding Children Partnership.

All Staff

All new staff will be provided with induction training that includes:

- the School's child protection policy, including information about the identity and role of the DSL and Deputy DSL(s)
- the staff behaviour policy including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- a copy of Part 1 of *KCSIE*
- School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE*
- Online safety
- *Pupil behaviour policy*
- *Safeguarding response to children who go missing from education (CME policy*)*
- staff should be trained to manage a report of child on child sexual violence and sexual harassment.

Copies of the above documents are provided to all 'staff' during induction.

Temporary staff (dependent on the amount of time in school) are provided with the same documentation as a permanent member of staff. Volunteers and visitors are signed into school using the Invenry system. At this point they are expected to read a safeguarding document that outlines the Schools' Safeguarding arrangements. ID badges with key information are given to all temporary staff, volunteers and visitors. There are also posters around school identifying the DSL, Deputy DSL for Prep school and Deputy DSL.

All staff are also required to:

- Read Part One of *KCSIE* and confirm that they have done so. Each time Part One of *KCSIE* is updated by the DfE, staff will be updated on the changes via INSET training. Email copies and then an agreement to be signed by all staff that they have read it. This would be the same for all new changes and updates. There is a standard Safeguarding slot at staff meetings and INSET.
- Understand key information contained in Part One of *KCSIE*. The School will ensure staff understanding by signing a self-declaration form, this is kept on their personnel file. School leaders and staff who work directly with children will also be required to Annex A of *KCSIE* 2019
- Receive training in safeguarding and child protection regularly, in line with advice from Norfolk Safeguarding Children Partnership. Training will include on-line safety. It will also include *Prevent* awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.

Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails, e-bulletins and staff meetings.

DSLs

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children and training in Norfolk Safeguarding Children Partnership approach to *Prevent* duties. Further details of the required training content for the DSL is set out in Annex B of *KCSIE*.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. The Norfolk Safeguarding Children Partnership has an independent forum that the DSL attends regularly. The Deputy DSL's are trained to the same level as the DSL.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Mrs Maureen Eade sits on the School's local advisory board and is designated to take a lead in relation to responsibility for the safeguarding arrangements in the School and is directly accountable to the CEO and School proprietor on matters relating to the oversight of safeguarding arrangements in the School.

A review of the School's child protection policies take place at least annually, including an update and review of the effectiveness of procedures and their implementation. The DSL undertakes a review of the procedures with a corresponding report on its effectiveness in practice -this being signed off by the proprietor once a final policy is approved.

The Head, Governor Adviser and DSL will review the Safeguarding procedures within in the school. Throughout the Academic year the Head, DSL and Deputy DSL meet every week to review safeguarding concerns the content is recorded and actioned where necessary. The SLT use the Norfolk Safeguarding Children Partnership self- review document to review and improve arrangements (this is a two-yearly requirement from the Norfolk Safeguarding Children Partnership). All meetings (SLT, HODs, and Staff) have Safeguarding as part of the agenda, this gives all stakeholders the opportunity to discuss concerns. The School draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The school proprietor ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Teaching pupils about how to stay safe and behave online, including identifying risks and how and when to seek support is crucial. Further information can be found in the DfE guidance ['Teaching online safety in school.'](#)¹

On-line safety is an integral part of the School's ICT curriculum and also be embedded in PSHE.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material on-line. The School's systems are managed and monitored by Strident an external provider. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to on-line safety can be found in the School's AUP Policy and Mobile Technology Usage Policy which also includes detail on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

It sets out or refers to a policy on the use of mobile technology eg management of access to 3G/4G.

Looked after children

The school proprietor ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

Heather Pringle, Designated Safeguarding Lead, is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

¹ Links to be found in Appendix 2 of Thetford Grammar School Safeguarding Policy 2019

Pupils Over 18 Years of Age:

The school occasionally educates pupils, both in the UK and internationally, that will turn 19 before completion of A level exams. In the UK, this tends to be pupils whom have been held back a year in their education earlier, or for whom re-taking GCSE exams was necessary before A level study could commence. Internationally, there are several areas where school ages do not align with the UK system, leaving pupils starting A level a year later.

However, we do not run a one-year programmes for this age group. That is to say, any student would only be or turn 19 whilst studying at TGS in Year 13. To that end, they will be under the authority of the school and, in particular, the Head of Sixth Form as would any member of the Sixth Form.

To ensure safeguarding of all pupils:

- We only admit pupils that will turn 19 before completing a course of study if that course includes complete (two-year) A levels, we will not admit pupils that would turn 19 before joining the school.
- Any pupil requiring boarding will, at the start of the academic year they turn 19, be housed separately from boarders under the age of 18.
- Upon joining the school, or upon the school accepting a request to re-sit a year – meaning that a pupil will turn 19 prior to completion of studies – a pupil-parent-school contract will be entered into confirming:
 - Acceptance of all school rules i.e. drink, drugs;
 - Safeguarding training with DSL/Deputy DSL including awareness of coercive behaviours;
 - Commitment to appropriate relationships with other pupils e.g. not to engage in romantic / physical relationships with pupils under 18;
 - Not to pursue romantic / physical relationships with staff;
 - On school trips, the pupil will adhere to all rules of the trip but where separate accommodation is deemed necessary on residential trips this will be paid for at the pupil's expense;
 - Not to work hours that compromise commitment to full-time study
 - Acceptance of defined areas of the school where they would need to seek permission and/or supervision to enter e.g. boarding houses.

Arrangements for Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided. Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification document including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

Disqualification from working in childcare

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Recruitment Policy.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified, or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

Use of mobile phones and cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Acceptable Use Policy. Parents are not permitted to use their mobile phones or camera in or around the EYFS setting without prior approval from the Head or Head of Prep. Staff are not permitted to use their personal mobile devices or cameras in school. Staff who wish to take photographs or video of pupils (whether on a personal or school device) must first speak with Head or Head of Prep to obtain their approval before taking any image of a pupil. Staff who wish to use their personal mobile devices or cameras in school for any other reason must first speak with Head or Head of Prep. Staff who act in breach of this may be subject to disciplinary action.

DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the Early Years settings is Nicola Peace.

Duty to notify Ofsted

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Staff who are disqualified, may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Disqualification from Association

Staff who are disqualified, may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

BOARDING SAFEGUARDING ARRANGEMENTS

The care of boarders at Thetford Grammar School includes provision for boarding-specific safeguarding arrangements. We run a boarding house for up to 14 pupils at 4 Raymond Street, a property owned by the school. The Head of House is resident during term-time in the staff accommodation provided and is supported by resident tutors and on-call emergency staff.

Boarding staff, under the direction of the Head and DSL, have primary responsibility for safeguarding boarders outside of the school day. As well as arrangements for their physical safety by virtue of knowing their whereabouts whilst away from the boarding house and ensuring their safe return at the appropriate times throughout the week, this also includes care for boarders' emotional and mental health and promoting spiritual, moral, social and cultural development by establishing a supportive, nurturing environment with the boarding community.

Boarding staff can raise safeguarding concerns in the same way as day staff would. Visiting tutors should make the Head of House aware of any safeguarding concerns that they have raised, or wish to raise, to the DSL (unless these concerns are about the Head of House – in which case, they must follow procedures for raising concerns about a member of staff). The Head of House reports to SLT via the DSL on a weekly basis, ensuring safeguarding concerns are shared and actions discussed at Senior Leadership level. It is important that boarding staff record in the handover log any notable incidents that occur during evening or weekend duties. The handover log is shared with key day staff to ensure that they have, and can build up, a detailed picture of boarding pupils.

Boarders may choose to disclose to any member of school staff that they feel comfortable talking with. Therefore, whilst all usual safeguarding precautions apply to boarders, it is important that all staff are aware that boarding pupils can be particularly vulnerable given that they are away from home and, due to unfamiliarity and/or cultural differences, may find it difficult to share concerns that they have. Likewise, where English is not a pupil's first language, they may struggle to articulate what is bothering them.

Day staff have a responsibility to make sure that the Head of House is copied in to any correspondence involving boarders that would usually be sent to a tutor or Head of Key Stage, even where this relates to what seem to be simple academic concerns. For example, a note that X boarder is falling behind with homework is relevant academically for tutors / HoKS, but might equally be relevant pastorally to boarding staff if a picture emerges that X boarder is struggling to cope with the demands placed upon them.

Guardian/Host Families

Currently we do not arrange guardian families for any pupils however, we do have a small selection of international pupils who stay in privately arranged host families arranged by external companies directly with the parents.

To ensure the safeguarding of these pupils we:

- Make contact with the families and invite them into the school to meet key staff and explain our role.
- The Deputy Head and International Pupil Officer have a responsibility to meet regularly with these pupils and ensure they are happy with their living arrangements and offer the opportunity to discuss any concerns.
- The DSL/Deputy DSL's will also meet with the children at the beginning of each term and thereafter will be available throughout the school day for them to discuss any concerns.
- The DSL/Deputy DSLs will also meet with the Guardian/Host Family at the beginning of each term and thereafter will be available throughout the school day for them to contact and discuss any concerns that the Tutor/HOY cannot deal with.
- The DSL will meet regularly with the International Pupil Officer and Deputy Head to discuss any concerns regarding the children that are living with Guardians or Host families.

Some Factors to Consider:

Pupils away from home will often suffer some level of homesickness, and this in itself can become a safeguarding issue in extreme circumstances, leading to possible depression and harmful thoughts/actions. Homesickness is common a few weeks into term, when the excitement of being at school has subsided and frustrations or anxieties can begin to build. Homesick boarders might seem to have lost interest in their studies and/or extra-curricular commitments, they can become quite negative about their own abilities, friends or life at school. The school advises boarders that seem to be (or reveal they are) homesick to talk to staff in school, including the School Nurse, and to talk with family and friends at home.

The nature of a boarding setting where shared rooms are the norm is that roommates can have sometimes serious disagreements that can turn personal quite quickly – it is vital that the Head of House is made aware of any discontent regarding rooming arrangements. All staff must be alert to the possibility that peer-on-peer sexual harassment or abuse could be exacerbated within the boarding setting. Any comments by boarders about inappropriate comments or behaviour must be reported to the DSL and not ever dismissed as 'banter' or 'hazing'. Any direct reports of sexual harassment or abuse will trigger the school's arrangements for dealing with peer-on-peer abuse.

Boarding pupils can struggle with adjusting to food and routines in a new environment. Boarders will see the School Nurse regularly and will have access appointments with a doctor, dentist, or optician as necessary, but all staff should be alert to the health and wellbeing of boarding pupils. Staff may notice that a boarder regularly does not eat much at lunch, this information should be passed on to the Tutor and Head of House (DSL can be copied in); it might be that the boarder in question has also lost weight and that support measures need to be put in place.

Academic pressure can build up for boarders and maintaining a school-life balance is harder for them than for many day pupils. For some boarders, family at home will be driving them hard to succeed, possibly without understanding how difficult studying in another country (and language) can be. Teaching staff can help by contextualising any grades given and being mindful of what is written in reports that go home. All staff should be aware that perceived failure in a test or class assignment can carry undue weight for boarding pupils; if a pupil seems particularly stressed, staff should alert the Head of House as well as informing the tutor / HoKS.

APPENDIX 1 –SIGNS AND TYPES OF ABUSE

All 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.

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 can take place online, and technology can be used facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other

children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; child criminal exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Contextual Safeguarding: 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.

Child Sexual Exploitation: 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:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;

- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Child Criminal Exploitation (CCE): County Lines: 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.

Serious violence: children who are at risk from, or are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.²

Sexual violence and sexual harassment between children in schools and colleges'

Peer-on-peer abuse: children who abuse other children. This is most likely to include, but not be limited to:

- Bullying including cyber bullying;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. The calling someone sexualised names, flicking bra straps, lifting up skirts, grabbing bottoms, breasts and genitalia;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be a stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery);
- Initiation/hazing type violence and rituals.

So Called 'Honour Based' Violence: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-

² Links to be found in Appendix 3 of Thetford Grammar School Safeguarding Policy 2019

41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers that they must 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. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve Children's Social Care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (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 it involves a pupil over 18, teachers should follow the School's local safeguarding procedures.

Forced Marriage: 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 and 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. 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, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.³

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It also calls for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such

³ Links to be found in Appendix 3 of Thetford Grammar School Safeguarding Policy 2019

as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.⁴

Special Educational Needs and/or Disabilities: Pupils who SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

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

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Children who go missing from school: A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the School's Missing Children Policy. All unexplained absences will be followed up in accordance with the Missing Children Policy.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school sessions or more.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

⁴ Links to be found in Appendix 3 of Thetford Grammar School Safeguarding Policy 2019

Domestic Abuse

The definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

APPENDIX 2 –MISSING PUPILS PROTOCOL

School Day:

If during a school day, including school trips, a member of staff becomes concerned that a pupil is missing, they must alert the School Office immediately. If possible, they should advise of the last time that pupil was seen and what state they were in, including a description of appearance if dressed in clothes other than school uniform.

The School Office will check the attendance registers for known absence or alternative collection arrangements that might explain where the pupil is, checking that any such arrangements were followed e.g. that parents did collect their child early as expected. This follow-up can be done by telephone call or email to the parent. The School Office will also check against regular appointments such as Music lessons, Drama rehearsals, the School Counsellor. The process from receiving information about a possible missing pupil and checking school records for valid reasons should take no more than 20 minutes.

If the School Office cannot account for the pupil's whereabouts, they will inform SLT including Head of Key Stage and Head/Deputy Head as a minimum. SLT will review the information available and decide if a call to emergency contacts is made immediately or if a short search is conducted. In the case of a school trip, a call home will be made immediately by the most senior member of SLT available.

On site, SLT and other available staff will search the school looking at the pupil's timetable and known places of interest e.g. A level study rooms. If the pupil is not found within a maximum of 20 minutes, a member of SLT will call home. If, in liaison with home, the pupil is not discovered within the following 20 minutes, a member of SLT will call the police to report a potential missing pupil. Whilst the lead member of SLT liaises with the police and the pupil's family, other available staff will continue to search the school site and check with the pupil's peers to find if they have any relevant information.

On a school trip, SLT will establish whether a member of staff can be dispatched to help search the area of the trip and/or to bring the other pupils back to school whilst the trip leader searches the area. The lead member of SLT will call the police immediately after the family have been informed and other available staff will try all known numbers for the pupil in liaison with their family. Staff must take notes at the time of the event, these will be handed to the DSL to write up as a report once the matter is concluded.

Evenings and Weekends:

Boarders are expected to keep boarding staff informed of their planned whereabouts and up-to-date contact information whenever outside of the boarding house during evenings and weekends. It is the responsibility of the Head of House to educate boarders as to the importance of using the signing in and out books and of updating the mobile phone numbers held on file if there are any changes.

If a boarder misses a registration point, or is not within the boarding house when expected to be i.e. they have not signed out and do not have permission to be away, boarding staff must begin the missing pupil procedure.

Boarding staff should immediately call the boarder's mobile phone number from a school phone. If the boarder answers, ascertain their location and require them to come back to the boarding house within the shortest time reasonable e.g. if they claim to be on the high street, require them to come back within five minutes.

If the pupil does not answer within 20 minutes, or answers and refuses to come back, the member of boarding staff should call the Head of House. The Head of House will attempt to contact the pupil and, failing that, will contact a member of staff on emergency call to assist in the search. At this point, the Head of House should alert the Head or Deputy Head.

Unless directed to do so earlier by the Head or Deputy Head, if within a further 20 minutes of searching the boarder has not been safely located, the Head of House will contact the boarders' parents and guardian. If, in liaison with home, the pupil is not discovered within the following 20 minutes, the Head of House will call the police to report a potential missing boarder. The Head or Deputy Head must be kept updated. Staff must take notes at the time of the event; these will be handed to the DSL to write up as a report once the matter is concluded.

Appendix 3 Further guidance.

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of 'Keeping Children Safe in Education' (2019) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. Below are links to further reading:

- Norfolk Safeguarding Children Partnership and within the Safeguarding Section of the Norfolk Schools website: <http://www.schools.norfolk.gov.uk/safeguarding>.
- Mandatory Reporting of Female Genital Mutilation- procedural information Home Office (December 2015): <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>
- Mandatory Reporting of Female Genital Mutilation- procedural information Home Office (December 2015): <https://www.gov.uk/guidance/forced-marriage>
- Multi-agency guidelines and can be contacted for advice or more information: Contact 020 7008 0151 or email fmufco.gov.uk
- 'The Prevent duty: Departmental advice for schools and childcare providers', DfE (June 2015): <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Sexual violence and sexual harassment between children in schools and colleges', DfE (May 2018): <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Reviewed and Approved Monday 4th November 2019		
Reviewer	Position	Date
Mrs Cherry Han	Director	4th November 2019
Mr Jay Liu	Chair of Thetford Grammar School Ltd	4th November 2019
Mr Michael Brewer	Head	4th November 2019
Mrs Heather Pringle	Designated Safeguarding Lead	4th November 2019