



Glebe House School Policy on Safeguarding Children

Adopted February 2010

Next Review August 2021

This policy is reviewed at least annually and the last review was September 2020 carried out by the Headmaster.

A. POLICY STATEMENT

The safety and well being of all our pupils at Glebe House School & Nursery, including those in the EYFS, is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

The Children's Act of 1989 and the Education Act of 2002 places statutory responsibility upon schools to promote and safeguard every child's welfare and to have a written policy in place concerning abuse of any kind; it is the duty of all staff – both teaching and non-teaching – to play an active role in ensuring the safety and promoting the welfare of the children in the school's care.

Should any deficiencies or weaknesses be discovered in the school's Child Protection arrangements, they will be remedied without delay.

This policy complies with KCSIE (2020) and Working Together to Safeguard Children (2018), and, in line with the Children's Act 2004 Section 10, is to take all reasonable care to improve the wellbeing of each child (pupil) in our care.

The Head Teachers, all staff and volunteers in regulated activity will undertake child protection training which will be updated at least annually. This will include part-time staff.

- The School has procedures in place to deal with all allegations of abuse against staff, volunteers and the Head. Allegations against staff, Gap students or volunteers should be reported immediately to the Head or to Children's Services, but you must keep the DSL informed. If the Head is absent, the allegation should be passed to the person acting as Head. If the allegation concerns the Head, the person receiving the allegation should immediately inform the Chair of Governors without notifying the Head first. If the allegation is against the DSL it should be reported to the Head first. In the case of serious harm, the police should be informed from the outset. This will always be in accordance with the statutory DfE guidance and Norfolk Safeguarding Children's Board Protocol 27, and in such matters the School will also inform and seek advice from the LADO. The Designated Safeguarding Leads are:

| | Designated Safeguarding Lead | Deputy Safeguarding Leads |
|----------------|------------------------------|---------------------------|
| | | |
| Prep School | Louis Taylor | Rob Gladstone |
| Nursery School | Susie Pull | Julie Ashby |

See also section 6.

- The Safeguarding Leads or a Deputy will always be available to staff for advice or support during term time. In the holiday period, should contact the DSL or Deputy DSL who will arrange for advice to be given remotely or in person if required.
- The Governor responsible for Safeguarding is Sarah Ratchford and she will review annually the School's Child Protection policies and procedures and the efficiency with which the related duties have been discharged. The DSL and the Governor responsible use the Norfolk Safeguarding Children Board's Self Review tool as part of this process. Sarah Ratchford can be contacted at sarah.ratchford@glebehouseschool.co.uk

- The Designated Safeguarding Lead for the Prep and the DSL for the Nursery will make an annual full written annual report to the Governing Body. Written under Norfolk Safeguarding Children Boards's guidelines it is presented in person to the Governing Body.
- It is the duty of the IT staff to ensure that internet access and electronic communication is as safe as possible. It is the responsibility of the ICT teaching staff to teach best safe practice in electronic communication. The Internet Safety Officer is the Headmaster, Louis Taylor. Safeguarding includes Online Safety.
- The Designated Safeguarding Leads and the Deputy Safeguarding Leads are the members of staff nominated to liaise with the Children's Services Department of the Local Authority over welfare matters.

B. Recognising Child Abuse

- Abuse by one or more pupils against another pupil will usually be dealt with by the School's disciplinary framework in accordance with the School's Anti-Bullying policy. Bullying behaviour is damaging and may lead to abuse; there is also the possibility that relationships between students are abusive, and that perpetrator and victim may be at risk. Pupils and staff should be alert to these possibilities and where there is reasonable cause to suspect a child is suffering, they should refer to the DSL. Where a pupil is at risk of significant harm, the DSL will contact Children's Services. The Police will be contacted at the earliest opportunity if the allegation indicates that a potential criminal offence has taken place.
- Staff should also bear in mind that safeguarding issues can manifest themselves via peer on peer abuse. **Peer-on-peer abuse** is any form of physical, sexual, emotional or financial abuse, or coercive control, exercised between children and within children's relationships. This is most likely to include, but may not be limited to:
 - Bullying (including cyberbullying)
 - Physical abuse
 - Sexual violence and sexual harassment
 - Sexting (also known as youth-produced sexual imagery)
 - Initiation/hazing-type violence and rituals

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
 - not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
 - challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
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- 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.
 - Behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children at risk.

- Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff must be alert to potential assumptions that indicators of possible abuse such as mood, behaviour and injury, relate to the child's disability without further exploration. Children with SEN can be disproportionately impacted by things like bullying without showing any outward signs. Children with SEN can also be more prone to peer group isolation, and extra pastoral support should be considered.
- It is the duty of all staff to be vigilant and observant when dealing with pupils in their care and to have no hesitation in passing on concerns they may have regarding the physical and emotional well-being of any child in the School. The following lists, whilst not exhaustive, may be indicators that a child is suffering abuse. Staff should be aware of other signs they deem to be of concern.
- Safeguarding is the responsibility of all staff, and no member of staff should **assume** that another member of staff will take responsibility for reporting or referral.
- Child abuse is when a child or young person is suffering or likely to suffer significant harm. A person may abuse or neglect a child/young person by inflicting harm or failing to act to prevent harm. There are four categories of child abuse in the Children Act. These are:
Physical Abuse, Neglect, Emotional Abuse and Sexual Abuse.
- Abuse is a form of maltreatment. A person may abuse a child by inflicting harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger, or for example, via the internet. They may be abused by an adult or adults, or another child or children.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child including by fabricating the symptoms of, or deliberately causing ill health to a child.

Signs and symptoms of physical abuse could include:

- Unexplained injuries or burns, bruises, finger marks
- Fear of undressing or medical help
- Improbable explanations for injuries
- Refusal to discuss injuries
- Untreated injuries
- Withdrawal from physical contact
- Self-destructive tendencies
- Fear of returning home or parents being contacted
- Unexplained absence from school
- Aggression towards others

Neglect

Neglect is a form of maltreatment. A person may neglect a child by failing to act to prevent harm. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child/young person's health or development. Neglect may involve a parent failing to:

- Provide adequate food, clothing, shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision
- Ensure access to appropriate medical care or treatment
- Respond to a child's basic emotional needs

Signs and symptoms of neglect could include:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation

- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

Emotional Abuse

Emotional Abuse is the persistent emotional ill-treatment of a child/young person such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as the overprotection and limitation of exploring 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, 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, though it may occur alone.

Signs and symptoms of emotional abuse could include:

- Physical and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-depreciation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour
- Self-mutilation
- Social isolation - few friends
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Compulsive stealing or scavenging

Sexual Abuse

Sexual abuse involves forcing or enticing a child/young person to take part in sexual activities, whether or not the child/young person is aware of what is happening. These may involve physical contact, including penetrative (rape, buggery or oral sex) or non-penetrative acts. It may include involving children or looking at, or being in the production of sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. It should be noted and remembered that abuse may be carried out by men or women, or by young people themselves. Also included in this category are Grooming, Female Genital Mutilation and Child Sexual Exploitation.

Signs and symptoms of sexual abuse could include:

- Sudden changes in behaviour or performance
- Displays of affection in a sexual way, inappropriate to age
- Sexual awareness inappropriate to age
- Tendency to cling and need reassurance
- Tendency to cry easily
- Regression to younger behavioural traits
- Complaints of genital itching or persistent infections in anal or genital regions
- Distrust of a familiar adult, or anxiety about being left with a relative or babysitter
- Bruises, scratches, bite marks on the body
- Unexplained gifts of money

- Depression and withdrawal
- Apparent secrecy
- Incontinence
- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and venereal diseases
- Anorexia or bulimia
- Frequent masturbation
- Fear of undressing for games
- Phobias and panic attacks

Online Sexual Abuse

As defined in KCSIE 2019, Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.

Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).

Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

Grooming

Grooming is a subtle, gradual, and escalating process of building trust with a young person. It is deliberate and purposeful. It may take place over weeks, months, or even years before any sexual abuse actually takes place. It may happen via the internet or social media, or in person. It usually begins with behaviours that may not even seem to be inappropriate.

Grooming young people may include strategies such as:

- Identifying with the child/young person.
- The abuser may appear to be the only one who understands him/her. Displaying common interests in sports, music, movies, video games, television shows, etc.
- Recognizing and filling the child/young person's need for affection and attention.
- Giving gifts or special privileges to the child/young person's.
- Allowing or encouraging the child/young person to break rules (e.g., smoking, drinking, using drugs, viewing pornography).
- Communicating with the child/young person outside of the person's normal or professional role (e.g., teacher, or coach). This could include, for example, texting or emailing the young person without the parents' knowledge

Child Sexual Exploitation

Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. It can involve violent, humiliating and degrading sexual assaults. Consent cannot be given, even when a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. It does not always involve physical contact and can happen online.

Child Sexual Exploitation can affect any child or young person under the age of 18.

Child Sexual Exploitation 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, access to economic or other resources.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Indicators of Child Sexual Exploitation may include:

- 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 wellbeing
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education.

Sexual Violence and Sexual Harassment between Children

Sexual violence and sexual harassment can occur between children of any age and sex. It can also occur through a group of children sexually assaulting or harassing a single child or group of children.

Children who are victims will find the experience stressful and distressing. This will in all likelihood adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline and are never acceptable. All victims will be taken seriously and offered appropriate support.

Staff should be aware of:

- Some groups being potentially more at risk: evidence suggests girls, children with SEN and LGBT children.
- A responsibility to make it clear that sexual violence and sexual harassment is not acceptable, and will not be tolerated. It is not an inevitable part of growing up.
- A responsibility not to tolerate or dismiss sexual violence or sexual harassment as 'banter', 'growing up', 'having a laugh' 'boys being boys'
- A responsibility to challenge behaviours such as grabbing bottoms, breasts and genitalia, lifting up skirts etc.

Dismissing or tolerating such behaviours risks normalising them.

Sexual Violence refers to sexual offences under the Sexual Offences Act 2003, and includes rape, assault by penetration and sexual assault, when it is intentional, and when there is no consent or a person does not reasonably believe there is consent.

Consent is about having the freedom and capacity to choose. It may be given to one sort of sexual activity but not to another. It can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual Harassment in this context refers to child on child sexual harassment; that is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, make them feel intimidated, degraded, humiliated and or create a hostile offensive or sexualised environment.

Sexual Harassment can include:

- Sexual comments such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexual names.
- Sexual jokes or taunting.
- Physical behaviour such as; deliberately brushing up against someone, interfering with someone's clothes, displaying photos or drawings of a sexual nature, taking photos of an explicit nature such as 'upskirting'.
- Online sexual harassment. This may be standalone, or part of a wider pattern. It may include:
 - Non-consensual sharing of sexual images and videos
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including on social media
 - Sexual exploitation, including coercion and threats.

The initial response to a child who tells you about this type of abuse is extremely important. It is essential that all victims are reassured and that they are taken seriously, supported and kept safe. The DSL must be contacted immediately.

Child Criminal Exploitation: County Lines

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. Indicators will be very similar to other forms of abuse and exploitation.

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 serious long lasting emotional impacts on children. Domestic abuse concerning young people can occur within their personal relationships, as well as in the context of their home life.

Female genital mutilation (FGM)

This is a form of child abuse which has devastating physical and psychological consequences for girls and women. The World Health Organization describes it as: "procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons" (WHO, 2013). Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. The Female Genital Mutilation Act 2003 tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison. There is now a mandatory reporting duty; all **teachers** are required, by law to report personally to the Police, if there is any evidence FGM has taken place or is about to happen. Norfolk Police can be reached by dialling 101, or in an emergency, 999. This is a statutory duty upon teachers alongside health and social care professionals. Other staff should refer to the DSL for immediate action.

A girl at immediate risk of FGM may not know what's going to happen, but she might talk about:

- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK.

She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school
- be particularly reluctant to undergo normal medical examinations, or ask for help, and may not be explicit about the problem due to embarrassment or fear

So called 'Honour Based' Violence

So called 'Honour Based' Violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM and forced marriage. All forms of so called HBV are abuse (regardless of the motivation) and should be handled as such.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties. Concerns must be reported to the DSL to escalate.

Vulnerability to Radicalisation and 'PREVENT'

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Glebe House School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern, and we will seek to protect children and young people against the messages of violent extremism.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Action:

- Screening & monitoring of School network by IT staff, in close association with Deputy Head Pastoral; awareness of the need for vigilance about pupils accessing websites which are connected with radicalised or terrorist activity.
- Vigilance by House staff and other staff for changes in pupil's behaviour (as above).
- Staff to report any concerns immediately to DSL and Deputy Head. DSL to report immediately to Children's Social Care, MASHSupervisors@norfolk.pnn.police.uk; using the *Person Vulnerable to*

Radicalisation (VTR) Referral Form. This will access the Channel process the police, and Children's Social Care as appropriate.

- Engagement with parents/the family will be considered as they are in a key position to spot signs. Families will be helped and supported and guided to support mechanisms.
- DSL to also consider DfE helpline 02073407264 or counter.extremism@education.gsi.gov.uk
- All staff trained by the DSL to be aware of indicators of vulnerability, the 'PREVENT' strategy, and how 'Channel' process works.

Notes:

Whilst the Counter Terrorism Local Profile (CTLP) identifies that Norfolk in general may experience a low level of risk it is important to note that:

- Risk will vary greatly and can change rapidly - no area, institution or body is risk free
- The threat is real and affects all communities

Children Missing Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

The School has a duty to report to the LEA if a pupil arrives, or departs the School at a non-standard transition point.

The school follows the guidelines set out in the Norfolk County Council Children Missing Education policy, with specific reference to the section entitled "The role of schools" on page 12. This policy can be found as appendix 11.

Staff should all be fully conversant with the Attendance Policy and what to do in the case of a child missing in education, and report any concerns to the DSL or the Headmaster.

Mental health

Safeguarding of children must include a focus on their mental, as well as physical health. Schools and colleges play an important role in supporting the mental health of pupils. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. In any situation where there is a concern regarding a child's mental health, this should be shared with the DSL.

Significant Harm

Some children are in need of protection because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. The Local Authority is under a duty to make enquiries, or cause enquiries to be made where it has reasonable cause to suspect a child is suffering, or likely to suffer, significant harm. Decisions about significant harm are complex and should be informed by careful assessment of the child's circumstances, and discussion between the statutory agencies and the child and family.

Definition of harm and significant harm from Adoption & Children Act 2002, Section 10

- Ill treatment or the impairment of health or development (impairment suffered from seeing or hearing the ill treatment of another)
- '**Development**' means physical, intellectual, emotional, social or behavioural development
- '**Health**' means physical or mental health
- '**Ill treatment**' includes sexual abuse and forms of ill-treatment which are not physical

Recognition of Significant Harm

Any allegation of a sexual nature, or parents whose behaviour may present risk because of:

- Domestic violence, drug & alcohol abuse and mental health problems
- Any physical injury caused by assault or neglect which requires medical attention
- Repeated incidents of physical harm
- Any contact with a person assessed as presenting a risk to children, or children who live in low warmth, high criticism environments, and children who suffer from persistent neglect
- Children who may be involved in prostitution
- Other circumstances where professional judgement and/or evidence suggest a child's health, development or welfare may be significantly harmed

Stress and Distress

An abused child will usually show signs of stress and distress. Possible signs of abuse include, but are not limited to, those listed below. Many of these may of course have nothing to do with abuse, but are worth consideration in trying to understand the child's behaviour:

- A fall-off in school performance
- Aggressive or hostile behaviour
- Difficulties in relationships with peers
- Excessively affectionate or sexual behaviour towards adults or other children
- Regression to more immature forms of behaviour
- Self-harming or suicidal behaviour
- No reasonable or consistent explanation for a pupil's injuries, or a pattern of injuries
- Disturbed sleep

C. Roles and Responsibilities

It is the duty and responsibility of all involved in the care of young people at Glebe House School to recognise and exercise the trust placed in us, ensuring that the best interests of the child/young person are always paramount, and that Safeguarding is the responsibility of all staff and volunteers working with our pupils.

The Designated Safeguarding Leads

| | |
|----------------|---|
| Prep School | Louis Taylor is the DSL, mobile 07590 529353; Rob Gladstone is the DDSL, mobile 07818 061028. They have responsibility for contacting the Children's Services to register concern about a child's welfare and implementing measures relating to Child Protection. Louis Taylor is the first point of contact for parents, pupils, all staff and external agencies in matters of Child Protection. He has ultimate lead responsibility for safeguarding. Rob Gladstone and Susie Pull are fully trained to stand in for him at any time. |
| Nursery School | Susie Pull is the DSL; Julie Ashby is the Deputy Designated Safeguarding Lead. They have responsibility for contacting Children's Services to register concern about a child's welfare and implementing measures relating to Child Protection. |

Their responsibilities are to:

- Be conversant with Local Safeguarding Children Board procedures
- Consult and refer cases under Local Safeguarding Children Board procedures

- Consult the Children's Services department on issues such as informing parents, informing other children or staff, seeking medical help, if an allegation or suspicion occurs
- Organise training on Child Protection within the School, for staff and senior pupils
- Attend training every 2 years.
- Keep the Head informed if appropriate
- Be aware of the role of other agencies
- Cooperate as fully as possible with Police and Children's Services investigations - and ask to participate in their planning meetings if appropriate
- Keep appropriate records
- Support staff
- Be available for staff in person during School hours, and by mobile at all other times. Advise staff of absence from School and availability of Deputy or alternative DSLs.
- Monitor and evaluate the effectiveness and implementation of the School's Child Protection Policy
- Meet regularly to discuss Safeguarding and Child Protection matters, and any pupils who may be cause for concern.
- The Designated Safeguarding Lead will inform the initiating member of staff about the action taken.
- Oversee online safety of pupils and advise parents where appropriate

Teaching Staff

- Teachers bring a number of advantages to the recognition of child abuse:
- They have regular and frequent opportunities to observe children and changes in their behaviour.
- They have an ongoing relationship with children who may confide in them about difficulties.
- They have wide knowledge of the wide range of behaviour likely to be seen in children of a particular age.
- They have opportunities to observe the response of a group of children to particular situations. They will therefore be sensitive to surprising or unusual responses.

All Staff

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.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process information fairly and lawfully, it is not a barrier to sharing information where the failure to do so could result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. **Anybody can make a referral.**

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Head. Concerns should always lead to help for the child at some point.

A referral does not need parental consent, particularly if a child is at risk.

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, the Deputy DSL and the Head are all unavailable;

- They are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head 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.

A referral to Children's Social Care should be responded to by Children's Social Care with 24 hrs. Staff must follow up a referral if information is not forthcoming.

Staff wishing to raise concerns about safeguarding practices within the School should speak directly to the DSL or the Headmaster or DSL Nursery, or any other member of the SLT; such concerns will be taken seriously. The NSPCC whistle blowing helpline is available for any staff who do not feel able to raise such concerns: 08000280285 or help@nspcc.org.uk

Helping a child who wants to tell you about his/her abuse

- Staff should remember that the priority is to protect the child. The matter should be taken seriously. React calmly, listen carefully, observe but do not judge. Don't stop the child who is freely recalling significant events. Reassure the child that s/he has done the right thing in telling you. Indicate the action you will take and make it clear that you will have to tell the Designated Safeguarding Lead (no secrets). If the child comes back to talk at a later stage s/he should be told that you cannot comment or advise as that might affect his/her security, but you can listen. Bear in mind these 'must nots':
- Do not drag the child to the Designated Person
- Do not yourself contact the parents
- Do not interrogate the child or ask leading questions
- Do not speak to anyone about whom allegations are made, including colleagues
- Do not promise confidentiality
- Do not ask a child outright if s/he or others have suffered abuse
- Avoid criticising the alleged perpetrator

D. Safer Recruitment

All appointments to the staff are checked in the following ways:

- Written references are obtained for all staff, before interview, and we do not accept testimonials. This is the same for internal candidates. Those references will include specific comments about the suitability of the applicant to work in a residential school. References received electronically will be subject to checks by the HR department, to confirm that they are from a legitimate source. Gaps in CVs are investigated. The identity and qualifications of the applicant are checked, and we require evidence of original academic certificates. The Headmaster has completed the online training on Safer Recruitment and the whole application and interview process is underpinned by Safer Recruitment in Education guidance. At least one person on the interview panel will have been trained in Safer Recruitment.
- All members of staff, both academic and non-academic, who will have unsupervised access to the children will be checked at the enhanced level for criminal records via the police and the Disclosure and Barring Service (DBS).
- We will maintain a Single Central Register of all Safer Recruitment checks carried out in line with statutory requirements.
- The Single Central register is reviewed termly, by at least two of the following; The Bursar, Governor responsible for Safeguarding and the Head.
- Staff awaiting DBS clearance, Gap students and volunteers' access to children is only under appropriate supervision at all times. Staff awaiting DBS clearance will have the progress of their application checked every two weeks.
- The School Recruitment Policy sets out this process from beginning to end.
- For all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, an enhanced certificate with a barred list information is obtained from the Disclosure and Barring Service (DBS).
- All persons visiting boarding accommodating (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to

boarders or their accommodation.

- Care is taken to ensure visiting speakers are suitable and supervised at all times. Where appropriate background research is conducted including internet searches.
- Care is taken to ensure that when our pupils are off site at particular events or activities, staff of these organisations/facilities are suitable to supervise them. Pupils are accompanied by Glebe House staff in this context.
- Pupils taking part in exchange visits: it is recognised that DBS cannot access criminal records held overseas, and therefore host families in other countries cannot be checked in the same way by local authorities. We work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit.
- Parents of our own pupils who host pupils visiting our School on a residential basis (such as exchange visits, visiting sports tours) will be DBS checked

E. Training and Induction

- When new staff, volunteers, temporary staff, or regular visitors join our school, they will be informed of the safeguarding arrangements in place.
- Every new member of staff or volunteer undertakes an online Child Protection training programme, and information on Staff Code of Conduct and Whistleblowing Policy is delivered by the HR department, before commencing work. There is also an induction session with the DSL on the first day of work. The induction session reinforces online learning and reminds staff and volunteers of their responsibility to safeguard all children at our school, and confirms the remit of the role of the Designated Safeguarding Lead.

| Key elements of induction meeting with DSL for new staff | |
|---|--|
| Explain | Provide |
| Safeguarding Policy Staff Code of Conduct Pupils' Behaviour Policy Safeguarding response to Children Missing Education Role of the DSL, including identity of DSL and deputies Online Safety | Safeguarding Policy Staff Code of Conduct Children Missing Education Policy Part One of KCSIE Annex A KCSIE for those working directly with children Role of DSL and DDSL |

- Every visitor to the School will be given a set of our safeguarding procedures; they will be informed of who the DSL is and the Deputy DSL, and what the recording and reporting system is.
- All members of staff, the Head, and volunteers in regulated activity, will undertake appropriate safeguarding training at least annually, and in addition online Level 2 training is updated every three years. The DSLs and the Deputy DSL will, in addition, attend multi-agency training courses run by Norfolk Safeguarding Children's Board at least once every three years, and will attend **Designated Safeguarding Lead Training for Education** provided by the Local Authority every two years.
- All staff are trained to be aware of indicators of vulnerability to radicalisation, the 'PREVENT' strategy, and how the 'Channel' process works
- For Pupil School Guides taking prospective parents on a tour of the School, suitable training is delivered and guidelines for personal safety form part of the training.
- Our Governor responsible for Child Protection will also undertake appropriate training to ensure he is able to carry out their duty to safeguard all of the children at our school.
- The DSL will also provide regular safeguarding updates for staff, Head and volunteers.

F. Monitoring and Recording

Monitoring and Recording

It is important that all staff are engaged in Active Monitoring and are clear about the needs for written records in Safeguarding and promoting the Welfare of Children. Monitoring can help to identify abuse, even when none has been alleged or suspected.

Active monitoring:

- A collective eye on a child's safety
- Consideration of what is happening to the family
- Attendance
- Appearance
- Mood and behaviour
- Relationship with peers
- Relationship with staff
- Health
- Play
- Writing or drawing
- Signs of further abuse

The School has agreed to inform the LEA if, for any pupil, unauthorised absences exceed 5% of their total attendance for the year.

The School will also inform the relevant LEA and/or Children's Social Care (CSC), as appropriate, immediately if:

- A single absence raises child protection concerns (see the Missing Pupil Policy and the Safeguarding and Child Protection Policy);
- A pupil has four and a half days of unauthorised absence in any six-week period (other than for reasons of sickness or leave of absence);
- A pupil of compulsory school age is to be deleted from the school register when the next school is not known. In this last case, the School is required to report the circumstances, as soon as possible after the grounds for deletion are met, to the LEA in which the pupil lives and in any event before the pupil's name is deleted from the register.
- A pupil leaves or starts the School at a 'non-standard transition point.'

Further information on attendance may be found in the School's Attendance Policy.

Early Help and Family Support Process

Early Help is a multi-agency process taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges, and applies to any problem or need that the family cannot deal with or meet on their own.

Staff should be particularly alert to the potential need for Early Help for a child who:

- Is disabled and has specific additional needs
- Has SEN
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour.
- Is misusing drugs or alcohol
- Is frequently missing
- Is at risk of trafficking or exploitation
- Is in a family circumstance presenting challenges for the child
- Has returned home to the family from care
- Is showing early signs of abuse or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child

Contextual Safeguarding

Safeguarding incidents and behaviours can be associated with factors outside the School and can occur between children outside the School. All staff, but especially the DSL and DDSL should consider the context within which such incidents and behaviours occur. This is known as Contextual Safeguarding.

Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety/welfare. It is therefore very important that staff and the school provide as much information as possible as part of any referral process.

All staff have a statutory duty to pass on any Child Protection concerns and to follow these School (and local LSCB) procedures (Education Act 2002 & Children Act 2004):

- Be alert to signs of abuse.
- Take immediate action in the child's best interest by reporting any evidence of abuse or non-accidental injury to the DSL.
- Know the role of the DSL and School procedures.
- Enquire about the progress of individual cases in which they are/have been involved.
- Thereafter accept their restricted role as the case becomes the province of other agencies.
- Record accurately in writing information that may be required in Child Protection procedures. This note should record the time, date, place and people who were present as well as what was said. All evidence, for example scribbled notes, mobile phones with text messages, clothing and computers must be safeguarded and preserved. Also, make a note of what happened next.

Summary of Disclosure

- No member of staff may keep a disclosure by a child confidential. There is a statutory responsibility on all staff to report any allegations immediately.
- Allegations regarding supply teachers should be followed in exactly the same way as the ten key points below. It should never be the case that an allegation is not followed up correctly because of the member of staff not being directly employed by the school.
- Alleged victims or perpetrators should not be interviewed by school staff to elicit further information. A detailed written record, which must be signed and dated, must be made by staff, of any allegation, however unpalatable, and presented to the Designated Safeguarding Lead, Alternative Designated Safeguarding Lead, or the Headmaster immediately. The form for this can be found in the Staff Handbook, Part 6, Appendix 1.

G. Ten Key Points to Follow if you Suspect, or Are Told of Abuse

The following guidelines may be helpful. They were compiled by Dr Roger Morgan OBE, who is the Children's Rights Director.

- Adults looking after children or young people in schools (or in residential establishments or youth organisations) should be aware of the risks of abuse (by adults or other young people), and take steps to reduce those risks.
- Adults (staff or volunteers) in charge of children or young people should know what to do if they suspect that someone is being physically or sexually abused, or if someone tells them that this is happening. The following key points give a guide on what to do and not to do:
- Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
- If you can, write brief notes of what they are telling you while they are speaking (these may help later if you have to remember exactly what was said) – and keep your original notes, however rough, and even if you wrote on the back of something else (it's what you wrote at the time that may be important later – not a tidier and improved version you wrote up afterwards!). If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards.
- Do not give a guarantee that you will keep what is said confidential or secret – if you are told about abuse, you have the responsibility to tell the right people to get something done about it (see below). If asked, explain that you will only tell people who absolutely have to know.
- Don't ask leading questions that might give your own ideas of what might have happened (e.g. 'did he do X to you?') – just ask "What do you want to tell me?" or "Is there anything else you want to say?".
- Immediately tell the person in charge of the school or group (unless they are themselves accused or suspected of abusing) – don't tell other adults or young people what you have been told.
- Discuss with the person in charge whether any steps need to be taken to protect the person who has told you about the abuse (this may need to be discussed with the person who told you).

- Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people, etc. – the Children’s Services Department of the Local Authority and police staff are the people trained to do this – you could cause more damage and spoil possible criminal damage proceedings.
- As soon as possible (and certainly the same day) the person in charge should refer the matter to Children’s Services Department telephone number 0344 800 8014. Follow their requests about what to do next. They will set up any necessary investigations, and can advise you – that is their statutory job. If someone has made an allegation about the adult in charge of the school or group, YOU should contact the LADO and ask for advice.
- Never think abuse is impossible in your school or group, or that an accusation against someone you know well and trust is bound to be wrong.
- Children and young people often tell other young people, rather than staff or other adults, about abuse – make sure that your senior young people know the points on this sheet as well as the responsible adults (e.g. prefects, cadre NCOs, young people leading activities for others).
- **Important:**
- Bullying can develop into physical or sexual abuse – as can idiosyncratic punishments introduced by individuals: we have effective school practices to counter and monitor bullying and misuse of discipline.
- Be vigilant for early warning signs – such as favouritism, development of excessive one-to-one contact, increased involvement with changing or showering.
- Openly discuss within the staff group issues such as acceptable and unacceptable touching.
- Openly discuss with pupils, issues such as times of day or week, and locations in school, that are high risk for bullying or illicit activities.
- Be aware that children can be particularly vulnerable in residential settings and be alert to pupil relationships and the potential for peer abuse.

H. Reporting Procedure

A member of staff needs only reasonable cause for concern in order to act. One sentence from the child indicating abuse or non-accidental injury provides you with reasonable grounds and is sufficient for you to act. This may also apply if clear information comes from a sibling or another adult. However, as many of the signs of child abuse are also commonly associated with other medical, social or psychological problems, a member of staff may naturally wish to discuss some initial concerns with other staff. Concerns should be passed to the Designated Safeguarding Lead in writing without delay, using the appropriate reporting form (Appendix 10)

Safeguarding Pathways

- Concerns about children who have suffered or who are likely to suffer significant harm are reported to MASH immediately in accordance with procedures outlined in this policy.
- Concerns about children who are in need of additional support from one or more agencies are dealt with via inter-agency assessment using local processes, including use of the Family Support Process (a shared assessment and planning framework for professionals who work with children and families) and Team around the Child (TAC) approaches.

Child Protection Referrals – MASH (Known as CADS to professionals)

- Norfolk Multi-Agency Safeguarding Hub (MASH) no longer uses NSCB1 referral forms. Initially, a professional makes a phone call to the Mash team on **0344 800 8021** where the call is triaged and advice given. A subsequent written account is then submitted.
- Where an agency/organisation or worker or member of the public has concern for the welfare of safety of a child, they can make a telephone referral via Care Connect by telephone on 0344 800 8020.

- There should be a response to a referral within 24hrs, and if information is not forthcoming, the matter must be followed up.

I. Working with Parents and Carers

- Glebe House 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.
- When new pupils join our School, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is referenced in the school prospectus.
- 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' right to privacy and confidentiality and will not share sensitive information unless we have permission for it, or it is necessary to do so in order to safeguard a child from harm.
- 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 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.

J. Allegations Against School Staff

These relate to: a member of staff who has behaved in a way that has harmed a child, or may have harmed a child; possibly committed a criminal offence against or related to a child, behaved towards a child/children in a way that indicates he/she is unsuitable to work with children.

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. 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.

Teachers and school staff must protect themselves, and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children may find being touched uncomfortable or distressing for a variety of reasons. It is also important not to touch pupils, however casually, in ways of on parts of the body that might be considered indecent.

The Sexual Offences Act (Amended) 2003 states that it is a criminal offence for a person aged 18 or over in a position of trust in a school to engage in any sexual activity with a person under the age of 18 (in that school) irrespective of the age of consent, even if the basis of their relationship is consensual. In circumstances which involve an allegation against a member of staff, the responsibility for dealing with the matter lies with the Headmaster.

- Allegations against staff, Gap students or volunteers should be reported immediately to the Head or to Children's Services, but you must keep the Designated Safeguarding Lead informed. If the Head is absent, the allegation should be passed to the member of staff acting as Head. If the allegation concerns the Head, the person receiving the allegation should immediately inform the Chair of Governors without notifying the Head first. If the allegation is against the DSL it should be reported to the Head, unless the Head is the DSL – in this situation, it should be reported to the Head of the Board of Governors. In the case of serious harm, the police should be informed from the outset. This will always be in accordance with the statutory DfE guidance and Norfolk Safeguarding Children's Board Protocol 27, and in such matters the School will also inform and seek advice from the LADO.

Immediate suspension of the member of staff is only one of a number of options, which will be considered. Others include leave of absence, or providing a classroom assistant or colleague to be present in contact time. A member of staff in such circumstances will be advised of appropriate support, for example from his/her trades union, or a colleague contact.

- In the event of a member of boarding staff suspended pending investigation of a child protection nature, the School will ensure that satisfactory alternative accommodation arrangements have been made.

- In the event of an allegation being made against a teacher, the Head will immediately take advice from and refer the matter to the Local Authority Designated Officer (LADO). Initial contact should be to the PDC Duty Desk on **01603 307797**. The School will not undertake its own investigations without prior consultation with the LADO.
- The role of the LADO is to give advice and guidance, liaise with the DSL, the Head, the Police and other agencies as necessary, and to oversee, manage and monitor the progress of the case to ensure that it is dealt with as quickly as possible consistent with a thorough and fair process.
- If the Head is wholly satisfied that the child or children is/are not at risk of significant harm and that a reportable criminal offence has not been committed he will consider the separate need for disciplinary action. In that case, an investigation at School level would be necessary.
- There is a requirement of the School to report to the Disclosure and Barring Service (DBS), within one month of leaving the School any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Failure to make a report constitutes an offence.
- In the above context, ceasing to use a person's services includes: dismissal, non-renewal of a fixed-term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency, terminating the placement of a student teacher or other trainee, no longer using staff employed by contractors, no longer using volunteers, or resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering.
- There are restrictions on the reporting or publishing of allegations against teachers and every effort will be made to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/Teaching Regulation Authority (TRA) publish information about the investigation or decision in a disciplinary case.
- As an independent School, we are also under a duty to consider making a referral to the Teaching Regulation Authority where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction at any time, for a relevant offence". Further guidance is published on the TRA website. Where a dismissal does not reach the threshold for DBS referral separate consideration will be given to a TRA referral.
- Occasionally false allegations of abuse are made. To avoid as far as possible such an allegation, and situations which may give rise to misinterpretation, staff should be guided by the following advice:

- Avoid whenever possible unobserved situations of one-to-one contact with a child. If they are unavoidable, always keep a door open and try to ensure you are within the hearing of others.

Where one to one sessions, such as music lessons occur, they are done so in rooms with windows and to a strict timetable.

- Do not offer to transport children alone in your car without seeking advice and telling another colleague that this is what you propose to do.

- Do not engage in or allow any sexually provocative games whether based on talking or touching or engage in 'horseplay' involving children.

- Never make suggestive remarks or discriminatory comments to a child.

- Do not enter a room where a child may be changing his/her clothes or not be fully dressed without first getting his/her clear consent to enter.

- Never engage in inappropriate electronic communication (such as Facebook or Twitter, etc.) with a pupil.

- Avoid 'favouritism' and singling out 'troublemakers'.

- Never trivialise child abuse.

See also staff guidance on Appropriate Physical Conduct and the Use of Force to Restrain Pupils.

This Safeguarding Policy details the procedures in place to safeguard all children, including those in the EYFS; additional details, specific to safeguarding in the EYFS, are found in the box below

Personal Mobile Devices and Cameras

Staff in the prep and pre-prep may use their personal mobile device for work purposes, for example, receiving work related emails, as long as this does not interrupt a lesson or otherwise impede upon carrying out their job with professionalism. Where photographs are taken with mobile devices by staff, for reasons such as recording work, providing content for social media etc., this must be done with the consent of the children and with reference to the permissions set out by parents with regards to photography. Photos must be uploaded from personal devices as soon as possible and then deleted. Parents/carers or other visitors to the school may not take photographs of children in any part of the school building or grounds school using personal cameras or mobile phones except at performances of plays in or on Sports Day in the summer term. Photographs taken on these occasions must not be shared or posted on the internet e.g. on social networking sites etc.

Staff must not use mobile phones in EYFS , either the Nursery or Reception, and school tablets used for observations must remain within school.

Glebe House Nursery will notify Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children within Glebe House School, including if these allegations relate to harm or abuse committed in another location. We will inform Ofsted of the nature of these allegations and the action taken within 14 days of the allegation being made.

We will notify Ofsted and our local child protection agency of any serious accident or injury to, or the death of, any child while in our care, and will act on any advice from those agencies. We will report any incident within 14 days.

K. Whistleblowing

Staff should familiarise themselves with the School's Whistleblowing Policy. We will work for a culture of safety and of raising concerns as they arise. It is particularly important in the context of Child Protection. Staff have a statutory duty to report concerns that a child is at risk of abuse, is being, or has been abused, to the Designated Lead. This is because the interests of the child are paramount. However, fear of reprisal is a real issue for staff in reporting abuse by colleagues. The Public Interest Disclosure Act 1998 provides protection against victimisation for persons who, acting in good faith, raise concerns about a wide variety of malpractices in the public interest. Ofsted offer impartial advice and guide on a special 'Whistleblowing' Helpline 08456 404046. You may also contact the independent charity 'Public Concern @ Work' for impartial advice and support, telephone 0207 4046609, or email whistle@pcaw.co.uk.

When establishing the validity of any cause for concern care will be taken:

- To protect the whistleblower
- To avoid alerting anyone about whom a concern has been raised
- To avoid alerting other colleagues who may warn the subject of the concern
- To record the information
- To keep all records secure and confidential

L. Consultation/Referrals

If the Designated Safeguarding Lead receives allegations or has suspicious of abuse, or needs advice, he will inform the Children's Services Department, or the Police directly if it is an allegation or serious criminal offence, within 24 hours of his concerns. If the consultation/referral is by telephone, a written confirmation will be made. If the case meets the criteria for eligibility, the Children's Services Department will make background enquiries, including with the police. If the concerns appear well founded, a strategy discussion will follow, normally within two working days. At this point a decision will be taken either to proceed with an S47 enquiry/criminal investigation or not. If the concerns are substantiated and the child is deemed at continuing risk of significant harm, a Child Protection Conference will be convened.

The School will also:

- Take any necessary steps for the longer term protection and support of each pupil who has made allegations of abuse, or is alleged to have suffered from abuse, taking his or her wishes fully into account.

This may involve the pupil receiving continuing support and protection from a staff member chosen by him/her, or changing boarding accommodation, or returning to his/her parents temporarily.

- Take any necessary steps to protect and support a pupil who is alleged to have abused another. The allegation may not later be substantiated, but even if it is, the School continues to have a statutory welfare responsibility towards this pupil while he/she is at the School. Ensure that any pupil being interviewed by the police has available a supportive member of staff of his/her own choice to accompany him/her if this becomes necessary.
- Take any necessary steps to support a member of staff against whom an allegation has been made, in addition to protecting their anonymity, for example, offers of external counselling and appropriate reasonable support (including medical) could be considered

M. Protocol for Searching for a Missing Pupil

In the event of a pupil being unaccountably absent, staff will:

| |
|---|
| <p>Prep School:</p> |
| <p>Inform the office manager, who will review timetables and liaise with the appropriate adults. Should the child remain unaccountable, the office manager will inform the Headmaster or Deputy Head, in his absence.</p> |
| <p><u>Nursery</u></p> |
| <p>Inform the Head of Nursery, who will review timetables and liaise with the appropriate adults. Should the child remain unaccountable, the Susie will inform the Headmaster or Deputy Head, in his absence.</p> |

N. Record Keeping and Storage

Child Protection records are kept securely by the Designated Lead, separately from other pupil records. If the need arises, a non-descriptive indicator will be placed on the pupil's School file that an additional file exists and to whom further inquiries should be addressed.

O. Compliance

The School policy is regularly updated in order that we comply with new legislation and good practice. Currently the School's policy for Child Protection is consistent with, and so reinforces:

- **Working Together to Safeguard Children (2018) (WTSC)**
- **Keeping Children Safe in Education (September 2018) (KCSIE)**

- The Children Act 1989 & 2004
- The Education Act 1996 S549 banning corporal punishment
- The Education Act 2002 S157
- Boarding Schools National Minimum Standards Regulations
- Safer Working Practices for Adults who Work with Children and Young People in Education Settings, DCSF 2009
- The specific procedure for Child Protection as prescribed by the county Local Safeguarding Children Board.
- The UN Convention on the Rights of the Child, which contends that all children have an inalienable right to protection from harm.
- Human Rights Act 1998.
- Freedom of Information Act 2000.
- OFSTED
- Sexual Offences Act (Amend) 2003 (Abuse of Trust)
- Education and Inspections Act 2006 (from 1st April 2007) SS88-99 (School Discipline & Pupil Restraint)
- Safeguarding Vulnerable Groups Act 2006 (in force from 2008) Vetting and barring.

Appendix 1

Glebe House School Guidance for Staff on Interaction with Pupils.

The safety and well-being of every pupil at Glebe House School is of paramount importance. Every child has the right to grow up and to live in a safe environment. All staff have a duty to protect pupils from abuse and bullying and to promote their well-being.

Every member of staff should read this code of conduct in conjunction with the school's Statement on Child Protection Policy, our Policy for Pupils on Confidentiality Issues and our Policy on Checking Employees, Temporary Workers, Governors, Parent Helpers and Contractors. Staff are invited to review this code of conduct annually, and it is part of the annual review by the Governors.

The aim of the staff behaviour policy is to provide clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

Promoting awareness

Our curriculum and pastoral systems, enhanced by the house system are designed to foster the spiritual, moral, social and cultural development of all our pupils. All our teaching staff play a vital role in this process, helping to ensure that all of our pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example, and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All the staff, including all non-teaching staff, have an important role in insisting that our pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy. Boarding house staff have a particularly important role to play.

Time is allocated in PSHEE and Circle time to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding. We use opportunities, such as the annual National Anti-Bullying week and the annual Safer Internet Day to teach about the unacceptability of bullying and abusive behaviour and to promote the safe use of the internet and mobile phones, inside and outside of school.

Interaction with pupils

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example in an instrumental music lesson, it is good practice to ensure that others are within earshot. Our music practice rooms have large windows to ensure visibility; classrooms don't and hence if one to one tuition is undertaken ensure that the door is kept open. It is always possible to ask another colleague to be present if it is necessary to speak to a child. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car without prior permission from parent or guardian.

It is important to remember that it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual. While there are no children of those ages in the school, our gap students can be.

In the Nursery and Reception where toileting and/or changing arrangements generally involve adult assistance there is clear advice on procedure. In older years supervision for good order should not conflict with the children's right to appropriate privacy.

Communication with Pupils

Staff should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones. The Group Leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her, and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The Group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit.

Staff must not communicate with children through social media such as facebook.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL/Head Master who will decide what to do next.

Induction of New Staff, Governors and Volunteers in Child Protection

INTRODUCTION

Welcome to Glebe House School. We hope that you will not feel new for too long. We believe that a comprehensive induction programme helps all of our new members of staff to settle into Glebe House School as quickly as possible, and to start to make an effective contribution. Every new member of staff is given an induction programme that is tailored to his or her roles and responsibilities. All new teaching and administrative staff are allocated a mentor in their first year, whose role is to provide informal support and assistance.

INDUCTION PROCEDURES ON CHILD PROTECTION

Every new member of the teaching and non-teaching staff, including new peripatetic musicians and sports coaches, is required to attend a training session on child protection. These sessions are organised by Louis Taylor, our Designated Safeguarding Lead, and every effort will be made to hold them before your first arrival as a new member of staff at the school or at least on the first day. Similar training is offered to all Governors and to the parents who help with activities that bring them into contact with children. The only adults who work or visit the school who are exempted from this requirement are:

Occasional visitors, including occasional lecturers and contractors, who sign in and are given a security badges by our Receptionist, who are escorted throughout their visit

- Contractors working on a designated site that is physically separated from the rest of the school, who are required to sign in and out at their site office and to wear security badges at all times
- Contractors working during the school holidays

Designated Safeguarding Lead

Louis Taylor, is the school's Designated Safeguarding Lead (DSL). He has been fully trained for the demands of this role and regularly attends courses with other child support agencies to ensure that she remains conversant with best practice, and that our policies and procedures are current and follow best practice. He receives refresher training every two years, and maintains close links with the Norfolk Safeguarding Children Board (NSCB). She reports at least once a year to the Governors on child protection issues. Rob Gladstone is the deputy DSL and he has recently acquired the training and knowledge to discharge this role.

As well as the DSL understanding their own role, the DSL should understand the processes, procedures and responsibilities of other agencies, particularly children's social care.

WHAT IS THE REASON FOR THE TRAINING?

Child protection is always our top priority.

Every member of staff needs to be confident that he or she understands his or her role in:

- Keeping children safe
- Promoting the welfare of pupils
- Promoting equal opportunities and inclusion
- Preventing bullying and harassment

Everyone is required to take part in the training, no matter what their previous background or level of expertise. All members of staff formally review the school's code of conduct on interaction with pupils once a year before it is sent to the Governors for re-endorsement. Refresher training for all staff is held at three yearly intervals.

WHAT TOPICS DOES THE TRAINING COVER?

Our induction training will tell you about:

1. Our pupil welfare systems

Starting with the roles of the following structures:

- *The Governors formally consider safeguarding issues once a year, with day to day issues being delegated to the Senior Management Team which meets once a week.*
- The role of the DSL.
- The Monday staff meetings which include representatives from Prep, Pre Prep and Nursery staff (minutes are available to all staff in a folder/book in the staffroom)
- The regular monitoring arrangements by the House Masters and the Tutors
- The role of the Independent Listeners
- The Prefect system and the training in leadership given to senior pupils
- The role of the School Council
- Our partnerships with parents and guardians

We will describe our arrangements for providing additional support for pupils with SEN and for whom English is an additional language.

We will explain our Staff Code of Conduct, including whistle blowing, the acceptable use of IT, staff/pupil relationships and the use of social media.

2. The Legal Framework for our Child Protection and Anti-Bullying Policies We

describe this and cover our policies on:

- Anti-bullying
- Behaviour
- Special Education Needs and Learning Difficulties
- Equal Opportunities
- Educational Visits
- Prevent Strategy

Teaching staff have a particular responsibility for supervising pupils and ensuring that they behave with consideration and good manners at all times; but all staff need to be made aware of the school's policies in these areas. All staff are reminded of their important role in building positive relationships, identifying risks and keeping everyone safe. We cover internet and technological bullying, and the risks of the internet and social networking sites.

3. Understanding Challenging Behaviour

We shall draw upon national guidance relating to the safeguarding and protection of children, the signs of abuse, and the duties of staff, as well as the role of specialist agencies. We shall explain our expectations of how they should respond in a difficult situation, why they cannot promise confidentiality to a pupil.

4. The School's Policies on Safeguarding

All members of staff are given a copy of

- the School's Safeguarding Policy
- Part 1 of Keeping Children Safe in Education (September 2018)

Staff are then to go to the school office and sign to say they have read them.

5. Visitors and Site Security

This covers the need for visitors to be signed in at Reception and to be escorted about the school.

6. Effective Record Keeping

Why effective record keeping matters.

7. Refresher Training

The session concludes with reminding staff that refresher training is given at three yearly intervals and by inviting all staff, Governors and volunteers to certify in writing that they have completed the training session.

Please sign and return to the office.

Safeguarding Induction Procedures in Glebe House School

I, _____, have attended an induction session on

Safeguarding Procedures. As a result, I:

- (A) Am familiar with the contents of the GHS Safeguarding Policy
- (B) Am aware of procedures for Safeguarding at Glebe House School and have received and have read part one of Keeping Children Safe in Education (2020)
- (C) Know that Louis Taylor is the Designated Safeguarding Lead and that I can discuss any concerns that I may have with her. In his absence I know that the Rob Gladstone and Susie Pull are available.
- (D) Know that further guidance, together with copies of the policies are in the Staff Handbook, which is available on the School's intranet and in a folder in the Staffroom.
- (F) Understand the responsibilities of staff in this area, and the issues that may arise.

Signed _____

Date _____

Appendix 3.

Glebe House School Policy on Checking Employees, Temporary Workers, Governors, volunteers and Contractors

Reviewed October 2019

Next Review October 2020

1. General

Glebe House School ("the School") is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority.

The School aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.

All queries on the School's Application Form and recruitment process must be directed to Paul Ashby or Louis Taylor.

2. Scope of this Policy

The Recruitment, Selection and Disclosures Policy and Procedure herewith refers and applies to staff directly recruited and employed by the School. In the Education (Independent Schools Standards) (England) Regulations 2014, staff are defined as:

Any person working at the School whether under a contract of employment, under a contract for services or otherwise than under a contract, but does not include supply staff or a volunteer.

In the case of agency or contract workers, the School shall obtain written confirmation from the agency or company that it has carried out the appropriate checks.

Any staff who TUPE transfer into the School's staff, will be required to undertake the statutory requirements with regard to safer recruitment checks.

Any visiting speakers will be checked to be suitable and will be appropriately supervised from signing in at the Office by the sponsoring member of staff.

3. Application Form

The School will only accept applications from candidates completing the relevant Application Form in full. CVs will not be accepted in substitution for completed Application Forms.

The School will make candidates aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of

the post. Candidates for employed posts will receive a Job Description and Person Specification for the role applied for.

As the position for which candidates are applying involves substantial opportunity for access to children, it is important that applicants provide the School with legally accurate answers. Upfront disclosure of a criminal record may not debar a candidate from appointment as the School shall consider the nature of the offence, how long ago and at what age it was committed and any other relevant factors. Information should be submitted in confidence enclosing details in a separate sealed envelope which will be seen and then destroyed by the Head. If candidates would like to discuss this beforehand, they are asked to please telephone in confidence to the Head for advice.

Any unspent convictions, cautions, reprimands or warnings must be disclosed to the School. However amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account.

Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

The successful applicant will be required to complete a Disclosure Form from the Disclosure and Barring Service ("DBS") for the position. Additionally, successful applicants should be aware that they are required to notify the school immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf). The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The school takes its responsibility to safeguard children very seriously and any staff member and/or successful candidate who is aware of anything that may affect his/her suitability to work with children must notify the school immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the school immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff and/or successful candidates who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such individuals may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the head for more details.

Failure to declare any convictions (that are not subject to DBS filtering) may disqualify a candidate for appointment or result in summary dismissal if the discrepancy comes to light subsequently.

If the candidate is currently working with children, on either a paid or voluntary basis, the School will ask their current employer about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether the candidate has been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure.

If the candidate is not currently working with children but has done so in the past, the School will ask the previous employer about those issues. Where neither the current nor previous employment has involved working with children, the School will still ask the current employer about the candidate's suitability to work with children. Where the candidate has no previous employment history, the School may request character references which may include references from the candidate's school or university.

All candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal by the School if they have been appointed, and a possible referral to the police and/or DBS.

4. Invitation to Interview

The School will short list applicants according to the relevance and applicability of their professional attributes and personal qualities to the role. Short-listed applicants will then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail.

All formal interviews will have a panel of at least three people chaired by the Head, Bursar or another designated senior member of staff. At least one person on the appointment panel will have undertaken safer recruitment training. The Chair of Governors should chair the panel for the Bursar's/Head's appointment. The interviewers involved will be required to state any prior personal relationship or knowledge of any of the candidates and a judgement will be made by the Chair as to whether or not an interviewer should withdraw from the panel. Should the Chair have a conflict of interest, the Vice Chair shall decide whether the Chair should withdraw from the panel.

The interview will be conducted in person and the areas which it will explore will include suitability to work with children.

All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained by the candidate from the awarding body.

The School requests that all candidates invited to interview also bring with them:

1. A current driving licence including a photograph or a passport or a full birth certificate;
2. A utility bill or financial statement issued within the last three months showing the candidate's current name and address;
3. Where appropriate any documentation evidencing a change of name;
4. Where the candidate is not a citizen of a country within the European Economic Area or Switzerland, proof of entitlement to work and reside in the UK.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Candidates with a disability who are invited to interview should inform the School of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

5. Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

1. Receipt of at least two satisfactory references (if these have not already been received);
2. Verification of identity and qualifications including, where appropriate, evidence of the right to work in the UK;
3. A satisfactory enhanced DBS check and if appropriate, a check of the Barred List maintained by the DBS;
4. For a candidate to be employed as a teacher, a check that the candidate is not subject to a prohibition order issued by the Secretary of State;
5. Verification of professional qualifications, where appropriate;
6. Verification of successful completion of statutory induction period (for teaching posts - applies to those who obtained QTS after 7 May 1999);
7. Where the successful candidate has worked or been resident overseas such checks and confirmations as the School may consider appropriate so that any relevant events that occurred outside the UK can be considered; and
8. Satisfactory medical fitness.
9. Confirmation from you that you are not disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009. OR Receipt of a signed Staff Suitability Declaration form showing that you are not disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009.

It is the School's practice that a successful candidate must complete a pre-employment health questionnaire. The information contained in the questionnaire will then be held by the School in strictest confidence. This information will be reviewed against the Job Description and the Person Specification for the particular role, together with details of any other physical or mental requirements of the role i.e. proposed workload, extra-curricular activities, and layout of the School.

The School is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, considering medical evidence and considering reasonable adjustments.

6. References

The School will seek the references referred to in section 5 above for shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview. If the candidate does not wish the School to take up references in advance of the interview, they should notify the School at the time of applying.

The School will ask all referees if the candidate is suitable to work with children.

The School will compare any information provided by the referee with that provided by the candidate on the Application Form. Any inconsistencies will be discussed with the candidate.

7. Criminal Records Policy

The School will refer to the Department for Education ("DfE") document, 'Keeping Children Safe in Education' (September 2016) and any amended version in carrying out the necessary required DBS checks.

The School complies with the provisions of the DBS Code of Practice, a copy of which may be obtained on request [or accessed here:

<https://www.gov.uk/government/publications/dbs-code-of-practice>].

8. Retention and Security of Records

The School will comply with its obligations regarding the retention and security of records in accordance with the DBS Code of Practice and its obligations under its Data Protection Policy. Copies of DBS certificates will not be retained for longer than 6 months.

Appendix 5

Policy on the Recruitment of Ex-Offenders

The School will not unfairly discriminate against any candidate for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an individual has a criminal record this will not automatically bar him/her from employment within the School. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out below.

All candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if they have been appointed, and a possible referral to the police and/or DBS.

Under the relevant legislation, it is unlawful for the School to employ anyone who is included on the lists maintained by the DBS of individuals who are considered unsuitable to work with children. In addition, it will also be unlawful for the School to employ anyone who is the subject of a disqualifying order made on being convicted or charged with the following offences against children: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence. It is also unlawful for the School to knowingly employ someone who works in the relevant settings and is disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009, whether by association, or otherwise.

It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within the School. The School will report the matter to the Police and/or the DBS if:

- the School receives an application from a disqualified person;
- is provided with false information in, or in support of an applicant's application; or
- the School has serious concerns about an applicant's suitability to work with children.

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will consider the following factors before reaching a recruitment decision:

- whether the conviction or other matter revealed is relevant to the position in question;
- the seriousness of any offence or other matter revealed;
- the length of time since the offence or other matter occurred;
- whether the applicant has a pattern of offending behaviour or other relevant matters;
- whether the applicant's circumstances have changed since the offending behaviour or other relevant matters;
- in the case of disqualification from providing childcare, whether the applicant has or is able to obtain an Ofsted waiver from disqualification; and
- the circumstances surrounding the offence and the explanation(s) offered by the convicted person.

If the post involves regular contact with children, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any the following offences: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence, serious class A drug related offences, robbery, burglary, theft, deception or fraud.

If the post involves access to money or budget responsibility, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves some driving responsibilities, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving.

Those visiting the school who are not employed by the school

This includes contractors, visiting staff supplied by another organisation e.g. a sports coaching firm.

Such persons would be subject to the supervision aspect of the security policy and where relevant their qualifications and be recorded and checked before they are allowed to commence work.

Before children are allowed to take part in activities off site and supervised by staff of another organisation, that organisation would be checked for suitability (including if appropriate and Adventure Licence) and that their staff would have undergone a check with the Disclosure and Barring Service and would form part of the permission for a trip to take place. This is particularly important in residential settings.

References

ISI Handbook for the Inspection of Schools - The Regulatory Requirements January 2017

DfE Statutory Guidance 'Keeping Children Safe in Education' (September 2016):
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Prevent requires schools to set out clear protocols for ensuring that any visiting speakers, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised. No specific policy or document is prescribed by the *Prevent* guidance for this.

Glebe House School Policy on Taking, Storing and Using Images of Children

Adopted February 2010

Next Review November 2018

At Glebe House School, we are an open and inclusive community that is very proud of all of the achievements of all of our pupils in their academic, artistic and sporting endeavours. We celebrate our diversity and give all of our many visitors a warm welcome.

We particularly welcome parents to our concerts, plays and sporting events, as well as to more formal occasions during the school year. The school walls are decorated with examples of pupils' work, team photographs and photographs of trips and expeditions in which our pupils have participated. Our web site is updated regularly, and all parents are sent our weekly newsletters in order to keep them fully abreast with the news of our active community. Our annual school magazine The Aquilian, in addition to being a record for every child in the school of the past year is used as a promotional tool and as a way of keeping in touch with Old Aquilians.

THE APPLICATION OF DATA PROTECTION LAWS TO TAKING, USING AND STORING IMAGES OF CHILDREN

Parents who accept a place for their child at Glebe House School are invited to agree to the school using anonymous photographs of their child and information relating to his or her achievements for promotional purposes, which may be published in the prospectus or on the web site, as well as displayed within the premises, and in communication sent to the school and wider community. The consent form that we use for this purpose is attached at Annex A. (Full details of the school's Data Protection Policy and of its Records Keeping Policy are available on request).

USE OF IMAGES: DISPLAYS ETC

We will only use images of our pupils for the following purposes:

- Internal displays (including clips of moving images) on notice boards within the school premises
- Communications with the school community (parents, pupils, staff, Governors and alumni)
- Marketing the school both digitally by web site, by prospectus, by displays at educational fairs and other marketing functions and by other means.

IMAGES THAT WE USE IN DISPLAYS AND ON OUR WEB SITE

We only use images of school activities, such as plays, concerts, sporting fixtures, prize-giving, school trips etc in their proper context. We never use any image that might embarrass or humiliate a pupil. Pupils are always properly supervised when professional photographers visit the school. Parents are given the opportunity to purchase copies of these photographs.

STORAGE AND REVIEW

Our images are securely stored either in locked filing cabinets, or in a restricted section of the school's database. They are reviewed annually and are deleted when no longer required.

We have a procedure in place for regularly checking and updating our web site in every school holidays, when expired material is deleted. We follow BECTA guidance on e-safety.

MEDIA COVERAGE

We are pleased to see the children's' achievements recognised in local and national newspapers and will make every effort to ensure that children whose parents or guardians have refused permission for images of their children to be used are excluded from any pictures, while allowing them to be part of the event.

We will always complain to the Press Complaints Council (PCC) if the media fails to follow the appropriate code of practice for the protection of young people, including the children of celebrities.

STAFF INDUCTION

All new teaching and office staff are given guidance on the school's policy on taking, using and storing images of children.

USE OF CAMERAS AND RECORDING EQUIPMENT BY PARENTS AND GUARDIANS

Parents and their guests are welcome to take photographs of their own children taking part in sporting and outdoor events. When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and recording devices with consideration and courtesy for the comfort of others.

We ask parents not to take photographs of other pupils on their own, without the prior agreement of that child's parents. We ask parents not to share photos of children other than their own on social media, without first seeking the permission of the parent of that child.

Parents are also reminded that copyright issues may prevent us from permitting the filming or recording of some plays and concerts. We always print a reminder in the programme of events where issues of copyright apply.

TREATING OTHERS WITH RESPECT

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is set out in the Parent Handbook. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

All pupils are encouraged to look after each other, and to report any concerns about the misuse of technology, or worrying issue to a member of the pastoral staff. Photography should not be used in a manner that may offend or cause upset. The misuse of cameras in a way that breaches our anti-bullying policy is always taken seriously and may be the subject of disciplinary procedures.

**CONSENT FORM:
PHOTOGRAPHY AND USE OF IMAGES OR RECORDINGS OF CHILDREN**

| | |
|----------------------------------|--|
| Name of child (Block Capitals) : | |
|----------------------------------|--|

We/I have read the school's policy on taking, using and storing of images of children, and we/I agree that:

| | |
|--|-----------------------------------|
| The school may use our child's image/recording on internal display boards (both digital and conventional) within the school. | Yes/No (<i>please indicate</i>) |
| The school may use our child's image in material that is sent both electronically & by paper to the school community (parents, pupils, staff, Governors & alumni). | Yes/No (<i>please indicate</i>) |
| The school may use our child's image in printed material that is sent to prospective parents. | Yes/No (<i>please indicate</i>) |
| The school may use our child's image/recording on its web site and on marketing material. | Yes/No (<i>please indicate</i>) |

This Consent Form is valid for:

| | |
|--|-----------------------------------|
| The duration of our child's time at the School | Yes/No (<i>please indicate</i>) |
| Some shorter time – please specify | |

We/I understand that the school will always try to contact us in advance when a visit by the media is expected.

We/I understand that we/I may revoke or amend this consent at any time by giving written notice to the school.

We/I agree to adhere to the school's guidelines for the private use of cameras and recording equipment.

| | |
|--|------------|
| (Signature of Parent or Guardian)..... | |
| Print Name..... | Date |

Glebe House School Prevent policy

Policy adopted July 2015

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Introduction

From 1 July 2015 Glebe House, in common with all schools, has a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

This policy is taken from the advice given by the Department for Education. This advice is non-statutory, and has been produced to help recipients understand the implications of the Prevent duty. The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

It is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation¹ and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.

The Prevent duty: what it means for schools and childcare providers

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other

¹ “Radicalisation” refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist² views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. For early years childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

The Prevent duty is entirely consistent with schools' and childcare providers' existing responsibilities and should not be burdensome. Ofsted's revised common inspection framework for education, skills and early years, which comes into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism. The associated handbooks for inspectors set out the expectations for different settings. The common inspection framework and handbooks are available [on GOV.UK](https://www.gov.uk).

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. This advice focuses on those four themes.

Risk Assessment

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing 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. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare

² "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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working together to safeguard children and Keeping children safe in education. (September 2016).

School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Detailed guidance on Channel is available.

An online general awareness training module on Channel is available. The module is suitable for school staff and other front-line workers. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.

Working in partnership

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements should already take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support.

Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators. We are working to build capacity within the system to deliver training.

Individual schools and childcare providers are best placed to assess their training needs in the light of their assessment of the risk. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. We recognise that it can be more difficult for many childcare providers, such as childminders, to attend training and we are

considering other ways in which they can increase their awareness and be able to demonstrate that. This advice is one way of raising childcare providers' awareness.

IT policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be embedded in PSHE and SRE. General advice and resources for schools on internet safety are available on the [UK Safer Internet Centre website](#).

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

Building children's resilience to radicalisation

As explained above, schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. [Advice on promoting fundamental British values in schools is available](#).

Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. A number of resources are available to support schools in this work. These include products aimed at giving teachers the confidence to manage debates about contentious issues and to help them develop their pupils' critical thinking skills. Local authorities and the local police may be able to advise on the resources which are available. In some cases these resources may be charged for, particularly where they are delivered by external facilitators. As with any other resources for use in the classroom, schools should satisfy themselves that they are suitable for pupils (for example in terms of their age appropriateness) and that staff have the knowledge and confidence to use the resources effectively. For childcare providers our strategic partner, 4Children, have published the following [good practice examples demonstrating what promoting fundamental British Values means in the early years](#). The Department will be providing further advice on resources for schools.

What to do if you have a concern

As explained above, if a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated

safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

This policy has been read and approved by all Governors

Signed
.....

Date

Nick Crane – Chair of Governors

| | |
|----------------------|----------------------------|
| Author | Governors, SMP, LBT |
| Policy initiated | April 2015 |
| Latest Formal Review | November 2019 |
| Review due date | August 2020 |

Glebe House School

Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to the DSL or Deputy DSL if they have a safeguarding concern about a child in our school.

| Full name of child | Date of Birth | Tutor/Form group | Your name and position in school |
|--------------------|---------------|------------------|----------------------------------|
| | | | |

| Nature of concern/disclosure | |
|---|---------------------------------------|
| Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said. Continue on a separate sheet if required. | |
| Time & date of incident: | |
| Was there an injury? Yes / No | Did you see it? Yes / No |
| Describe the injury/incident: | |
| Was anyone else with you? Who? | |
| Has this happened before? | Did you report the previous incident? |
| Who are you passing this information to? Name: | |
| Position: | |

Your signature:

Time form completed:

Date:

Time form received by DSL:

Action taken by DSL:

Referred to...?

Attendance
Improvement
Officer

Police

School Nurse

Children's
Services

PSA

Adviser

Guidance

Other

☐☐☐☐☐☐☐

Date:

Time:

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

☐

Pastoral team

☐

Tutor

☐

Child

☐

Person who recorded disclosure

Further Action Agreed:

e.g. School to instigate a Family Support Process, assessment by Children's Services

Full name:

DSL Signature:

Date:

**Below is the Norfolk County Council Children
Missing in Education Policy, as followed by
the school.**

Norfolk County Council

Children Missing Education Policy

Summary of changes – August 2019

The Children Missing Education policy has been revised to reflect changes to the statutory guidance and practice as outlined below.

| Section | Changes |
|---|---|
| Throughout | All references to 'Keeping Children Safe in Education' (2018) have been removed and replaced with reference to 'Keeping Children Safe in Education' (2019). All references to 'School Attendance, Department for Education, 2018' have been replaced with 'School Attendance, Department for Education, 2019' All references to 'School to School guide for schools, Department for Education, Sept 2014' have been placed with 'School to School guide for schools, Department for Education, July 2019'. |
| 5. Admission to school (enrolment) | Amendment to reflect X code should be used to record sessions that non-compulsory school age children are not expected to attend. |
| 6. Pupils who may be missing education | Amended to reflect changes in 'School Attendance, Department for Education, 2019'. |
| 7. Pupils leaving school | Clarification that removal from roll should only take place once all the requirements of the relevant regulation are met. This will mean that in some cases the removal from roll date will be later than the last date of attendance at school. Updated link to Medical Needs service webpage via Norfolk Schools. |
| Appendix 1 – Pupil moving away and leaving school form | |
| | Incorrect spelling amended |
| Appendix 8 – Off roll notification form | |
| 4. Date and reason for removal from roll | B – addition of requirement to record name, job role and date of person confirming enrolment at new school by telephone. C – addition of start date of dual registration arrangement Addition of types of dual registration arrangement L – removal of option to complete B or E Addition of new school and new address information sections. * End of School Phase – addition for pupils at NCC state funded schools at end of school phase who are not transferring via an NCC admissions arranged placement (Yr2 state funded infants, Yr6 state funded juniors and primaries). |
| 5. Declaration | Addition of date off roll notification form submitted. |
| Claire Farrelly Senior Children Missing Education Officer August 2019 | |

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Section 1 – Introduction

All children, regardless of their circumstances, are entitled to an education suitable to their age, ability, aptitude and any special educational needs they may have. Children missing, or at risk of missing, education are vulnerable to academic underachievement and risk being out of education, employment or training (NEET) in later life. They may also be at risk of abuse and exploitation.

Our ambition is for all children in Norfolk to achieve their full potential and have their needs met at the earliest possible opportunity.

In most circumstances, pupils leaving a school will be planned and discussed with the school in advance of the pupil leaving. Schools should work with families to gain sufficient information to ensure that the pupil's next school and/or address is established before the pupil leaves to reduce the risk of pupil becoming a child missing education through lack of shared information.

The Children Missing Education policy provides the framework which will:

- limit the possibilities of children becoming missing from education;
- ensure agencies work together, sharing information to identify, locate, safeguard children missing education;
- ensure procedures are in place for children not in education to access an education provision as soon as possible.

This policy:

- defines 'children missing education';
- brings together the legal framework; government guidance and local procedures regarding children missing education;
- explains the role and responsibilities of schools, the Children Missing Education Team, and other agencies involved with children who are missing education and effective information sharing;
- explains the governance of Children Missing Education within Norfolk.

This policy is intended to be used in conjunction with:

- [Children Missing Education, Department for Education, 2016](#)
- [School Attendance, Department for Education, 2019](#)
- [Keeping Children Safe in Education, Department for Education, 2019](#)
- [Working Together to Safeguard Children, HM Government 2018](#)

This policy is underpinned by the following relevant legislation:

- [The Education Act 1996](#) – sections 7, 8, 14, 19 and 436A
- [Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [Education \(Pupil Registration\) \(Amendment\) \(England\) Regulations 2010, 2011, 2013 and 2016](#)
- [Education Inspections Act 2006](#) – sections 4 and 38
- [Education Act 2002](#) – sections [157](#) and [175](#)
- [Children's Act 2004](#)

Section 2 – Definitions

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

Pupils missing from education are children who are on a school roll but due to their circumstances, they are not receiving a suitable, full-time education.

Local authorities' responsibilities for children missing education apply to all children of compulsory school age. Children are of **compulsory school age** from the first full term after the child reaches their fifth birthday or until the last Friday in June in the school year that they reach sixteen.

A **Parent** is defined in [Section 576, Education Act 1996](#) as:

- All natural parents, whether they are married or not;
- Any person who, although not a natural parent, has parental responsibility for a child or young person;
- Any person who has care of a child (having care of a child or young person means that the child lives with and is looked after by that person, irrespective of their relationship).

Section 3 – Roles and responsibilities

Parents have a [duty](#) to ensure that their children of compulsory school age are receiving a suitable full-time education either by regular attendance at school or a suitable, full time education otherwise than at school.

All **schools**, state funded and independent, have a range of statutory duties under [The Education \(Pupil Registration\) \(England\) Regulations 2006](#) and subsequent amendments relating to the keeping of school admissions and attendance registers.

All schools must ensure compliance with regulations relating to pupil enrolment, keeping of admissions and attendance registers and ensure that any removals from roll are in line with the regulations. This includes all schools' joint responsibilities with Norfolk County Council to ascertain the whereabouts of any missing child prior to removal from roll. The proprietor of a school who fails to comply with regulations is guilty of an [offence](#) and can be fined in the Magistrates Court.

In line with statutory guidance legislation, all schools:

- must notify Norfolk County Council within five days of adding a pupil's name to the admissions register including all the details contained in the admission register for the new pupil.
- must monitor each pupil's attendance through their daily register following their school attendance procedures and policies to establish any reasons for absences, marking register accordingly and support improvements in attendance.
- have a shared responsibility with Local Authorities to conduct joint reasonable enquiries to locate pupils who may be missing from education.
- must notify Norfolk County Council when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the [regulations](#), no later than the date that the child's name is due to be removed.

Sections 5, 6 and 7 of this policy outline the local procedures to support all Norfolk schools to meet statutory requirements and achieve best practice.

Sections 175 and 157 [Education Act 2002](#) place a duty on all schools to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at school. Schools have specific duties to have appropriate safeguarding responses to children who go missing from education to help identify risks of

abuse and neglect and hold more than one emergency contact for each pupil as outlined in [Keeping Children Safe in Education \(2019\)](#).

Norfolk County Council has statutory duties under [Section 436A of the Education Act 1996](#) to identify, as far as is possible, children who are not receiving a suitable education otherwise than being at school. In addition, [Section 437\(1\) of the Education Act 1996](#) further requires the Local Authority to intervene if it appears that parents are not providing a suitable education. Norfolk County Council must consult with parents when establishing whether a child is receiving a suitable education. Norfolk County Council has a duty to take prompt action and early intervention to ensure children without suitable education are supported into education swiftly.

Norfolk County Council's arrangements under [Section 436A](#) also play an important role in fulfilling its wider safeguarding duties under [Children's Act, 2004](#), to safeguard children's welfare, cooperate with other agencies in improving children's well-being, including protection from harm and neglect.

A range of teams hold responsibilities to ensure Norfolk County Council fulfils its statutory duties. These are outlined below:

Children Missing Education (CME) Team

- Track all compulsory school age pupil movements within Norfolk to ensure children transfer to another school.
- Identify, locate and track all newcomer to Norfolk compulsory school age children until they are registered as on roll with a new school.
- Along with the school and Attendance Team, make reasonable checks to ascertain the whereabouts of children who fail to start at school or may be missing education until the child's whereabouts is identified or all investigation routes have been exhausted.
- In accordance with statutory guidance, act as a point of contact for enquiries and referrals from other Local Authorities, partnership agencies and Children's Services staff.
- Receive and record details of starters and leavers from Norfolk schools.
- Take responsibility for maintaining the Lost Pupil Database, investigating any pupils' records uploaded to the Lost Pupil Database.
- Use Norfolk County Council recording systems, reporting facilities, school census information and Lost Pupil Database to identify children missing education where a notification has not been received.
- Maintain a database of children who are not registered at school or in receipt of a suitable education otherwise in Norfolk.
- Produce data and reports as required for Children's Services Leadership Team and Norfolk County Council Members.
- Ensure current guidance and legislation is available to Norfolk schools and that local policies and procedures operate in accordance with this information.
- Provide advice and guidance to schools regarding removal pupils from admissions and attendance registers to statutory compliance.
- Raise awareness of children missing education and the local procedures for reporting concerns with partner agencies and the public.

Attendance Team

- To fulfil Norfolk County Council's statutory responsibilities of ensuring parents provide their children with a full-time education in accordance with the [Education Act 1996](#).
- Respond to referrals from the CME Team in cases where a child is not on roll of a school but appears to be living in a Norfolk address and investigate what educational arrangements the parent is making for the child.

- Work with families where Services to Home Educators has failed to establish evidence of a suitable education being provided at home to ensure the child receives a suitable education through admission to school.
- Where it is established that a child is not receiving a full-time appropriate education at home, work with the parent, child and Norfolk County Council services to ensure suitable educational provision is secured for the child.
- Where a parent or carer fails to satisfy Norfolk County Council that the child is receiving a fulltime appropriate education, instigate School Attendance Order proceedings.
- Conduct prosecutions of parents who are found to be in breach of a School Attendance Order (SAO).

Admissions Team

- Co-ordinates all standard transition admissions arrangements to ensure all pupils are made an offer of a school.
- Encourage current schools to support all parents to make a standard transition application for their child.
- Provide every school with a list of destination schools for leavers and incoming pupil list for receiving schools to ensure no child is missed through standard transition points.
- Ensure any children for whom Admissions have agreed first admission to school outside their chronological year group are entered into the lower year group admission round.
- Ensure immediate placement for pupils who are Children Missing Education and those who no longer wish to home educate.
- Refer all children missing education to the CME Team including newcomers to Norfolk via weekly report.
- Alert the CME Team if a child previously identified as CME is known to be offered a school place.
- Support the identification of named schools for any child for whom a school attendance order is required by Attendance Team.
- Co-ordinate allocation of new school places for pupils attending a school due to close.

Fair Access Team

- Administer the Fair Access Protocol to ensure that all children are made an offer of a school place through co-ordinated Fair Access protocol where the standard admissions process has not resulted in a school place offer.
- Co-ordinates referrals to Short Stay School for Norfolk in those circumstances where by reason of illness, exclusion from school or otherwise may not for any period receive suitable education unless arrangements are made for them in accordance with the [Education Act 1996, section 19](#).

Special Educational Needs (SEN) Team

- Co-ordinate all phase and in-year school transfers for pupils with Education and Health Care plans (EHC plans) including admission to complex needs schools.
- Ensure any children for whom SEN Team have agreed first admission to school outside their chronological year group are entered into the lower year group admission round.
- SEN Operational Team will notify CME Team of newcomer children to Norfolk with EHC plans.
- EHCP Co-ordinators will liaise with CME Team regarding any children missing education with EHC plans.
- The SEN Operational Team and SEN Placements Team will notify CME Team of any children whose alternative provision and independent school placements are due to or have ceased.

Services to Home Educators (SHE)

- Children who are educated by their parents other than at school are not considered to be children missing education. Home educating parents of children who have never been enrolled in school are not obliged to inform Norfolk County Council, however, Services to Home Educators actively encourages all home educating parents to be listed with their team.
- Children are recorded as being Electively Home Educated when notification is received by the CME Team that a school has deregistered a pupil following notification from parent of their intention to home educate.
- Where parents fail to provide Services to Home Educators with evidence that a suitable education is in place, SHE will notify the CME and Attendance Team and they will be considered as a child missing education.
- Services to Home Educators will inform CME Team of any Child Missing Education subsequently listed as home educated.

Virtual School for Looked After and Previously Looked After Children

The Virtual School for looked after and previously looked after children is part of the Education of Vulnerable Groups Achievement and Access Service (EVGAAS) and ensures the educational achievement of children looked after by the local authority is seen as a priority. The Virtual School for looked after and previously looked after children will:

- Ensure educational attainment and progress of children looked after by the local authority are monitored and evaluated as if those children attended a single school.
- Ensure every eligible Norfolk looked after child is in suitable and fulltime education.
- Avoid drift or delay in providing suitable educational provision, including special educational provision and unplanned termination of educational arrangements through proactive, multi-agency cooperation.

- Ensure the CME team are aware of any Norfolk looked after children identified as a child missing education and work in partnership, retaining the lead to identify a suitable education placement.
- Discuss children missing from education data in relevant meetings and ensure a clear and time limited action plan is in place to ensure appropriate education provision is secured.
- It is accepted good practice that a looked after child should not be removed from a school admission register until a new school has admitted the pupil ensuring continuity of education.
- Ensure regular meetings with the CME team to ensure records and actions are aligned.

Gypsy, Roma and Traveller Service

- Access and Attendance Officers work with children from the traveller community and their families to ensure they obtain their legal entitlement to a suitable education.
- Access and Attendance Officers undertake home visits, visits to Traveller sites and unauthorised encampments, to promote the importance of education and attendance at school.
- Officers will notify CME Team when they become aware of children missing education residing within Norfolk.
- Access and Attendance Officers also liaise with the CME Team and other local authorities to share information regarding the movements of traveller families to help avoid children becoming children missing education.

Section 4 – Identifying children missing education

In most circumstances, CME Team will be notified of children missing education via:

- Schools removing a pupil's name from Admission register and submitting an [Off roll notification form](#).
- Norfolk Children's Services Teams will notify CME Team of any children missing education via telephone call to CME Team on 01603 307716, email to cme@norfolk.gov.uk or securely via [Any Comms Plus](#).
- CME Team will use Norfolk County Council recording systems, reporting facilities, school census information and Lost Pupil Database to identify children missing education where a notification has not been received.

Referrals from Norfolk Children's Services teams, partner agencies, families of Children Missing Education members of the public

Partner agencies will be well placed to identify any children missing education within Norfolk. Parents and carers and/or family members may be concerned that their child is a child missing education. Members of the public may also have concerns about a possible child missing education.

Any referrals to CME Team can be made by contacting the CME Team on **01603 307716** or by email to cme@norfolk.gov.uk or securely via [Any Comms Plus](#).

Children missing education enquiries and referrals from another Local Authority Children Missing Education Teams

When other Local Authorities CME Teams have reason to believe a child missing education may be in Norfolk, they should contact the CME Team on **01603 307716** or by email to cme@norfolk.gov.uk or securely via [Any Comms Plus](#).

Enquiries will be made by CME Team to help establish whether this is the case or not. CME Team will respond to any enquiries within 5 working days with their findings. If evidence is gained confirming the child's location within Norfolk, CME Team will accept responsibility for the child and add them to the Norfolk children missing education register.

When other Local Authorities CME teams have already located a child as being within Norfolk, Norfolk CME Team will accept responsibility for the child and add them to the Norfolk Children Missing Education register. The Norfolk CME Team will provide a written update to any referring Local Authority CME Team of the child's admission into school.

Section 5 – Admission to school (enrolment)

Admitting a pupil to a Norfolk school

First admission to school and school transitions are critical points at which children are at increased risk of becoming children missing education and it is essential that local procedures and statutory regulations are followed to prevent this from occurring. Efficient enrolment into school is vital to both reduce the length of time children may be missing education and prevention of pupils becoming children missing education. [The Education \(Pupil Registration\) \(England\) Regulations 2006](#) state:

‘a pupil is a pupil at the school from the beginning of the first day on which the school has agreed, or has been notified, that the pupil will attend the school.’

This means that state funded schools must enrol children at the point of school place allocation notification of from the Admissions Team or SEN Team. Independent schools are responsible for making their own admissions arrangements but must have regard to avoiding delay in admitting pupils onto admission register.

The Admission Team must provide for the [admission of all children in the September following their fourth birthday](#). Parents are given information confirming that:

- that child is entitled to a full-time place in the September following their fourth birthday;
- the child's parents can defer the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which it was made; and
- where the parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age.

This will ensure that all children start education within their Reception year or the Admission Team will place the child in the following year's Reception admission round and will reduce the risk of children becoming missing from education at the very start of their school life.

The following table outlines the process for state funded schools admitting pupils:

Admitting a pupil to a Norfolk school

Standard transition point:

Document owner: Claire Farrelly
INET number: INET171192

Version number: 3
Date created/revised: 06/08/2019

- Reception
- Transfer to Junior School
- Transfer to Secondary School

Admission and SEN Team co-ordinate admissions for all children and provide destination lists for home schools and provide new intake lists for receiving schools.

Receiving schools:

- Inform parents of expected start date of attendance.
- Enter all expected pupils on both their admissions and attendance register on the first day of the start of the academic year.
- Mark attendance register in usual way from first day.

Parent of Reception pupil informs school they are choosing to defer start date until child reaches compulsory school age

Receiving schools:

- Enter pupil on both their admissions and attendance register from day of notification of school place allocation.
- Attendance register marked x code until pupil's agreed first day, which must be no later than the date the pupil reaches compulsory school age or the first day of the summer term if they turn 5 within the summer term.
- Attendance register marked in the usual way from first start date.

In-Year Admissions

Admission Team allocate school place.

SEN Team allocate school place for pupil with EHC plan.

Receiving schools:

- Enter pupil on both their admissions and attendance register from day of notification of school place allocation.
- Contact parent to arrange first day of attendance as soon as possible and no later than 5 school days after receipt of school place allocation.
- Attendance register marked Z code until pupil's agreed first day.
- Attendance register marked in the usual way from agreed first day.

If pupil fails to arrive on expected start date:

- schools follow their school attendance procedures to establish the reasons why the pupil has not attended;
- ensure the proper safeguarding action is taken as required;
- identify whether the absence is approved or not;
- identify the correct code to use before entering it onto the attendance register.

Outcome

Action

Attendance issue identified

Follow school attendance procedures.

Pupil found to be attending another school, home educated, or has moved beyond reasonable distance

Refer to section 7 grounds for removal from roll.

School establishes the pupil is possibly missing

Possible pupil missing education telephone consultation with CME Team.

Admission of children outside their normal year group (Reception)

If parents wish to apply for their child's first admission to school to be outside their normal year group,

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INET number: INET171192

Version number: 3
Date created/revised: 06/08/2019

they should direct this request to the Admission Team for children without an EHC plan and SEN Team for children with an EHC plan.

The appropriate team will consult with the headteacher of the school applied for and inform the parent of whether the request to defer admission to the following academic year has been agreed.

Where the relevant team has agreed to the deferment, the child's name will be removed from the chronological year group transition round and added to the admission transfer round for the following year. The parent must apply in the usual year during the next first entry to school admission round.

Where the relevant team does not agree to defer first admission, the school place will be allocated and school should enrol the pupil in the usual way.

Appeals and Tribunals

Where **a parent has lodged an appeal for a school place other than the school allocated by NCC Admissions** or named by SEN Team in child's Education and Health Care plan, the allocated school must enter the child onto both **school Admissions and Attendance Register immediately**.

The pupil should attend the allocated school in the usual way until the outcome of the appeal or tribunal. This will not adversely affect the parent's right to appeal or appeal process.

If the appeal is successful, the pupil will transfer to the new school.

All schools must ensure the [following details](#) must be entered onto the admission register:

- Pupil's name in full;
- Pupil's gender;
- Pupil's date of birth;
- Name, address and contact details of every person known by the school to be a parent of the child;
- Identify which parent the pupil resides with;
- Emergency contacts for more than one person;
- Date of admission or re-admission to the school;
- Name and address of the last school they attended, if any (this will include details of schools outside England).

Notifying the Local Authority when a child is added to the school admissions register

All schools [must](#) notify Norfolk County Council within 5 days of adding a pupil's name to the admissions register at non-standard transition points. For Norfolk schools participating in the data sharing arrangement with the Local Authority in respect of attendance data, this regulation is satisfied.

For Norfolk schools not participating or independent schools who do not have management information Systems supporting data sharing, an [On roll notification form](#) must be submitted to cme@norfolk.gov.uk or securely via [Any Comms Plus](#).

Section 6 – Pupils who may be children missing education

[School Attendance, Department for Education](#) statutory guidance states that all schools are expected to:

- Promote good attendance and reduce absence, including persistent absence;
- Ensure every pupil has access to full time education to which they are entitled; and,
- Act early to address patterns of absence.

Document
owner: Claire Farrelly
INET number: INET171192

Version number: 3
Date created/revised: 06/08/2019

- Schools should put in place appropriate safeguarding response for children who go missing from school, particularly on repeat occasions.

When a pupil fails to attend school without reason, including where pupils have not returned following a period of authorised leave or due to exceptional circumstances or following admission to school, all schools must undertake **reasonable enquiries** to establish the reasons why the pupil has not attended following their school attendance procedures and, where applicable, safeguarding procedures. Absences must be unauthorised until the reason for absence has been established and the school decide whether to authorise the absence.

Where the school has reason to believe that the pupil may be a child missing education, the school and CME Team must undertake and exhaust joint reasonable enquiries to establish the whereabouts of the pupil prior to agreeing removal from roll. This is a legal requirement of [Education \(Pupil Registration\) \(England\) Regulations 2006](#) and 2016 and [Children Missing Education](#) statutory guidance.

The following table outlines the process for responding to a possible pupil missing education:

| Day one of unexplained absence – first day absence telephone call to parent child resides with to seek reasons for absence and reassurance from the parent that the child is safe at home. | |
|---|---|
| Result of call | Action |
| Parent answers call and child is safe with them. | Ask for reason for absence and record. Where a pupil is subject to a Child Protection Plan, notify the pupil's social worker. |
| The person answering call is not the parent and the school is not reassured that the child is at home or safe. | School's Designated Safeguarding Lead should be consulted on risk assessment of child's vulnerability. (see School risk assessment for possible pupil missing education form) |
| Parent answers call, the child is not with them or safe and the parent is concerned. | School advise parent to: <ul style="list-style-type: none"> ▪ Contact Norfolk Police to report child as missing'. ▪ Contact all people and places child is known to talk to and visit to see if they have any information about where child is. ▪ Actively search for the child. ▪ Contact family GP, Walk-in and Accident and Emergency Centres in case pupil has sustained an injury and taken for medical treatment. ▪ Report back to school if pupil is found or remains missing. School's Designated Safeguarding Lead must be informed without delay. |
| No answer at the home or on mobile numbers. | Telephone: <ul style="list-style-type: none"> ▪ All available contact numbers for parent child resides with ▪ All available contact numbers for any other parents the school is aware of ▪ All available emergency contact numbers School's Designated Safeguarding Lead should be consulted on risk assessment of child's vulnerability. |
| If the risk assessment on day one suggests the child may be at risk of harm, school's Designated Safeguarding Lead will contact Norfolk Police and/or Children's Advice and Duty Service (0344 800 8021) | |

Day two to twenty – school continues to make enquiries to establish why the pupil is not attending

- Continue efforts to contact all parents, family members and emergency contacts by all available telephone numbers and email addresses.
- Undertake a visit to the family home to establish whether the family still reside at the property (this should be conducted by 2 members of staff or with the local Safer Schools Officer linked to the cluster/area).
- Contact siblings' schools to see whether siblings continue to attend, or they hold information as to the families' whereabouts.
- Checks with members of school-based staff who the child or parent may have had contact with e.g. SENCO, School Nurse, etc.
- Checks with other agencies with known involvement who may information regarding the whereabouts of the child.
- If ongoing risk assessment suggests the child may be at risk of harm, school's Designated Safeguarding Lead will contact Norfolk Police and/or Children's Advice and Duty Service.

School establishes one of the following during enquiries

| Outcome | Action |
|---|---|
| Parent is failing to ensure regular attendance. | Follow school attendance procedures. |
| Family have moved and new address within local area is gained. | Follow school attendance procedures. |
| Confirmation that child is attending a new school, being electively home educated. | Off roll notification form can be submitted and pupil can be removed from school roll. |
| Family have moved and new address outside local area is gained but no new school identified. | <p>Telephone consultation with CME Team to establish whether removal from roll can be agreed under reasonable distance grounds.</p> <p>Where the pupil is in Year 11 and moving within Norfolk, the Admissions Team will support transport applications where possible. If this may apply, please contact the Fair Access Manager prior to removal from roll who will confirm that transport will be provided or a local school offer should be made.</p> |
| Family believed to have moved but new address has not been established. | Telephone consultation with CME Team to establish whether any further enquiries can be made by the school or CME Team to establish the whereabouts of the child. |

Possible pupil missing education telephone consultation with CME Team

10-11am every day during term time

01603 307716

CME Officer will ask a series of questions to establish what initial enquiries have already been undertaken.

CME Officer will risk assess if information suggests the child may be at risk of harm, they will advise the school's Designated Safeguarding Lead should contact **Norfolk Police** and/or **Children's Advice and Duty Service**.

Further investigation actions to be completed by CME Officer and school will be agreed **with timescale and review date**.

Possible outcome 1

If following further enquiries, the location of the child is established by either the school or CME Officer, they will agree that sufficient evidence has been established to proceed with removal from roll and submission of off roll notification form

Possible outcome 2

If following further enquiries, the school and the CME Team fail to establish the whereabouts of the child, they will agree the pupil can be removed from roll and submission of off roll notification form under Regulation F or H.

CME Team register child as a child missing education and continue investigations into whereabouts of child.

Section 7 – Pupils leaving school

Removing pupil names from school admissions register at standard transition points (end of Year 2, Year 6 and Year 11)

Schools are not expected to notify Norfolk County Council of pupils' leaving school at standard transition times (where the pupil has completed the final year of education normally provided by that school).

However, not all pupils transfer to their expected schools and some pupils may not have agreed transfer places at the end of the school year. Therefore, Norfolk schools are requested to complete off roll notification forms for pupils leaving Yr2 and Yr6 who are suspected to:

- become electively home educated;
- be moving away;
- not have an identified school to transfer to;
- transfer to an independent school;
- transferring to a school outside of Norfolk.

Removing pupil names from independent school admissions register at end of school phases

Where pupils are leaving an independent school at the end of the final year of education normally provided by that school, independent schools can submit a data return to cme@norfolk.gov.uk providing all required information about pupils leaving the school, new addresses where applicable and destination education establishments.

Removing pupil names from state funded and independent special school admissions register

Pupils on roll at a special school, both state funded and independent, cannot be removed from the school roll without the consent of the Local Authority. The exception to this regulation is if the pupil has died or has been permanently excluded. Special schools must evidence agreement from the pupil's EHCP Co-ordinator prior to any removal from roll and this must be submitted with any off-roll notification form. This includes those circumstances where a parent cites their wish to home educate the child.

Removing pupil's name from school admission register during the school year

In most circumstances, pupils leaving a school will be planned and discussed with the school in advance of the pupil leaving. Schools should work with families to gain sufficient information to ensure that the pupil's next school and/or address is established before the pupil leaves to reduce the risk of pupil becoming a child missing education through lack of shared information.

All schools must notify Norfolk County Council when they are about to remove a pupil's name from the school admission register at non-standard transition points by submitting an off roll notification form via cme@norfolk.gov.uk or securely via [Any Comms Plus](#).

The following table outlines the process for all schools removing pupils from the school roll:

Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended.

This guide applies to all schools and must be read in conjunction with:

- [Children Missing Education guidance, Department for Education, Sept 2016](#)
- [School Attendance guidance, Department for Education, July 2019](#)
- [Keeping Children Safe in Education, Department for Education, Sept 2019](#)
- [School to School guide for schools, Department for Education, July 2019](#)

All removals from roll must comply with the information below.

Each removal from roll regulation lists the statutory regulation, an interpretation of what the regulation means in practice and a list of school and local authority actions required.

The CME Team will work with schools to ensure all removals from roll are legal and appropriate.

It is important to be aware that the proprietor of a school who fails to comply with the regulations is guilty of an offence and can be fined in the Magistrates Court.

Removal from roll must only take place once all the requirements of the relevant regulation are met. This will mean that in some cases, the removal from roll date is later than last date of attendance at school.

| Regulation | Regulation 8(1)(a) Revocation of School Attendance Order |
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| Law | Where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school. |

Document owner:
INET number:

Claire Farrelly
INET171192

Version number:
3
Date created/revised:
06/08/2019

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| Meaning | <p>Your school was named by the Attendance Team in a School Attendance Order and you placed the pupil on your admission and attendance register using a z code in the attendance register.</p> <p>The School Attendance Order has been revoked to name an alternative school or the parent has satisfied the Attendance Team that they have made other suitable education arrangements for their child's education.</p> |
| School action | <ul style="list-style-type: none"> ▪ Pupil removed from admission and attendance register from date of notification from NCC Attendance Team. ▪ Submit off roll notification form with NCC Attendance Team notification. ▪ If appropriate, upload Common Transfer File (CTF) onto S2S system with the correct code for the new named school allowing the new school to download the Common Transfer File (CTF). |
| CME Team action | <ul style="list-style-type: none"> ▪ Update Synergy database. |
| Regulation | Regulation 8(1)(b) Pupil attending another school |
| Law | Where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school. |
| Meaning | Pupil has transferred from your school to a new school and there is no gap in the pupil's education. |
| School action | <ul style="list-style-type: none"> ▪ The current school must confirm that the child has started attending the new school and gain new parental details and address if appropriate. ▪ Remove pupil from admission and attendance register from date of enrolment at new school. ▪ Submit confirmation of enrolment at new school with off roll notification form. ▪ Upload CTF onto S2S system with the correct code for the new school allowing the new school to download the CTF. ▪ Ensure all education records including safeguarding records are transferred securely to the new school. |
| CME team action | <ul style="list-style-type: none"> ▪ Update Synergy database. |

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| Regulation | 8(1)(c) Ceasing of dual registration arrangement |
| Law | Where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion. |
| Meaning | Pupil moves from a dual registration arrangement to a single registration and there is no gap in the pupil's education. |
| School action | <ul style="list-style-type: none"> Remove pupil from admission and attendance register from date agreed with other dual registration school. Submit off roll notification form with evidence of consent of deletion from dual registration school. Both schools will already have an electronic record for the pupil on their MIS System. There is no need for one school to provide a CTF to another school when they have both had the same pupil enrolled dually (as both schools should be sharing all data for that pupil). The pupil's enrolment status will need to be changed to current (single) registration at the school they are solely attending. |
| CME team action | <ul style="list-style-type: none"> Update Synergy database. |
| Regulation | 8(1)(d) Elective Home Education |
| Law | In a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school. |
| Meaning | <p>Parent has advised school in writing that they intend to home educate their child.</p> <p>Parents must not, under any circumstance, be encouraged or coerced, into home educating their child. Please also refer Services to Home Educators webpages for further information.</p> <p>Please note that parents of pupils with Education and Health Care plans enrolled at complex needs schools require local authority approval via the pupil's EHCP Coordinator before the removal from roll can occur.</p> |
| School action | <ul style="list-style-type: none"> Remove pupil from the admission and attendance register. Submit off roll notification form with copy of the parental notification evidence confirming their intention to educate the child and EHCP Coordinator approval for pupils with EHC plans enrolled in special schools. Upload copy of Services to Home Educators (SHE) referral form to cs-servicestohomeeducatorsadmin@norfolk.gov.uk. Upload CTF to S2S using the code 'MMM MMMM' this will ensure that the Common Transfer File goes to the Lost Pupils Database. |
| CME team action | <ul style="list-style-type: none"> Update Synergy database. Notify SHE Team. |
| Regulation | 8(1)(e) child moves beyond reasonable distance from school and does not have a new school for immediate transfer |
| Law | Except in the case of a boarder, that he has ceased to attend the school and no longer |

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| | ordinarily resides at a place which is a reasonable distance from the school at which he is registered. |
| Meaning | <p>Pupil has moved too far from your school to be reasonably expected to attend and a new school place is not immediately available.</p> <p>School must gain full details of who child will be living with, their new full address and school even if only temporary.</p> <p>This applies when pupils are moving within Norfolk, outside of Norfolk and outside of England. There is no distinction in the regulations and the same information is required regardless of where the pupil moves.</p> <p>Parents have a legal duty to ensure their child's attendance at school if it is within 1.8 miles from their family home for children 8 years old and under and 3 miles for those above 8 years old.</p> <p>However, the local authority may opt to provide transport above these mileage limits if it is likely a local school place will not be secured. In these circumstances, transport can be provided for a journey of up to 45 minutes on public transport for primary children and 1 hour and 15 minutes for secondary pupils.</p> <p>Please see appendix A for an example form for school's use when families are planning to move to ensure sufficient information is gained.</p> <p>Where the pupil is in Year 11 and moving within Norfolk, the Admissions Team will support transport applications where possible. If this may apply, please contact the Fair Access Manager prior to removal from roll who will confirm that transport will be provided or a local school offer should be made.</p> <p>The pupil will have a gap in education and become a child missing education until they are confirmed as attending an educational provision.</p> |
| School action | <ul style="list-style-type: none"> Remove pupil from the admission and attendance register. Submit off roll notification form with new address (beyond reasonable distance) and school information. For Yr11s, submit evidence of Fair Access Manager agreement to move of school. Upload CTF to S2S using code 'XXX XXXX'. This will ensure that the CTF goes to the Lost Pupil Database. When the child starts at a new school within England, the new school will be able to download the CTF from the Lost Pupil Database via their LA CME team. |
| CME team action | <ul style="list-style-type: none"> Update Synergy database. Move within Norfolk or abroad – CME Officer will track pupil movement until confirmation of enrolment in new school. Move outside of Norfolk but within England– CME Officer will refer to other LA CME Department. |
| Regulation | 8(1)(f) Pupil has not returned on the agreed date of return following an authorised term-time holiday |
| Law | <p>In the case of a pupil granted leave of absence in accordance with regulation 7(1A), that:</p> <ul style="list-style-type: none"> (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was |

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| | <p>granted;</p> <p>(ii) (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause;</p> <p>and</p> <p>(iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.</p> |
| Meaning | <p>The Education (Pupil Registration) (England) Regulations 2006 were amended in September 2013 to allow headteachers to grant leave of absence during term time only if there are exceptional circumstances. The headteacher should determine the number of school days a child can be absent from school if leave is granted.</p> <p>If the pupil fails to return on the day expected, school must follow their attendance procedures to ascertain whether the pupil is failing to attend school or is missing. There must be no evidence to suggest that the pupil is unable to attend school due to illness or unavoidable cause and the school and CME Team have failed after making reasonable enquiries to locate the pupil.</p> <p>The pupil will have a gap in education and become a child missing education until they are located and confirmed as attending an educational provision.</p> |
| School action | <ul style="list-style-type: none"> ▪ School undertake initial reasonable steps to locate the pupil. ▪ School telephone CME Team (01603 307716) to agree what further joint reasonable checks will be undertaken to locate the pupil. ▪ School must not removal pupil from roll whilst joint enquiries are undertaken. ▪ Absence must be coded as unauthorised during this time. ▪ CME Team and school complete enquiries to either locate the pupil or deem whereabouts unknown. ▪ Date of removal from roll will be when CME Team and school decide that both parties have failed after making reasonable enquiries to locate the pupil. ▪ Remove pupil from the admission and attendance register ▪ Submit off roll notification form. ▪ Upload CTF to S2S using code 'XXX XXXX'. This will ensure that the Common Transfer File goes to the Lost Pupil Database. |
| CME team action | <ul style="list-style-type: none"> ▪ Update Synergy database. ▪ CME Team continue investigation to locate missing pupil until gaining confirmation of pupil's whereabouts. |

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| Regulation | 8(1)(g) Pupil is deemed not to be in a fit state of health to attend school before the end of their compulsory education and is not going to continue in further education at the school (Sixth Form) |
| Law | That he is 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 nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age. |
| Meaning | <p>A pupil's health condition prevents them from attending school and is deemed not to be likely to improve before they cease to become of compulsory school age and do not intend to continue into the school's sixth form provision (where applicable).</p> <p>Pupils at school with medical conditions should be properly supported so that they have full access to education and schools and local authorities have statutory duties to ensure educational entitlement and achieve their academic potential.</p> <p>Where pupils' health conditions require support beyond what schools can make reasonable adjustments for, referral to Medical Needs Officer must take place to enable provision of suitable alternative education provision. This must have happened before school; health professionals and family consider removal a pupil from school admission register.</p> <p>If following local authority provision of education, the relevant medical practitioner has assessed and provided a report advising the pupil's health will not recover to enable their attendance at school before they cease to become of compulsory school age and the pupil and/or parent has indicated the that they do not wish to continue with the child's education at school or continue into the school's sixth form provision, school should telephone CME Team (01603 307716) to discuss submitting an off roll notification form prior to removal from roll.</p> |
| School action | <ul style="list-style-type: none"> Remove pupil from the admission and attendance register following agreement with CME Team. Submit off roll notification form with medical report and parental declaration. Upload CTF to S2S using code 'XXX XXXX' to Lost Pupil Database. |
| CME Team action | <ul style="list-style-type: none"> Update Synergy database. |

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| Regulation | 8(1)(h) Where a child has been continuously absent from the school for a period of not less than 20 school days and their whereabouts is not known |
| Law | <p>That he has been continuously absent from the school for a period of not less than twenty school days and:</p> <ul style="list-style-type: none"> (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is. |
| Meaning | <p>A pupil is not attending school and the whereabouts of the pupil is not known. The school will investigate whether the pupil is failing to attend regularly or believed to be missing.</p> <p>Once the school have established that the pupil is believed to be missing, school and CME Team undertake joint reasonable enquiries to ascertain the whereabouts of the pupil or agree that they have failed to locate the pupil. The pupil remains on roll whilst enquiries are undertaken. See section X of Policy for further information.</p> <p>The pupil will have a gap in education and become a child missing education until they are located and confirmed as attending an educational provision.</p> |
| School action | <ul style="list-style-type: none"> ▪ School undertake initial reasonable steps to establish whether pupil is failing to attend or their whereabouts is unknown. ▪ School telephone CME Team (01603 307716) to agree what further joint reasonable checks will be undertaken to locate the pupil. ▪ Pupil must remain on roll whilst joint enquiries are undertaken. ▪ Absence must be coded as unauthorised during period. ▪ CME Team and school complete enquiries to either locate the pupil or deem whereabouts unknown. ▪ Date of removal from roll will be when CME Team and school decide that both parties have failed after making reasonable enquiries to locate the pupil. ▪ Remove pupil from the admission and attendance register ▪ Submit off roll notification form. ▪ CTF uploaded to S2S using code 'XXX XXXX'. This will ensure that the CTF goes to the Lost Pupil Database. |
| CME Team action | <ul style="list-style-type: none"> ▪ Update Synergy database> ▪ CME Team continue investigation to locate missing pupil until gaining confirmation of pupil's whereabouts> |

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| Regulation | 8(1)(k) Where children will be over compulsory school age by the start of the next academic year and have informed the school that they no longer wish to attend school |
| Law | <p>The pupil will cease to be of compulsory school age before the school next meets and:</p> <ul style="list-style-type: none"> (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form. |
| Meaning | <p>Pupil has been placed in a year group below their chronological age and ceases to be of compulsory school age before the start of the next school year, i.e. of Yr. 12 age and educated in Yr. 11.</p> <p>Additionally, the pupil and/or parent has informed school in writing that they no longer wish to attend the school and the pupil will not meet the requirements to join school's sixth form.</p> |
| Action | <ul style="list-style-type: none"> ▪ Remove pupil from the admission and attendance register from date of agreement that pupil no longer wishes to attend school. ▪ Submit off roll notification form with pupil/parental notification of ceasing to attend school and evidence the pupil does not meet the academic entry requirements for admission to the school's sixth form. ▪ If destination education provider is not known, the Keeping in Touch Team must be informed securely, to ensure the pupil is supported into education, training and employment (0344 800 8022 or helpdesk@helpyouchoose.org). ▪ S2S system is for schools only. Schools should archive pupil's electronic records in the same way as for YR11s and the end of their compulsory education. |
| CME team action | <ul style="list-style-type: none"> ▪ Update Synergy database. ▪ Inform Keeping in Touch Team. |
| Regulation | 8(1)(l) Pupil leaving an independent school |
| Law | In the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school. |
| Meaning | <p>The school or parent has ceased an independent school placement, following notice period, and the parent has not indicated what education arrangements they have subsequently made for the pupil.</p> <p>In the case of an independent school place funded by Norfolk County Council, placement termination procedures must be followed prior to the ceasing of the placement.</p> <p>In the case of privately funded independent school places, individual school's ceasing of placement policy will apply.</p> <p>This regulation only applies where other regulations are not applicable.</p> |

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| | There may be a gap in the child's education if a new school place is not available upon pupil's removal from roll and will be a child missing education. |
| Action | <ul style="list-style-type: none"> ▪ NCC funded independent placements must follow placement termination procedures. ▪ Pupil is removed from roll at end of notice period. ▪ Submit off roll notification form. ▪ Independent schools do not have a statutory requirement to follow the normal Common Transfer File process. They may, therefore, not have MIS Systems capable of generating CTFs. If they do choose to voluntarily follow the normal CTF process, then the coding they use would mirror that in the CTF guidance document. |
| CME team action | <ul style="list-style-type: none"> ▪ Update Synergy database. ▪ CME Team will undertake investigation to ensure pupil is enrolled into education. |
| Regulation | 8(1)(m) Permanent exclusion |
| Law | That he has been permanently excluded from the school. |
| Action | <ul style="list-style-type: none"> ▪ Following decision to permanently exclude, the school must follow Department for Education statutory guidance on exclusion. ▪ Pupil must remain on roll until the full appeals process has concluded. The appeal period applies for 15 school days after parents received a letter from the Governing Body advising the decision to permanently exclude has been upheld if parents do not request an Independent Review Panel or upon receipt of decision by Independent Review Panel, if requested. ▪ The pupil's name can be removed from school admission and attendance register from date of conclusion of appeal period. ▪ Submit off roll notification form. ▪ If new school known, upload CTF onto S2S system with the correct code for the new school allowing the new school to download the CTF. ▪ If no school not known, upload CTF via S2S using code 'XXX XXXX'. This will ensure that the Common Transfer File goes to the Lost Pupil Database. |
| CME team action | <ul style="list-style-type: none"> ▪ Update Synergy database. ▪ Update exclusion spreadsheet. ▪ CME team track child through to enrolment into next school. |

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| Regulation | 8(1)(n) Where a nursery child does not get a place in Reception of the same school |
| Law | Where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school. |
| Meaning | Following Reception admissions round, the nursery child has not been allocated a Reception place at the same school. This regulation only applies to schools with nurseries. |
| Action | <ul style="list-style-type: none"> Submit off roll notification form advising of allocated Reception place at alternative school. Children in nursery are not compulsory school age, so school does not need to follow the normal CTF process if they choose not to. If the school voluntarily chooses to follow the normal CTF process, which is recommended, the school should upload the CTF using the code for the known receiving school. When pupils enter a maintained school nursery they are given a UPN (Unique Pupil Number). This number should follow the pupil throughout their school career. Therefore, it is imperative that schools pass on information regarding these children to their new schools via the CTF to ensure that they are not issued with new UPNs. |
| CME team action | <ul style="list-style-type: none"> Update Synergy database. CME Team will track and confirm child's enrolment into school. |
| Regulation | 8(1)(o) Unpaid boarding fees at maintained school |
| Law | Where: <ul style="list-style-type: none"> (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate. |
| Meaning | A maintained boarding school or boarding academy may delete a pupil from its admission register where the boarding fees remain unpaid at the end of the school term for which they were due to be paid. |
| Action | <p>Where fees are unpaid, the school should consider whether:</p> <ul style="list-style-type: none"> the relevant local authority, in the case of a maintained school, has considered whether a case exists for paying some or all of the child's boarding fees; removing the child from school would have a significant negative effect on their education and whether it can be mitigated, for example by transferring to a school closer to home; Parents/carers have been informed of any charitable or other voluntary sector assistance or benefits that may be available to help meet the cost of boarding fees; and, the school has given timely notice to the relevant local authority and the parents, to assist school transfer. <ul style="list-style-type: none"> Submit off roll notification form with evidence of consideration of above. Upload CTF via S2S using code 'XXX XXXX'. This will ensure that the |

| | |
|-----------------|--|
| | Common Transfer File goes to the Lost Pupil Database. |
| CME Team action | <ul style="list-style-type: none"> Update Synergy database. CME Team will track and confirm child's enrolment into school. |

Escalation for illegal removal from roll

In most circumstances, an inappropriate removal from roll will occur because the regulations are not fully understood. CME Officers will work with schools to ensure the child is returned to the school roll, support the school's understanding of the regulations and agree what action should be taken by the school or jointly with CME Team before a removal from roll is agreed.

If CME Officer is not able to resolve an inappropriate removal from roll, they will refer this to the Senior CME Officer who will work to resolve the matter with the Headteacher and, where appropriate, the Chair of Governors for maintained and Independent schools or Chief Executive of Multi Academy Trust to whom the academy or free school belongs.

In the rare case that the matter remains unresolved the issue will be escalated by the Senior Adviser – Safeguarding to the Children at Risk of Missing Group.

Common Transfer Files (CTF), School2School (S2S) and Lost Pupil Database

School2school (S2S) is a secure internet system provided by the Department of Education to allow schools to transfer a pupil's electronic record (Common Transfer File – CTF) when the pupil leaves the school.

[Common Transfer File guidance](#) stipulates that all maintained schools must use this system and encourages academies and free school use. Schools must ensure a child's CTF (Common Transfer File) accompanies them every time they join or leave a school. The school which the pupil is leaving must upload the CTF to S2S using the new school's code and the receiving school download the CTF from S2S.

If a child joins a school without a CTF being received from a previous school, the school should request details of the previous school from the child's parents. If these details are not forthcoming the school should ask the CME Team to search the School2School Lost Pupils Database to locate the CTF.

If a child joins from a school outside of the state education system, the enrolling school should make every effort to determine whether there is any history of attendance at a previous maintained school and download, if there is one, a CTF from the Lost Pupil Database, otherwise they will need to add the child's details manually.

If a child leaves school to attend an independent school, a school outside England or to be home educated the school should then upload the CTF to S2S website using code MMM MMMM (outside maintained system). These files are housed within the Lost Pupil database section of S2S.

If a child has been agreed as a child missing education, the school should upload to S2S website using code XXX XXXX. These files are housed within the Lost Pupil database section of S2S.

If a school has previously uploaded a missing child CTF to S2S and subsequently becomes aware that the child is attending another school, it should create a new CTF and send this to the school the child is now known to be attending. The school should also ask CME Team to retrieve the original file from the Lost Pupils Database as they are no longer Children Missing Education.

Each term, the CME Team reviews CTF movement on S2S and CTFs uploaded to Lost Pupil Database and instigate investigations for pupils removed from roll without agreement of CME Team and begin location work. There may be circumstances where schools will be asked to reinstate pupils to admission register if joint reasonable enquiries to establish the whereabouts of the child have not been located.

Section 8 – Locating missing children

CME Team investigations to locate children missing education

For children who have been identified as children missing education, the CME Team will use a variety of interventions to locate and track children into education. Some children will be identified and supported back into education swiftly and other children may experience more complex obstacles in getting back into education. It is crucial that the right intervention routes are utilised and are led by the child's needs and circumstances.

| CME Team intervention | | |
|---|---|---|
| <div>CME whereabouts unknown</div> <div>Use all available lines of enquiry to establish:</div> <ul style="list-style-type: none">Siblings and their whereaboutsAdditional family contact detailsSuspected new addressesSuspected previous schoolsSuspected new school | Make direct contact with family. | All available contact methods. |
| | Check local databases. | All Synergy modules (Admissions, SEN Live, PSS). |
| | | Liquidlogic. |
| | | Key 2 Success and School2School. |
| | Consult with other agencies. | Other Children’s Services Teams (social care, Youth Justice, GRT Team). |
| | | Housing providers and agencies. |
| | | Health. |
| | | Refuges. |
| | | Government agencies (HMRC, DWP, Child Benefits Agency). |
| | | Use of publicly available social media. |
| | | Ministry of Defence Children’s Advisory Service. |
| | | USA Airforce school. |
| | | Schools attended by siblings. |
| | | Other LA CME Teams where child previously resided or is suspected to have moved to. |
| | | Other schools where child previously attended or are suspected to have moved to. |
| Where appropriate, consult with Children and Families Across Borders. | | |
| Where appropriate, consult with Border Force. | | |
| Investigations lead to new information | | |
| Family contact details | Make direct contact with family. | If whereabouts not established, continue with investigations appropriate to case. |
| Suspected address within Norfolk | Refer to Attendance Team to visit family. | |

| | | |
|--|--|--|
| Suspected address outside of Norfolk | Refer to other LA CME Teams. | Whereabouts established, track child's enrolment into education. |
| Suspected school identified | Enquire with school whether child has been admitted. | Refer to other LA CME Team. |
| Child's address in Norfolk but no school place | | |
| Admission application made | Admissions Team, and where required Fair Access Manager, make offer of school place. | CME Team track child's enrolment into school. |
| SEN Team arranging admission for child with EHC plan | SEN Team make offer of school place. | CME Team track child's enrolment into school. |
| No admission application made | CME Team refer to Attendance Team who undertake school attendance order process and ensure child is enrolled into school. | CME Team track child's enrolment into school. |
| No evidence of suitable elective home education in place | Services to Home Educators refer to Attendance and CME Team. Attendance Team undertake school attendance order process and ensure child is enrolled into school | CME Team track child's enrolment into school. |

Use of social media to locate missing children

CME Team will use publicly available social media to assist in their investigations to locate missing children.

Unresolved children missing education cases

In some instances, following extensive investigation the CME Team will not be able to establish the whereabouts of a child. In these circumstances, the CME Officer will complete [School risk assessment for possible pupil missing education form](#). The case will be reviewed within team meetings to identify any other possible routes of investigation and what the next steps will be for the individual case until the child can be located and is no longer a child missing education or ceases to be of compulsory school age.

Children missing education ceasing to be of compulsory school age

If the CME Team has not been able to locate the whereabouts of a child missing education or the child was not enrolled in a school at the point of ceasing to be of compulsory school age, the CME Team will inform the Keeping in Touch Team.

CME Team supervision and support

The CME Team holds monthly team meetings, group and individual supervision. These are the main ways in which the team monitors and reviews work, ensures staff are properly supported and continue to develop their skills and achieve agreed objectives and outcomes to enable children and young people to achieve better outcomes.

Section 9 – Information sharing and general data protection regulations

Sharing information is vital for early intervention to ensure that children receive the services that they require and to protect them from harm.

Under the GDPR and Data Protection Act 2018 we may share information **without consent** where we are performing a task in the public interest, for example, we are undertaking our legal duty to promote the welfare of children under the Children Act. Further examples of the legal basis for sharing information for this purpose are set out below:

- Section 17 of the Children Act 1989 as a child missing from education is deemed to be a “child in need”;
- Section 27 of the Children Act 1989 which states that a Local Authority may request help from any Local Education Authority and other agencies in exercising their duty to provide support and services to children in need and that Education staff have a duty to gather information regarding concerns;
- Section 7 of the Education Act 1996, which states that it is the duty of the parent of every child aged 5 to 16 to cause the child to receive efficient full-time education, suitable to their age, ability or aptitude and to any special need they may have, either by regular attendance at school or otherwise.

There is an additional condition to be met in respect of “special category data” (e.g. racial or ethnic origin, political opinions, religious beliefs or other beliefs of a similar nature, physical or mental health or condition, sex life and sexual orientation). In respect of this type of personal data we must not only have a legal basis (as explained above) but also show that it is necessary for reasons of substantial public interest. There may well be substantial public interest reasons to share special category data without consent for the purpose of carrying out an CME investigation.

In addition, where sharing information is likely to support the safeguarding and protection of a child, there should be no barriers to the sharing of information so that a proper assessment can be made.

As well as having a legal basis for sharing information we must also ensure that:

- It is **necessary** to share the information for purpose of the CME investigation;
- The information we intend to share is **proportionate** i.e. we only share what is needed to pursue our investigation and no more;
- The information is **relevant** to the investigation;
- The information is **accurate**;
- We share the information in a **timely** manner;
- The information is transmitted and kept in a **secure** way; and
- We keep a **record** of the information sharing covering the issues set out above.

Further information can be found in [Information Sharing, HM Government, July 2018](#).

Frequently asked questions

| | |
|----------|--|
| Q | The child is at home, but parents say they are not returning the child to school. Can I refer the child as missing? |
| A | As the child remains at the same address we would not consider this child to be missing. You should continue to liaise with the parents, ascertain why parents are refusing to return the child to school and resolve issues as this is a non-attendance situation. If parents make an application for a new school, the pupil must continue to attend your school until a new school place is available. |
| Q | Parent has withdrawn their child from school. Should I remove from roll? |
| A | Parents cannot 'withdraw' their child from school unless they have another school place for the child to attend or they have elected to home educate. Any other circumstances must be addressed through school's attendance procedures. |
| Q | Parents' circumstances have changed, and they are unable to bring the pupil to school e.g. transport/work commitments etc). Can I refer the pupil? |
| A | This is an attendance issue, not CME and your school should devise a supportive plan with the family to overcome the transport to school issue, which could be offering breakfast club, linking with other families. |
| Q | What date should I delete the pupil from the admission register (off roll)? Why can't I remove from date of pupil's last attendance? |
| A | A pupil should only be deleted from roll when all the requirements for the relevant removal from roll reason has been met. Each removal from roll reason outlines how removal from roll dates are determined. This means that removals cannot be 'back dated' to when the pupil was first absent if sufficient information was not known. |
| Q | Pupil has not attended for 20 school days; can I remove from roll? |
| A | In order to remove from roll under Regulation H, all the subsections of the regulation must be met. |
| Q | When can I expect a response back from CME Team? |
| A | You should receive an auto response email advising of the safe receipt of your off roll notification. If you fail to receive this, then it may mean that the Service has not received your email. In such cases, please check with the CME team. Telephone consultations for possible Children Missing Education are available daily during term time 10-11am and other times can be booked via 01603 307716. |
| Q | The pupil has moved to a refuge as a result of domestic violence– can I refer as missing? |
| A | If you have confirmation of the pupil's new address and it is beyond a reasonable distance to your school, the pupil can be removed from roll under Regulation E. If you do not have the family's new address, you will need to conduct a possible Child Missing Education telephone consultation with the CME Team. |
| Q | The pupil has not returned from the six weeks holiday. Can I refer the child as missing? |
| A | You must undertake initial enquiries to find out why the child is not attending in the first instance and then call CME Team for a pupil who may be a child missing education consultation. |
| Q | The pupil has moved abroad – do I refer? |
| A | If the family have provided you with full details of new address and educational arrangements, and proof of travel documents should you have concerns, you can remove from roll under |

| | |
|----------|--|
| | <p>Regulation E.</p> <p>If you have not gained full information or the family have moved without prior notification to the school, you will conduct a possible pupil missing education telephone consultation with the CME Team.</p> |
| Q | A school place has been offered but parent did not make contact to take up place? |
| A | <p>The child will have been entered onto your admission and attendance register at the point of receiving notification from Admissions Team of offer of school place. You should make contact with parent to arrange first date of attendance, in writing if necessary, as soon as practicably possible and no later than 5 school days after notification.</p> <p>If child fails to arrive as expected, you should follow your attendance procedures to ascertain why the child is not attending before consideration of removal from roll.</p> |

Appendices

Appendix 1 – Pupil moving away and leaving school form

Please return this form to the school office prior to your child(ren)'s last day at school.

Under Pupil Registration Regulations, schools must obtain this information before recording a pupil as a leaver on the school's admissions register.

| | |
|---|--|
| Your child(ren)'s name(s) | |
| When are you moving? | |
| Last date your child(ren) will attend school | |
| Your new address (even if temporary) | |
| Your new postcode | |
| If moving within the UK | |
| Have you applied for a new school? | |
| Name of school/s applied for | |
| If moving overseas | |
| Have you applied for a new school? | |
| Name of school/s applied for | |
| Contact details for new school | |
| If no school being applied for, what educational arrangements will you make for your child? | |
| Airline travelling on | |
| Date of flight | |
| Destination airport | |
| Your details | |
| Your full name | |
| Your mobile number(s) | |
| Your email address(es) | |
| Name of alternative contact for you | |
| Contact details for this person | |
| Your relationship to child(ren) | |
| Will your child be living with you? | |

| | |
|---|------|
| Signature | Date |
| | |
| Please be aware that this information will be shared with Children Missing Education Team, Norfolk County Council who will ensure that your child(ren) enrol in a new school. They may contact you if they are unable to confirm your child(ren)'s arrival at a new school. | |
| School to complete | |
| Has all required information been provided? | |
| If pupil is not going to live with parent completing form, who will they be living with? | |
| Have you seen evidence of flights? | |
| Name of person checking information | |
| Signature | Date |
| | |

Appendix 2 – School risk assessment for possible pupil missing education form

| | | | | | |
|-------------------|--|----------------------|--|-------------------|--|
| Pupil name | | Date of birth | | Year group | |
|-------------------|--|----------------------|--|-------------------|--|

| Possible pupil missing education checklist | | | |
|---|--|--|----------------|
| | Action taken | By who and when | Outcome |
| Day one-ten | Contact the parent using all available contact numbers/email. | | |
| | Contact any other relatives/emergency contacts using all available contact numbers/email addresses. | | |
| | Check within school for information: <ul style="list-style-type: none"> ▪ Staff; ▪ SENCO; ▪ Pastoral staff; ▪ Friends. | | |
| | Check with sibling/s school/s. | | |
| | Check with other agencies involved with the family. | | |
| | Visit to the family home to establish whether the family still reside at the property and any information about forwarding address. | | |
| | | | |
| If reason for pupil leaving is established with sufficient evidence, submit off roll notification under relevant regulation | | If reason for pupil leaving is not established, conduct possible pupil missing education telephone consultation to agree joint enquiries | |

Identifying risk factors

| | | |
|---|--|--|
| <p>Refer to Designated Safeguarding Lead to inform:</p> <ul style="list-style-type: none"> Police and/or Children's Advice and Duty Service or child's current Children's Services worker | Is there good reason to believe that the pupil may be the victim of a crime? | |
| | Has the child gone missing from home? | |
| | Does the pupil have a Pupil Protection Plan or Pupil in Need Plan? | |
| | Is the pupil looked after by Norfolk LA or by another LA and has LAC Virtual School been notified of this? | |
| | Does the pupil have a Children's Services worker, and have they been notified? | |
| | Is a Section 47 pupil protection enquiry about to start? | |
| | Is there a person present in or visiting the family with previous convictions for an offence against pupil (Schedule 1 offender, Children and Young Persons Act 1933) or another person suspected of previously harming a pupil? | |
| | Is there a history of domestic violence, parental mental health issue or substance misuse? | |
| | Is the pupil at risk of child sexual exploitation? | |
| | Is the pupil at risk of child criminal exploitation? | |
| | Are there wider concerns about the pupil and family with regards to radicalisation? Could they be travelling abroad? Has a Prevent referral been made? | |
| | Is this very sudden and unexpected behaviour for the pupil or family? | |
| | Have there been any past concerns about the pupil associating with significantly older young people or adults? | |

| | | |
|---|---|--|
| <p>the vulnerability of the child and following risk assessment, inform relevant services which may include:</p> <ul style="list-style-type: none"> ▪ Police ▪ Children's Advice and Duty Service ▪ Children's Services Worker ▪ Healthy Child Service ▪ Youth Offending Team ▪ Harmful Sexual Behaviour Team ▪ EHCP Coordinator ▪ Early Help | Was there any significant incident prior to the pupil's unexplained absence? | |
| | Are there health reasons to believe that the pupil is at risk? e.g. does the pupil need essential medication or health care? | |
| | Was the pupil experiencing any mental health or substance misuse issues prior to their unexplained absence? | |
| | Does the pupil have any special educational needs? | |
| | Has the child been a victim of bullying in or out of school? | |
| | Are there religious or cultural reasons to believe that the child is at risk? e.g. rites of passage or forced marriage planned for the child? Female genital mutilation? Historical information relating to older siblings? | |
| | Have there been past concerns about this child and family, which together with the sudden disappearance are worrying? | |
| | Are there concerns about the parent/carer's ability to protect the child from harm? | |
| | Has there been any change in the child/family's financial circumstances? | |
| | Is there a history of poor attendance? | |
| | Have parents faced prosecution for irregular school attendance? | |
| | Is there a history of frequent house or school moves? | |
| | Are there immigration issues? | |

| | |
|--|--|
| What are we worried about? | What's working well? |
| | |
| Danger Statement – Who is worried, what are they worried about, why are they worried – in the short-long term if nothing changes. | Safety Goal – What would you need to see to not have any worries about the danger and feel confident the child is safe. |
| | |
| Scale of Safety – On a scale of zero to ten; where 0 is our worries of past harm/complicating factors means the child is not safe and 10 is everything is working well in the child's family to keep them safe, where would you rate the worry? | What brings you to this point on the scale? |
| | |



Appendix 3 – School and CME Team school telephone consultation record for possible pupil missing education form

| Possible pupil missing education telephone consultation record | | | |
|--|--|---|-----------------------------|
| Pupil Name | | Date of Birth | |
| School | | Member of staff conducting conversation | |
| Date of consultation | | CME Officer conducting conversation | |
| Action taken | | School – by whom and when | CME Team – by whom and when |
| Contact the parent using all available contact numbers/email. | | | |
| Contact any other relatives/emergency contacts using all available contact numbers/email addresses. | | | |
| Check within school for information: <ul style="list-style-type: none"> ▪ Staff; ▪ SENCO; ▪ Pastoral staff; ▪ Friends. | | | |
| Check with sibling/s school/s. | | | |
| Check with other agencies involved with the family. | | | |
| Visit to the family home to establish whether the family still reside at the property and any information about forwarding address. | | | |
| Check PSS Synergy module. | | | |
| Check SEN Live Synergy module. | | | |
| Check Admissions Synergy module. | | | |

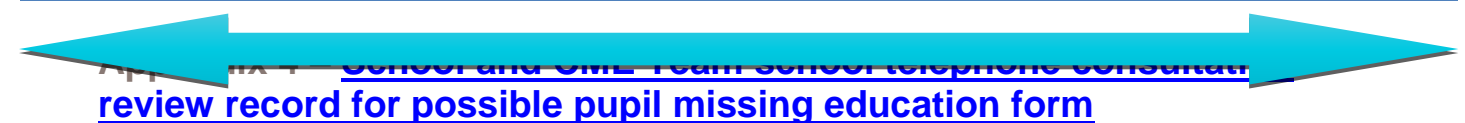
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Version number: 3
Date created/revised: 06/08/2019

| | | |
|---|--|--|
| Check Liquidlogic. | | |
| Check Key 2 Success/School2School. | | |
| Check with social care. | | |
| Check with Virtual School for LAC. | | |
| Check with GRT. | | |
| Check with YOT. | | |
| Check with Health. | | |
| Check with housing agencies. | | |
| Check with Leeways/refuges. | | |
| Check with HRMC. | | |
| Check with DWP. | | |
| Check with Child Benefit Agency. | | |
| Check social media. | | |
| Check Ministry of Defence Children's Advisory Service / USA Airforce school. | | |
| Other schools were child previously attended or are suspected to have moved to. | | |
| Where appropriate, consult with Children and Families Across Borders. | | |
| Where appropriate, consult with Border Force. | | |

| | |
|---|--|
| Agreed next steps of enquiry by who and when: | |
| | |
| | |
| | |
| Date for review if no further information is obtained via investigations | |

| | |
|--|--|
| What are we worried about? | What's working well? |
| | |
| Danger Statement – Who is worried, what are they worried about, why are they worried – in the short-long term if nothing changes. | Safety Goal – What would you need to see to not have any worries about the danger and feel confident the child is safe. |
| | |
| Scale of Safety – On a scale of zero to ten; where 0 is our worries of past harm/complicating factors means the child is not safe and 10 is everything is working well in the child's family to keep them safe, where would you rate the worry? | What brings you to this point on the scale? |
| | |



| Possible pupil missing education telephone consultation review record | | | |
|--|--|--|--------------------------|
| Pupil Name | | Date of Birth | |
| School | | Member of staff conducting conversation | |
| Date of consultation | | CME Officer conducting conversation | |
| Action previously taken | | Update | Completed by whom |

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Date created/revised: 06/08/2019

| | | and when |
|---|--|----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Any further identified lines of enquiry | | |
| CME Team advice | | |
| Agreed next steps | | |

| | |
|--|--|
| What are we worried about? | What's working well? |
| | |
| Danger Statement – Who is worried, what are they worried about, why are they worried – in the short-long term if nothing changes. | Safety Goal – What would you need to see to not have any worries about the danger and feel confident the child is safe. |
| | |
| Scale of Safety – On a scale of zero to ten; where 0 is our worries of past harm/complicating factors means the child is not safe and 10 is everything is working well in the child's family to keep them safe, where would you rate the worry? | What brings you to this point on the scale? |
| | |



Appendix 5 – Unresolved child missing education case review form

| | |
|--|-------------------------------|
| Name of child | |
| Synergy ID | |
| DfE UPN | |
| Last known address | |
| Date at last known address | |
| Date of CME referral | |
| CME Officer | |
| Date of case assessment | |
| Family contact attempts | |
| Sibling information | |
| Home visit | |
| SEN Live | |
| Admissions module | |
| PSS module | |
| Liquidlogic | |
| Social media | |
| Health/ GP surgery | |
| Housing | |
| Other agencies | |
| Other LA CME Teams | |
| Key to Success/School2School | |
| Assessing vulnerability | |
| Factor | Supporting information |
| Is the child missing with their family? | |
| Were any safeguarding concerns noted by referrer? | |
| Did any safeguarding concerns come to light during CME investigation? | |
| Has there been historical safeguarding concerns? | |
| Has any crime been committed by anyone in the family that has been reported to the police? | |
| Are any of the children subject to child sexual exploitation? | |
| Are any of the children subject to child criminal exploitation? | |
| Were the family fleeing domestic abuse? | |

| | | |
|--|--|--|
| Are any of the children at risk of forced marriage or honour-based violence? | | |
| Is there a history of mobility? | | |
| Is there a history of poor school attendance? | | |
| Have there been recent life events within the family, which in light of this disappearance may be significant? | | |
| Summary of case investigation | | |
| Low risk | Medium risk | High risk |
| There are no identified concerns for the child/ren | There are some risks identified, and there may have been a referral to social services | There are substantial grounds for believing that the child is at risk. There is Police and/or social care involvement. |
| Date of case review discussion | | |
| Case review discussion | | |
| Next agreed steps | | |
| Date of next review | | |

Appendix 6 – [On roll notification form \(Word version\)](#)

To be submitted within 5 days of pupil's enrolment

| | |
|----------------------|--|
| Name of school | |
| School named contact | |
| Date form submitted | |

| Name of pupil | Date of birth | Gender | UPN if applicable | Parent/Carer name Add any other parent/s carers known | Address | Contact telephone number | Email | Previous school attended | start date | Day or boarder status |
|---------------|---------------|--------|-------------------|--|---------|--------------------------|-------|--------------------------|------------|-----------------------|
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

To be completed and returned to: cme@norfolk.gov.uk or via [Any Comms Plus](#)

Appendix 7 – [On roll notification form \(Excel version\)](#)

| | | | |
|-----------------|-----------------|-----------------------|------------|
| Document owner: | Claire Farrelly | Version number: | 3 |
| INET number: | INET171192 | Date created/revised: | 06/08/2019 |

To be submitted with 5 days of pupil's enrolment

[illegible]

Appendix 8 – [Off roll notification form](#)

Guidance Notes

Before completing this form, please read off roll notification guidance contained within the Norfolk Children Missing Education Policy and appendices

Consultation with the CME Team when a child's whereabouts is not known

All schools have a statutory responsibility to conduct joint reasonable enquiries with Norfolk County Council to ascertain missing child's whereabouts *before* a pupil is removed from roll. In the first instance, please contact the Children Missing Education Team on 01603 307716 for a telephone consultation to discuss possible pupils missing from education. The Team are available from Monday to Friday during term time.

If other grounds are met for removal from roll or you have received agreement from the Children Missing Education Team to remove from roll, please proceed with completion of the online form.

The Children Missing Education (CME) Team works in an integrated way with other Teams in Norfolk County Council and with partner organisations. The CME Team may share the information provided in this form with relevant teams in Norfolk County Council and partner organisations to ensure we deliver the best possible outcomes for children, young people and families in Norfolk.

If there is a significant risk of harm regarding a child, the school's Designated Safeguarding Lead (DSL) should contact Norfolk Children's Advice & Service (CADS) on 0344 800 8021 as well as contacting the Children Missing Education Team so that urgent action can be taken as required.

The form is divided into the following sections:

- Section 1: Pupil Information
- Section 2: Parent/Guardian Information
- Section 3: Safeguarding & Pupil Welfare
- Section 4: Date and Reason for removal from roll
- Section 5: Declaration

All relevant sections of this form including supporting evidence must be completed to establish whether grounds for legal removal from roll are met. Incomplete forms without supporting evidence will be returned.

If you have any questions about completing this form, please contact the CME on 01603 307716.

Section 1: Pupil information

| | |
|--------------------------------|--|
| Unique Pupil Number (DfE UPN) | |
| First Name | |
| Legal surname | |
| Known as | |
| Date of birth | |
| Ethnicity | |
| Gender | |
| Year group | |
| Name of last known school | |
| GP and surgery contact details | |
| Name and school of siblings | |

Section 2: Parent/guardian information (please add additional parent/carers as required)

| | |
|--|--|
| Title | |
| First name | |
| Surname | |
| Relationship to pupil | |
| Is child resident with this parent? | |
| Address | |
| Postcode | |
| All known contact telephone number/s | |
| All known contact email address/s | |
| Name and contact details from emergency contact information and any other family members | |

Section 3: Safeguarding & Pupil Welfare

Does pupil have Looked After Child status?

Document owner: Claire Farrelly
INET number: INET171192

Version number: 3
Date created/revised: 06/08/2019

| | |
|--|---|
| Does the pupil have Looked After Child Status? | |
| Which Local Authority has responsibility for the pupil? | |
| Please confirm NCC Virtual school or relevant LA social worker have approved removal from roll | Date: Name of Professional: Job Title: |

| | |
|---|--|
| Does the school have any safeguarding concerns? | |
| Have you checked with your Designated Safeguarding Lead/s? | |
| Is pupil open as to Early Help/Children in Need/S47 Child Protection/Youth Offending Team | |
| Name of allocated worker/s | |
| Contact details of allocated worker/s | |
| Have you informed the allocated worker/s of the removal from roll | |

Section 4: Date and Reason for removal from roll

| | |
|---|--|
| Date of removal from admission register (off roll): | |
| Date CTF sent to new school or lost pupil database | |

Please note whenever a pupil leaves a maintained school a Common Transfer File (CTF) MUST accompany the pupil. For further information on the transfer of a CTF see [guidance](#).

Reason for removing pupil from Admission Register:

Please identify and highlight the applicable code and then go to Section 5 of the form.

| Code | Reason for removal from register | Evidence required | Action required |
|----------------------------|--|--|------------------------|
| <input type="checkbox"/> A | School Attendance Order has been revoked | Submit evidence of NCC Attendance Team revocation of School Attendance Order | Upload evidence |
| <input type="checkbox"/> B | Pupil is registered at another school | Name of new school | |
| | | DfE number | |
| | | Start date at new school | |

| Code | Reason for removal from register | Evidence required | Action required |
|----------------------------|---|--|---|
| | | Confirmation type | Email <input type="checkbox"/> Telephone <input type="checkbox"/> |
| | | Date of telephone confirmation | |
| | | Name and job role of person providing confirmation of enrolment from new school | |
| | | Email evidence of confirmation of enrolment from new school | Upload evidence from new school confirming enrolment |
| | | Pupil's new address | |
| C <input type="checkbox"/> | Ceasing of dual registration | Start date of dual registration arrangement | |
| | | Last known date attended | |
| | | Dual registration type | Hospital <input type="checkbox"/> Managed moved <input type="checkbox"/> Attendance trial <input type="checkbox"/> Reintegration <input type="checkbox"/> Travelling <input type="checkbox"/> |
| | | Name of school that will have single registration | |
| | | DfE number of school with single registration | |
| | | Submit evidence of consent of deletion from dual registration school | Upload evidence |
| | | | |
| D <input type="checkbox"/> | Elective home education | Last known date attended | |
| | | Submit copy of the parental/guardian notification letter confirming their intention to educate the child | Upload evidence |
| | | Submit approval from EHCP Coordinator for pupils with EHCPs enrolled at complex needs school | Upload evidence |
| E <input type="checkbox"/> | Pupil has moved, ceased to attend and the new address is beyond reasonable distance from registered | Last known date attended | |
| | | New address | |

| Code | Reason for removal from register | Evidence required | Action required |
|----------------------------|---|---|-----------------|
| | school | Date moved to new address | |
| | | Name of new school (if known) | |
| | | Copy of visa, work permit of other supporting documentation if family emigrating/moving abroad | Upload evidence |
| | | Submit approval from Fair Access Manager for Yr11s moving within Norfolk | Upload evidence |
| F <input type="checkbox"/> | Pupil has failed to return within 10 days of expected return from agreed leave of absence | Last known date attended | |
| | | Removal from roll has been agreed by NCC CME Officer | |
| | | Please provide name of NCC CME Officer | |
| | | Removal from roll date agreed with NCC CME Officer | |
| G <input type="checkbox"/> | Pupil is certified as medically unfit and is likely to remain so beyond compulsory school age | Last known date attended | |
| | | Submit confirmation from Medical Officer | Upload evidence |
| | | Submit confirmation from parents/guardians that pupil will not be returning to school before ceasing to be of compulsory school age | Upload evidence |
| H <input type="checkbox"/> | Pupil's whereabouts are unknown | Last known date attended | |
| | | Removal from roll has been agreed by NCC CME Officer | |
| | | Please provide name of NCC CME Officer | |
| | | Removal from roll date agreed with NCC CME Officer | |
| I <input type="checkbox"/> | Pupil is in custody | Last known date of attendance | |
| | | Is the pupil serving a custodial sentence of four months or longer? | |
| | | Submit confirmation from Youth Offending Team agreeing to removal from | Upload evidence |

| Code | Reason for removal from register | Evidence required | Action required |
|----------------------------|---|---|-----------------|
| | | roll | |
| | | Date of expected release | |
| J <input type="checkbox"/> | Pupil is deceased | Last known date attended | |
| K <input type="checkbox"/> | Pupil will cease to be of compulsory school age before start of next academic year | Last known date attended | |
| | | Submit confirmation that parent/guardian/pupil has indicated that the pupil will cease to attend | Upload evidence |
| | | Keeping in Touch Team has been informed | |
| L <input type="checkbox"/> | Pupil's name has been removed from roll of independent school Please note: <ul style="list-style-type: none"> If pupil's new school is not known, please complete possible pupil missing education telephone consultation with CME Team prior to removal from roll | Last known date attended | |
| | | Last date of notice period | |
| | | New school (if known) | |
| | | New address (if applicable) | |
| | | If placement is NCC funded, has Cessation Notice been approved and issued | |
| M <input type="checkbox"/> | Permanent exclusion and appeal process has completed | Last known date attended | |
| N <input type="checkbox"/> | Pupil was enrolled in Nursery but not enrolled into Year R | Last known date attended | |
| | | Name of school allocated for Reception | |
| O <input type="checkbox"/> | Pupil is a boarder and fees remain outstanding at end of school term to which they apply | Submit evidence of welfare considerations | Upload evidence |
| | | Last known date attended | |
| | | Removal from roll has been agreed by NCC CME Officer | |
| | | Removal from roll has been agreed by NCC CME Officer | |
| | | Please provide name of NCC CME Officer | |
| * <input type="checkbox"/> | End of school phase and pupil is not transferring via NCC admissions arranged school place | Please provide details of where pupil is expected to start next academic year or details of parental arrangements for pupil's | |

| Code | Reason for removal from register | Evidence required | Action required |
|------|--|-------------------|-----------------|
| | (Yr2 state funded infant schools Yr6 state funded junior and primary schools) | education | |

Section 5: Declaration

This removal from school roll notification has been completed with the full knowledge and authorisation of the headteacher.

Please upload this form with relevant documents via [Any Comms Plus](#) to CME Team. Schools without access to Any Comms Plus should securely email cme@norfolk.gov.uk.

| | |
|---|--|
| Name of person completing this form | |
| Job title | |
| Name of school | |
| DfE Number | |
| Contact email address | |
| Contact telephone number | |
| Date off roll notification form submitted | |