

Safeguarding Children at Glebe House School Whole School Policy Including EYFS and Nursery Settings



GLEBE HOUSE
SCHOOL & NURSERY
HUNSTANTON

**This policy was updated in September 2025 and contains the new details from Keeping Children Safe in Education 2025. Review is due for the beginning of September 2026.
All changes from previous documents and sections have been highlighted yellow.**

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Contact Details

Key External Contact Details

Local Authority Designated Officer	Norfolk Safeguarding Children Partnership TEL: 01603 233 409 EMAIL: LADO@norfolk.gov.uk
Local Authority Designated Officer Out of Hours	TEL: 0344 800 8021
Multi-Agency Safeguarding Hub	TEL: 0344 800 8021/101 (ask for MASH)
Support and Advice about Extremism	Police Norfolk Police Prevent

	<p>TEL: 01953 423 905 EMERGENCY: 999 NON-EMERGENCY NUMBER: 101 EMAIL: NC@Norfolk.police.uk</p> <p>Local Authority Norfolk County Council TEL: 07881 856 801 EMAIL: ChannelPanel@norfolk.gov.uk</p> <p>Department for Education NON-EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk</p>
NSPCC Whistleblowing Advice Line	<p>ADDRESS: Weston House 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk</p>
NSPCC Report Abuse in Education Advice Line	<p>TEL: 0800 136 663 EMAIL: help@nspcc.org.uk</p>
Disclosure and Barring Service	<p>ADDRESS: DBS customer services PO Box 3961 Royal Wootton Bassett SN4 4HF TEL: 03000 200 190 EMAIL: customerservices@dbb.gov.uk</p>
Teaching Regulation Agency	<p>ADDRESS: Teacher Misconduct Ground Floor South Cheylesmore House 5 Quinton Road Coventry CV1 2WT TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk</p>
OFSTED Safeguarding Children	<p>TEL: 0300 123 4666 (Monday to Friday from 8am to 5pm) EMAIL: CIE@ofsted.gov.uk</p>
Independent Schools Inspectorate	<p>TEL: 0207 6000100 EMAIL: concerns@isi.net</p>
UK Safer Internet Centre	<p>TEL: 0344 381 4772 EMAIL: helpline@saferinternet.org.uk</p>

Reporting serious wrongdoing to the Charity Commission	<p>For further guidance see:</p> <ul style="list-style-type: none"> • https://www.gov.uk/guidance/report-serious-wrongdoing-at-a-charity-as-a-worker-or-volunteer • whistleblowing@charitycommission.gsi.gov.uk
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Key School Contact Details

Safeguarding Governor	<p>Chair & Nominated Safeguarding Governor Richard Desborough TEL: 01485 532809 Email: richard.desborough@glebehouseschool.co.uk</p>
Designated Safeguarding Lead ("DSL") and Deputy Designed Safeguarding Lead ("DDSL")	<p>DSL for Glebe House School and Nursery Felicity Hancock Deputy Head Pastoral TEL: 01485 532809 EMAIL: felicity.hancock@glebehouseschool.co.uk</p> <p>Deputy DSL Sally Maud TEL: 01485 532809 EMAIL: slm@glebehouseschool.co.uk</p> <p>Deputy DSL EYFS Julie Ashby TEL: 01485 532809 EMAIL: jashby@glebehouseschool.co.uk</p>
Designated Teacher for Looked After Children	<p>Felicity Hancock SENCO TEL: 01485 532809 EMAIL: felicity.hancock@glebehouseschool.co.uk</p>
Chair of Governors	<p>Email: hannah.searle@glebehouseschool.co.uk Telephone number: 01485 532809</p>
Head	<p>Adrian Stewart TEL: 01485 532809 EMAIL: adrian.stewart@glebehouseschool.co.uk</p>

At Glebe House School and Nursery, we are committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

At Glebe House School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker. Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered that sometimes children will not feel ready to know how to tell someone (KCSIE 2025) that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent the staff from having professional curiosity and speaking to the DSL.

Policy Statement

This policy applies to Glebe House School and Nursery which includes the EYFS setting. This policy is reviewed and updated annually (as a minimum) and is available on the Glebe House School and Nursery website.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (2025) ("KCSIE")
 - Disqualification under the Childcare Act 2006 (August 2018)
 - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
 - Sexual Violence and Sexual Harassment Between Children in Schools and Colleges advice (September 2021) ("SVSH")
- Working Together to Safeguard Children (2023) ("WT")
 - Information sharing: advice for practitioners providing safeguarding services (May 2024)
- Revised Prevent Duty Guidance for England and Wales (April 2021 and May 2024)
 - The Prevent Duty: Departmental advice for schools and childcare providers (August 2015)
 - The use of social media for on-line radicalisation (July 2015)
- Relationships education, relationships, and sex education (RSE) and health education (Spet 2021)
- The DDCMS / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people".

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

Concerns About a Child

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility. The School adopts a 'whole school' approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

Parents are encouraged to raise any concerns directly with the School, if necessary, using this safeguarding policy for concerns about the safety and/or welfare of children. Parents may contact the ISI directly if they wish.

The School has arrangements for listening to children and providing early help. The threshold guidance for early help is available through Norfolk County Council.

Definitions of safeguarding and types and signs of abuse

Safeguarding and promoting the welfare of children is defined (KCSIE, 2025) for the purpose of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- preventing the impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

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

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse, as well as further information regarding specific safeguarding issues such as child criminal and/or sexual exploitation.

Children at Glebe House School are taught about how they can keep themselves and others safe, including online (see KCSIE). To be effective, we present this information in an age appropriate way. We are sensitive to specific needs and vulnerabilities of individual children who are victims of abuse, and children with special educational needs or disabilities.

[PSHEE and RSE policy](#)

Procedures for Dealing with Concerns about a Child

If staff suspect or hear any allegation or complaint of abuse, exploitation, or neglect from a child or any third party, they must act immediately and follow the relevant procedure below (also see flow chart at the end of this document). Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. Children may not be ready to talk about their experiences (see KCSIE). Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

The guidance, *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the UK GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and neither the DPA 2018 nor the UK GDPR prevent the sharing of information for the purposes of keeping children safe. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead ("DSL").

All staff should:

- listen carefully.
- avoid asking leading questions.
- reassure the individual that the allegation/complaint will be taken seriously and that they will be supported and kept safe.
- ensure that the individual is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report.
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions, and decisions (together with reasons) made under these procedures should be recorded in writing through the SmoothWall platform. The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome. Through SmoothWall the DSL will be made aware of the record but if of a serious nature the member of staff should also verbally ensure the DSL is made aware. The information should be kept confidential and stored securely, ensuring that the file is only accessible to those who need to see it, and is shared in accordance with the guidance set out in Parts one and two of *KCSIE*.

Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or their deputy).

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School manages this by ensuring that there are systems in place that are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The School operates its processes with the best interests of the pupil/s at their heart.

The confidentiality of the child is considered under the guidance of *KCSIE* (Part Five, pg. 103), where the young person asks the school not to tell anyone about the incident; making referrals against the wishes of the young person; and where the potential impact of social media breaching confidentiality is also considered.

Reporting and Risk Assessments

Reports of sexual violence or sexual harassment should include the time and location of the incident. Subsequent risk assessments will include any actions required to make the location safer.

Impact on any siblings

It is important to understand intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/or behaviours occur. The School will, as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much

information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

Early Help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health, and care plan)
- Has a mental health need
- Is a young carer.
- Is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently absent/has prolonged absence/goes missing from care or from home.
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited.
- Has a family member in prison or is affected by parental offending.
- Is experiencing or is at risk of experiencing family ostracism.
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- Is a privately fostered child; and
- Is persistently absent from education, including persistent absences for part of the school day.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

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

What Staff Should Do If They Have Concerns About a Child

If staff (including Governors, supply staff, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe; they should maintain an attitude of "it could happen here". If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns,

discussions and decisions made and the reasons for those decisions should be recorded in writing, then added to the SmoothWall platform.

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

If staff (including Governors, supply staff, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Executive is the Norfolk Safeguarding Children Partnership. A full copy of their local procedures can be found at:

<https://norfolkscp.org.uk/about/policies-procedures>

Working in isolation with children where there is a need can present problems. Staff should always be aware of the necessity to be vigilant and should ensure that they choose an area which is as visible as possible, leaving a door open if necessary. They should never put themselves in a position where their action may be misconstrued.

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

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999. Advice and support can also be sought from children's social care.

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

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

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

What staff should do if they have concerns that children are at risk from or involved with serious violent crime?

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care.

How should staff respond to an incident of nudes and semi-nudes being shared by pupils?

All members of staff in an education setting have a duty to recognise and refer all incidents involving nudes and semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos, or live streams by children under the age of 18 online. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.

Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the DSL as soon as possible.

The DSL will follow the DDMSC / UKIS guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' when responding to a report of sharing nudes and/or semi-nudes. This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.
- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process.
- If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and the School's Child Protection and Behaviour policies.
- If it is determined that there is a risk of harm, the DSL must make a referral to children's social care and/or the police immediately.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Head. Records will be kept in line with statutory requirements set out in *KCS/E* and local safeguarding procedures. No copies of imagery will be taken or retained.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the Police as a matter of urgency.

What staff should do if a child is repeatedly absent or has prolonged absence from education.

Children who have prolonged absence, or who are repeatedly absent from education, can be a vital warning sign to a range of safeguarding issues, including abuse, neglect, sexual abuse, and child sexual and/or criminal exploitation. It is therefore important that the School's response to such absence supports identifying such abuse and helps prevent the risk of them being absent from education in the future. The School's procedures for unauthorised absence and for dealing with children who go missing from education are within the *Children who are Absent or Missing from Education Policy and Procedures*, as well as the *Attendance, Absence and Registration Policy*. Further detail can also be found at Appendix 1 of this policy.

Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult particularly when a child is missing from education and is also identified as a welfare and/or safeguarding concern.

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

What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or repeated or prolonged absence from education, where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

What staff should do if a child requires mental health support?

The School has an important role to play in supporting the mental health and wellbeing of its pupils. 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. The School aims to prevent health problems by promoting resilience as part of a whole school approach to social and emotional wellbeing of our pupils.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE *Mental Health and Behaviour in Schools* guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing, and resilience among young people.

What Staff Should Do If They Have Safeguarding Concerns About Another Staff Member

If staff have safeguarding concerns about another staff member (including supply staff, agency staff, volunteers, and contractors), then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including supply staff, agency staff, volunteers, and contractors) and refer the matter directly to the designated officer(s) at the Local Authority Designated Officer for Norfolk.

What Staff Should Do If They Have Concerns About Safeguarding Practices In The School

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

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

Arrangements For Dealing with Child-On-Child Allegations (Including Child-on-Child Sexual Violence and Harassment)

Child-on-child abuse is abuse by one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying, prejudice-based and discriminatory bullying), abuse within intimate partner relationships between peers, physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing type violence and rituals, upskirting, sexting, consensual and non-consensual sharing of nudes and/or semi-nudes, sexual assault,

gender-based issues, sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

These arrangements apply to all reports and concerns of child-on-child abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

Staff will address inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh". Staff will also challenge physical behaviours (that are potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The School acknowledges that even if there have been no reported cases of child-on-child abuse in relation to pupils within the School, such abuse may still be taking place and is simply not being reported. The School will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and easily understood by children.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the School's policy and procedures with regards to child-on-child abuse and can recognise the indicators and signs of child-on-child abuse and know how to identify it and how to respond to reports.

The School recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.

The School recognises that children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges and may be more prone to peer-on-peer group isolation or bullying (including prejudice-based bullying) than other children. The School will consider extra pastoral support for those children from the SENCO. The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

Glebe House School and Nursery recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child-on-child abuse. The School will comply

with its obligations as set out in the National Minimum Standards in relation to safeguarding at all times.

The School takes the following steps to minimise the risk of child-on-child abuse. Through the creation of an open culture which respects all individuals' rights and discourages bullying, child-on-child abuse, and discrimination of all kinds. This is further detailed in our Behaviour policy. Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

- A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Norfolk Safeguarding Children Partnership on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator(s). If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Norfolk Safeguarding Children Partnership, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the Norfolk Safeguarding Children Partnership. The School will have regard to the procedures set out in *KCSIE* and the *SVSH* at all times.
- Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts, and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. When a report has been made to the police, the School will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The DSL may also decide that the children involved may benefit from early help and may make the necessary referral in accordance with the Norfolk County Council referral process.
- Glebe House School and Nursery takes a very strong, zero tolerance, position when dealing with child-on-child allegations that may involve instances of sexting, initiating/hazing type violence and rituals, sexual harassment, banter, physical abuse, sexual assaults, and gender-based issues referred to in the Anti-bullying policy. **All child-on-child abuse, regardless of gender, is unacceptable and will be taken very seriously.** Glebe House School and Nursery works hard to promote an awareness of internet safety through its assembly programme, PSHE, and information for both pupils and parents, please see E-Safety Policy. Furthermore, children are informed and made aware of their responsibilities and to the school community through form time discussions, PSHE sessions, section assemblies and mentoring sessions.
- The School will follow the DDMSC / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (December 2020) when responding to an allegation that nudes and/or semi-nudes have been shared.
- In the event of disclosures about peer-on-peer abuse, all children involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the DSL and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim.
- whether there may have been other victims.
- the alleged perpetrator(s); and
- all the other children (and, if appropriate, staff) at the School, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.

Risk assessments will be recorded (electronic) and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL (and indeed all staff) will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be made to feel ashamed for making a report nor will they be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report or have their experience minimised. The School will consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The School acknowledges that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s). The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe and to ensure their educational attainment is not adversely affected as far as possible. This may include careful consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing School premises (including during any before or after school-based activities), and School transport. The School will also consider the risks posed to the victim from other health needs, including physical, mental and sexual health problems, as well as unwanted pregnancy which may arise as a result of the incident, and will consider recommending additional support.

The School will keep a written record of all concerns, discussions and decisions made.

The School will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the School will decide on an appropriate course of action.

In the event that a report is proven to be false, unsubstantiated, unfounded, or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the School's behaviour policy.

Arrangements For Dealing with Safeguarding Concerns or Allegations of Abuse Regarding Teachers Including Supply Staff and Other Staff (Including The Head, Governors, Volunteers and Contractors)

The School's procedures for managing allegations against staff (including supply staff, volunteers, and contractors) who are currently working in the School whether in a paid or unpaid capacity follows DfE statutory guidance and Norfolk Safeguarding children Partnership arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of school.

Allegations that do not meet the above harm test should be dealt with using the School's procedure for handling Low Level Concerns (LLCs) set out below (pg21).

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO. Non-recent allegations made by a child will be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the Police.

If an allegation is made against anyone working with children in the School, before contacting the LADO, the School will conduct a basic enquiry in line with local procedures to establish the facts in order to determine whether there appears to be any foundation to the allegation. The School should not undertake their own investigation of the allegation/s without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

When dealing with allegations about a staff member the School will apply common sense and judgement, deal with allegations quickly, fairly, and consistently and will support the person subject to the allegation.

1. Concerns including allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is Headmaster with support from the DSL. Where the Head is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the Chair of Governors and designated officer. However, staff may consider discussing any concerns with the DSL and make any referral via them.
2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or it is an emergency situation, the case manager should contact children's social care and as appropriate the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care. The DSL is responsible for ensuring the child is not at risk.

3. Where the case manager is concerned about the welfare of other children in the community, or the member of staff's family, they will discuss these concerns with the designated officer and make a risk assessment of the situation. It may be necessary for the designated officer to make a referral to children's social care.
4. When to inform the individual who is the subject of the allegation will be considered on a case-by-case basis and with guidance from the designated officer, and if appropriate, the police and/or children's social care. Subject to any objection, the case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
5. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the School or whether alternative arrangements should be put in place until the allegation is resolved. The following alternative arrangements should be considered by the case manager before suspending a member of staff:
 - redeployment within the School so that the individual does not have direct contact with the child or children concerned.
 - providing an assistant to be present when the individual has contact with children.
 - redeploying to alternative work in the School so the individual does not have unsupervised access to children.
 - moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes account of their views. It should be made making it clear that this is not a punishment and parents have been consulted; or,
 - temporarily redeploying the member of staff to another role in a different location, for example to an alternative school where available.

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation.

Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the School is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The case manager will give due weight to the views of the designated officer, *WT* and *KCSIE* when making a decision about suspension (including with respect to considering alternatives). Where the individual is suspended, the case manager will confirm the decision within one working day and will ensure they know who their point of contact is in the School and shall provide them with their contact details. The case manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

6. Where further enquiries are required to enable a decision about how to proceed, the designated officer and case manager should discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation should usually be undertaken by a senior member of staff at the School. Where there is lack of resource, or the nature or complexity of the allegation requires it, an independent investigator may be appointed to undertake the investigation.
7. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police. Parents and others will be made aware that there are restrictions on publishing information which may lead to the identification of the teacher subject to the allegation.

8. The case manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive or cause harm to the person subject of the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).
9. Reviews are conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review will take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.
10. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
11. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School has a duty of care to its staff, and whilst the welfare of a child is paramount, the School must offer appropriate welfare support to the adult subject to the investigation and potentially their family. The School will also make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will also not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

Where initial discussions lead to no further action, the case manager and the designated officer should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.

Allegations found to be malicious or false will be removed from the individual's personnel records unless the individual gives consent for retention of the information. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse ("IICSA"). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded, or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it in accordance with the School's behaviour policy; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

Arrangements For Dealing with Safeguarding Concerns Or Allegations Of Abuse About Supply Teachers and Contracted Staff

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead, but agencies should be fully involved (because they have their own policies and procedures) and co-operate with any enquiries from the LADO, police and/or children's social care.

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will discuss with the agency (or agencies where the supply teacher is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where the agency dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Arrangements For Dealing with Low Level Concerns Or Allegations

(I.E. That Do Not Meet The Harms Test) About Teachers And Other Staff (Including The Head, Governors, Supply Staff, Volunteers And Contractors)

A Low Level Concern (LLC) is any concern that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

A 'Low Level' concern does not mean that it is insignificant. A concern may be a Low Level Concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, grooming-type behaviours).

The School takes all concerns about safeguarding seriously and recognises that addressing even Low Level Concerns is important to create and embed a culture of openness, trust, and transparency in which the School's values and expected behaviour of its staff are constantly lived, monitored, and reinforced by all staff.

The School's behaviour policy and staff code of conduct can be found on the website. The aim of the behaviour policy and staff code of conduct is to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as to not place pupils or staff at risk of harm or of allegations of harm to a pupil. All staff are expected to comply with the standards contained within these policies at all times.

Staff must share all concerns with the Head without delay, so that it can be recorded and dealt with appropriately, sensitively, and proportionately and in a timely manner. Where a Low Level Concern is raised about the Head, it should be referred to the Chair of Governors.

Staff are also encouraged to self-refer in the event that they have found themselves in a situation which may be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in a way that may be considered to fall below the expected professional standard. All concerns will be handled sensitively and will be dealt with appropriately and proportionately.

If a concern is raised by a third party, the Head will collect as much evidence as possible by speaking to the person who has raised the concern (if known), to the individual involved and any witnesses. The concern will be recorded in accordance with this policy, in the usual way. The School will address unprofessional behaviour at an early stage and will support the individual to correct it.

All Low Level Concerns will be recorded in writing. The record will include details of the concern, the context within which the concern arose, and details of the action taken. The name of the reporting individual should also be included, unless they have asked to remain anonymous, which will be respected as far as reasonably possible. The records will be kept confidential, will be held securely and in compliance with the Data Protection Act 2018 and the UK GDPR at all times. The information will be retained until the individual has left employment, whichever is longer.

Low Level Concerns will not be included in references unless they relate to issues which would normally be disclosed, for example, misconduct or poor performance.

The School will also reflect on reported concerns in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or modified policies. Where a pattern is identified, the School will decide on a course of action, either through

its disciplinary procedures, or, where the pattern moved from a concern to meeting the harms threshold, it will then follow the above procedure and refer the matter to the designated officer.

Where a Low Level Concern relates to a person employed by a supply agency or a contractor, the individual's employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

Safer Recruitment

The School is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the School whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the School.

Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

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

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School's Recruitment and Selection Policy.

The School's procedures for managing contractors attending the School site can be found in our Contractors and Visitors Policy.

Management of Safeguarding

The School's Designated Safeguarding Lead, Felicity Hancock, is a member of the Senior Leadership Team.

Julie Ashby is Deputy DSL for EYFS (Nursery); Sally Maud is the Deputy DSL for Reception – Div VIII, and the persons to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times.

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

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, refer incidents to third parties (including the local authority children's services, the DBS, Channel, and the police) where

appropriate, to support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the Governors to review and update the School's safeguarding policy.

Where a pupil leaves the School, including for in-year transfers, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL will ensure secure transit and obtain confirmation of receipt. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.

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

During term time, the DSL and DDSLs will always be available [in person] (during school hours) for staff in the School to discuss any safeguarding concerns. If a DSL or DDSL is not available in person, they can be contacted as detailed above. For out of hours/out of term activities, the School's arrangements were detailed at the start of this policy.

The DSL or Deputy DSL should liaise with the three safeguarding partners and work with other agencies in line with *WT*. "*NPCC - When to call the police*" can assist the DSL or Deputy DSL understand when they should consider calling the police and what to expect when they do. If the School has questions about any police investigation, it will ask the police. The DSL or DDSL will also be responsible for liaising with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.

Whilst the Head should ensure that the policies and procedures adopted are understood and followed by all staff, and the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

Full details of the DSL's role can be found at Annex C of *KCSIE*.

Training

Induction and training are in line with advice from Norfolk Safeguarding Children Partnership

All Staff

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

- the child protection policy (including the policy and procedures to deal with child-on-child abuse),
- safeguarding and child protection
- prevent
- the role and identity of the DSL(s) and any DDSLs.

Child Protection and Safeguarding Policy

- the behaviour policy (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
- cybersecurity awareness, as well as filtering and monitoring expectations
- the staff behaviour policy or code of conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media.
- the safeguarding response to children who have repeated or prolonged absence from education.
- a copy of Part one of *KCSIE* at least (or, for staff that do not work directly with children, Annex A).
- School leaders and staff who work directly with children will also be required to read Annex B of *KCSIE* (and *Part five of KCSIE*).
- updates in *KCSIE*

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

Temporary staff and volunteers are provided with Part one of *KCSIE* and the 'Are You Concerned About A Child' document which details who to contact when they have a concern.

All staff are also required to:

- Read at least Part one of *KCSIE* and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via email and report on the SmoothWall platform.
- Understand key information contained in Part one of *KCSIE*. The School will ensure staff understanding by confirmation of reading.
- Receive training in safeguarding and child protection regularly, in line with advice from the Norfolk Safeguarding Children Partnership. Training will include online safety and harmful sexual behaviours (including peer-on-peer sexual violence and harassment). It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively, including online. The School provides these via, for example, emails, e-bulletins, and staff meetings.
- Take part in Cybersecurity training, as well as training to understand the risks of poor filtering and monitoring and know how to share their concerns.

Members of the Governing Body (and Proprietors)

Members of the Governing Body (and Proprietors) of the school take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is regularly updated.

DSL

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

sexual behaviours]. Further details of the required training content for the DSL are set out in Annex C of *KCSIE*.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. In particular, the School will support the DSL in developing their knowledge and skills to understand the views of children including to encourage a culture of listening to children and taking account of their wishes, as well as having an awareness of the difficulties children may face in approaching staff with a disclosure.

The DDSLs are trained to the same level as the DSL.

The DSL, as well as the Head of IT, the Bursar, and an appointed Governor, has oversight of the Filtering and Monitoring system in the school. Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include:

- Physical monitoring
- Live software monitoring
- Monitoring user logs
- Monitoring individual devices

Each year (at least) our DSL, along with our IT team and a Governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed. All our staff undertake training to understand the risks of poor filtering and monitoring and know how to share their concerns. All our staff have taken part in annual cybersecurity training.

Oversight of Safeguarding, including Arrangements for Reviewing Policies and Procedures

Hannah Searle is the Chair of the Governors and designated to take a lead in relation to responsibility for the safeguarding arrangements in the School.

The School considers its obligation to review safeguarding practises a matter of its everyday concerns. A review of the School's child protection policies take place at least annually, including an update and review of the effectiveness of procedures and their implementation, including lessons learnt. At a Governors meeting there is an annual review conducted. The School draws on the expertise of staff, including the DSL, and DDSLs, in shaping the School's safeguarding arrangements and policies.

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

The School's Arrangements to Fulfil Other Safeguarding Responsibilities

Teaching children how to keep safe.

The Governors and teaching staff ensure that all pupils are taught about safeguarding, how to keep themselves and others safe, including online, through the curriculum and PSHE to help children to adjust their behaviours, both inside and outside of school, in order to reduce risks and build resilience, including to radicalisation. To be effective, we present this information in an

age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

This includes teaching pupils about the safe use of electronic equipment and the internet, and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people, and vulnerable adults. The School recognises that a "one size fits all" approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Internet safety (including when children are online at home) is an integral part of the School's ICT curriculum and also embedded in PSHE and Relationships Education and/or Relationships and Sex Education ("RSE").

Online Harms

Children at Glebe House are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

In accordance with KCSIE (para. 137), the school recognises the risks children face online through the 'Four Cs' framework: exposure to harmful content, harmful contact with others, harmful conduct through their own online behaviour, and commerce-related risks such as gambling or scams.

The 'Four Cs' classify the areas of risk to children from online activity:

- **Content:** being exposed to harmful material, for example pornography, ignoring age ratings, substance abuse, misinformation, disinformation, conspiracy theories, and extremist and radicalising content.
- **Contact:** being subjected to harmful interaction with others online, for example peer-to-peer pressure, commercial advertising, adults posing as children or young adults grooming children for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and financial scams.

In line with KCSIE (para. 135), Glebe House School recognises that children can be exposed to a range of online harms, including harmful content such as pornography, substance abuse, misinformation, disinformation (including fake news), conspiracy theories, and extremist or radicalising material.

Guidance on Generative AI

KCSIE includes references to **DfE guidance on generative AI**, encouraging schools to have clarity on expectations and safeguards in using AI tools.

Filtering and Monitoring

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the School's IT system. The School's systems include a robust filter on the school's search engine. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate or harmful materials online (content risk) as well as misinformation, disinformation and conspiracy theories; reduce the risk of children being subjected to harmful online interaction with others including commercial advertising and grooming (contact risk); restrict access to online risks such as online gambling, phishing or financial scams (commerce risk); and help manage online behaviour that can increase a child's likelihood of, or causes, harm for example making, sending and receiving explicit images. The School recognises however that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G) which means that children may consensually and/or non-consensually share indecent images, sexually harass their peers via mobile and smart technology, and view and share pornography and other harmful content whilst at school undetected. Further detail of the School's policy and procedures in relation to online safety can be found in the School's E-Safety Policy which also includes detail on the use of mobile and smart technology in School, including the School's management of the associated risks, and the School's IT arrangements to ensure that children are safe from harmful and inappropriate content, including terrorist and extremist material when accessing the internet through the School's systems]. These systems are regularly reviewed for their effectiveness.

Note that guidance about online learning can be found in the 'Guidance for Safer Working Practice' (February 2023) which can be found here: <https://saferrecruitmentconsortium.org>

Information Sharing

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
updated May 2024

Information may be shared where there are safeguarding concerns. Whilst consent to share is not necessarily required, there must be a legal basis to share.

Relationships Education AND/OR Relationships and Sex Education ("RSE")

Relationships Education AND/OR RSE is compulsory from September 2020 although the School has flexibility to decide how it discharges its duties within the first year of compulsory teaching. The School will have regard to the DfE's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* when making arrangements for and teaching Relationships Education AND/OR RSE.

Relationships Education AND/OR RSE will form part of the School's PSHE programme utilising the PSHE Association guidelines provided by the DofE.

Vulnerable Groups

We recognise that some children are at greater risk of harm or face additional barriers in keeping themselves safe. These may include children who are looked-after, previously looked-after, in kinship care, have a social worker, are electively home educated, or are young carers. The school is committed to providing tailored support and working with partner agencies to safeguard these pupils.

Looked-After and Previously Looked-After Children

- The school recognises that children who are looked-after (LAC) and previously looked-after may be more vulnerable to safeguarding risks.
- The Designated Teacher works alongside the Designated Safeguarding Lead (DSL) to promote the welfare, safety, and attainment of these pupils.
- The DSL and Designated Teacher liaise with the Virtual School Head (VSH) and social workers to ensure effective communication and support.

Children with a Social Worker

- Children may need a social worker due to safeguarding or welfare needs, including those on child protection plans, child in need plans, or who are privately fostered.
- The DSL takes lead responsibility for working with social workers and other agencies to ensure these children's needs are met.
- Staff are made aware that these pupils may face barriers to attendance, engagement, and attainment, and require additional pastoral support.

Kinship Care

- We recognise that some children live in kinship care arrangements, both formal and informal. These children may experience additional challenges and vulnerabilities.
- The DSL will work with the Virtual School Head (VSH) and other professionals to ensure safeguarding and educational needs are met.
- Staff are alert to the safeguarding risks that may arise in kinship care contexts and respond in line with school procedures.

Elective Home Education (EHE)

- Where a parent/carer expresses an intention to remove their child from school to home educate, the DSL will work with the local authority to coordinate a meeting with parents/carers (where possible), ensuring that the decision is made in the best interests of the child.
- We recognise that children in EHE may be more vulnerable to safeguarding risks and maintain contact with the local authority as appropriate.

Young Carers

- We are aware that children who provide care for a family member may be more vulnerable to safeguarding risks, including neglect, poor mental health, or poor attendance.
- The DSL works with the local authority and relevant agencies to ensure support is in place.
- Staff are made aware of the needs of young carers and encouraged to report any concerns promptly.

Oversight and Partnership with the Virtual School

- The DSL has specific responsibility for liaising with the Virtual School Head to promote the education and welfare of looked-after children, previously looked-after children, children with a social worker, and those in kinship care.
- For further details of the DSL's role, see **Roles & Responsibilities**.

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

Felicity Hancock is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role. At Glebe House School, the DSL maintains a register of all pupils who fall into these vulnerable groups. This register is regularly reviewed by the safeguarding team and

senior leadership to ensure support is coordinated. The DSL liaises with the Virtual School Head, local authority partners, and relevant agencies to promote welfare, attendance, and achievement. Monitoring arrangements include regular staff briefings, pastoral meetings, and review of individual support plans, so that pupils' needs are met in practice.

Out of School Providers

All out of school providers that use the premises at Glebe House School must meet the guidance from

<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice> (DfE, September 2023).

The out of school provider is responsible for their own safeguarding and child protection policies but Glebe House School may refer any concerns they have about the provider to the Local Authority.

Alternative Provision

Where the school places a pupil with an Alternative Provision (AP) provider, we recognise that we **retain responsibility for the safeguarding of that pupil**. In line with *Keeping Children Safe in Education* (paragraphs 168–170), we ensure that:

- The placement is appropriate and meets the pupil's individual needs.
- Safeguarding arrangements at the AP are robust and in line with statutory guidance.
- Due diligence checks are undertaken before a placement is agreed, including reviewing safeguarding policies, safer recruitment practices, and staff training at the AP.
- **Written confirmation is sought from AP that safeguarding checks equivalent to those conducted for their own staff have been applied to any staff working with students off-site.**
- A named member of staff maintains regular contact with both the AP provider and the pupil, ensuring attendance, progress, and wellbeing are closely monitored. **Ensuring the school knows where the child is during school hours.**
- The DSL (or a deputy) has oversight of all pupils placed in AP and works with the AP provider to address any safeguarding concerns immediately.
- Records of checks, monitoring, and communication with AP providers are kept and regularly reviewed by the senior leadership team and are **reviewed half termly.**

The school will not consider its safeguarding duty discharged by placing a pupil in AP. We continue to hold ultimate responsibility for ensuring the pupil's safety and welfare.

Arrangements for visiting speakers.

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

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

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.¹⁴²

Visiting Speakers, whilst on the School site, will be supervised by a School employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

Early Years Provision Safeguarding Arrangements

There is an Early Years Intimate Care Policy which details the additional safeguarding arrangement in this area.

In addition to the safeguarding measures set out in this policy, the school's Nursery and Reception provision complies with the strengthened requirements of the **EYFS Statutory Framework (2025)**:

Whistleblowing Policy

- A written Whistleblowing Policy is in place and applies to all staff, apprentices, and volunteers.
- It includes guidance on internal reporting routes and provides external contacts (e.g. **NSPCC Whistleblowing Helpline, Ofsted**) if staff feel unable to raise concerns within school.

Child Absence Monitoring

- Attendance is actively monitored.
- Any unexplained absence is followed up promptly with parents/carers.
- Patterns of absence or prolonged absence are reviewed as potential safeguarding indicators and acted upon using professional judgment.

Safer Recruitment and References

- Safer recruitment practices apply to all EYFS staff.
- At least **two references must be obtained prior to appointment**, in line with statutory requirements.
- All other pre-employment checks are completed before staff start work with children.

Safeguarding Training

- All EYFS staff (including apprentices and volunteers) complete safeguarding training that meets **Annex C of the EYFS Framework (2025)**.
- Training is refreshed **at least every two years**, with annual updates/refreshers provided.
- Induction includes safeguarding, child protection, emergency procedures, and whistleblowing.

Supervision of Staff

- All staff receive regular formal supervision meetings.
- Supervision supports professional development, addresses safeguarding practice, and provides opportunities to discuss sensitive or challenging issues.

Paediatric First Aid (PFA)

- Only staff with a valid, full **Paediatric First Aid (PFA)** certificate are counted in statutory staff-to-child ratios.

- Annual refreshers are encouraged between re-certification cycles (every 3 years).

Safer Eating Protocols

- Mealtimes are supervised to safeguard children.
- There are paediatric trained staff in all supervision.
- Allergy management procedures are in place and clearly communicated.
- Staff are trained in choking prevention and safe food practices.

Toileting, Nappy Changing and Privacy

- Intimate care procedures (toileting, nappy changing) respect children's dignity and privacy.
- Safeguarding oversight ensures children are appropriately supervised, and staff remain alert to any safeguarding concerns.

Disqualification From Working In Childcare

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act August 2018. These checks will be undertaken pre-appointment, and from time to time during employment. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Recruitment.

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

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

Use of mobile phones and cameras

1. General Use

- Mobile phones should remain on staff for emergency purposes only.
- Phones must not be used in front of children, except in emergency situations.
- **No personal devices should be used or present when working with EYFS children.**
- **Personal devices must be locked away when working with EYFS children.**

2. Photos & Videos

- Students and staff may only take photos or videos using school-approved devices.
- Personal mobile phones must not be used for capturing images or recordings of students.

3. Enforcement

- Staff members are responsible for adhering to this policy.
- Any breach of this policy will be dealt with in accordance with the **Staff Code of Conduct**.

DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the Early Years settings is Julie Ashby (nursery) and Felicity Hancock (Reception).

Duty to notify Ofsted.

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

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

Appendix 1 –Signs and Types of Abuse

All School staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy).

All staff should be aware that harm can include ill treatment that is not physical, as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and should recognise that children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. Staff should be aware that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL (or deputy).

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child (including through corporal punishment). Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

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

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment (see below) which can occur between two children of any sex (also known as child-on-child abuse). This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence

Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault, and assault by penetration. Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

Extra-familial harms

The School assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

KCSIE, paragraph 21 says:

'All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.'

Sexual harassment

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or 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 sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes, or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes, or sexting – see below); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. Further information can be found in the *SVSH* advice.

Child-on-child sexual violence and/or harassment

Sexual violence and sexual harassment (as defined above) can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Children who are victims of sexual violence and/or sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Further information can be found in the *SVSH* advice.

Sharing of nudes and/or semi-nudes

The sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums and images created by Artificial Intelligence (AI), see updated guidance from UKCIS, March 2024, page 29.. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer.
- children and young people digitally manipulate an image of a young person into an existing nude online.
- images created or shared are used to abuse peers e.g., by selling images online or obtaining images to share more widely without consent to public shame.

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" sets out the classification of incidents, and how each should be handled.

Upskirting

Upskirting is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. Anyone of any sex can be a victim.

Neglect

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

Serious violence

Indicators which may signal that children are at risk from or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the associated risks which increase the likelihood of involvement in serious violence (for example, being male, frequent absence from school or permanently excluded from school, experienced child maltreatment or having been involved in offending) and understand the measures in place to manage these.

Specific safeguarding issues

These are behaviours linked to drug taking, alcohol abuse, truancy and sexting that put children in danger. Safeguarding issues can also manifest themselves via child-on-child abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can also be linked to, for example, children with repeated or prolonged education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and semi-nudes; and trafficking.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse (see above) which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants (for example, money, gifts, or affection), and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child exploitation does not always involve physical contact: it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years (including 16- and 17-year-olds who can legally consent to have sex) who has been coerced into engaging in sexual activities. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media). Some children

may not realise they are being exploited, for example they believe they are in a genuine romantic relationship.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc, without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college, work;
- Leaving home/care without explanation and persistently going missing or running late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of the internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absences of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connection involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted histories); and
- Sexual identity.

The below CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends,
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

CSE may occur alone, or may overlap with CCE, and/or county lines, as well as other forms of abuse.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017).

Child Criminal Exploitation (CCE)

Information about CCE can be found in KCSIE page 38-40 and Annex B pages 149-151.

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if his activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school education or do not take part in education.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse.

Children who have been exploited will need additional support to help maintain them in education.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK - no specified distance of travel is required. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes, and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network (see KCSIE page 150).

A number of the ways of identifying indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- who go missing and are subsequently found in areas away from their home.
- that have been the victim or perpetrator of serious violence (e.g., knife crime).
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity.
- owe a ‘debt bond’ to their exploiters.
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance "*Modern slavery: how to identify and support victims (June 2021)*"

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and

at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.gov.uk

Mental Health

All staff should 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.

Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the Designated Safeguarding Lead or a Deputy.

The DfE has published advice and guidance on *Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools*. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance *Promoting Children and Young People's*

Emotional Health and Wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.¹⁷⁴

So called ‘honour based’ abuse.

So called ‘honour based’ abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non medical reasons. FGM may be likely if there is a visiting elder, there is talk of a special procedure or celebration to become a woman, or parent wish to take their daughter out of school to visit an ‘at risk’ country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume FGM only happens outside of the UK. Examples of indications that a girl has already been subjected to FGM:

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

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGC include:

- Low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- talk about a ‘special’ procedure to become a woman

If staff have a concern that a pupil may be at risk of FGM, they should speak to the DSL (or deputy) who will (where appropriate) activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children’s Social Care.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children’s social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) teachers should follow the School’s local safeguarding procedures.

FGM reporting procedures.

Where there is a disclosure of FGM it is important that staff know what their statutory response should be. Keeping Children Safe in Education, paragraph 44 says 'whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.

How to make a report:

Below is a very short summary and must be read in conjunction with the mandatory reporting guidance. (See <http://safeguarding.link/fgmreporting>)

The mandatory reporting procedures say:

'It is recommended that you make a report orally by calling 101, the single non-emergency number.'

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

In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

The procedures also set out what information is needed, in order to make a report.

See here:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version#reporting>

Further information can be found in the *Multi-agency statutory guidance on female genital mutilation and the FGM resource pack*, particularly section 13.]

Forced marriage.

The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmunit@fco.gov.uk.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. Staff should contact the DSL or the Deputy DSL, who should be aware of the local procedures in place, before making a Prevent referral.

In the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the new school or college. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives at the new school.

Special educational needs and/or disabilities (SEND), or pupils with certain health conditions: Pupils with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect or bullying.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- the potential for children with SEND or certain health conditions being disproportionately impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

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

LGBTQ+

The fact that a child or a young person may be LGBTQ+ (Lesbian, gay, bi, gender questioning, queer or other) is not in itself an inherent risk factor for harm. However, children who identify as LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other

children to be LGBTQ+ (whether or not) can be just as vulnerable as children who identify as LGBTQ+.

Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. At Glebe House School and Nursery, we endeavour to reduce the additional barriers faced by providing a safe space for them to speak, and having allocated trusted members of staff in place, as agreed to with the child.

See KCSIE, Part Two: The management of safeguarding, paragraphs 205–207 (Children who are LGBTQ+).

Children who are lesbian, gay, bisexual, or gender questioning (currently under review for the government)

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour or as a single incident, between, two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;

- (c) Controlling and coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partnership; or have agreed to marry or become civil partners. If two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experienced the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse included intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence 24 hours a day on 0808 2000 247.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Domestic Abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

Operation Encompass

Operation Encompass is a police and education early information safeguarding partnership enabling schools to offer immediate support to children experiencing domestic abuse.

Operation Encompass ensures that there is a simple telephone call or notification to a school's trained Designated Safeguarding Lead /Officer (known as key Adult) prior to the start of the next school day after an incident of police attended domestic abuse where there are children related to either of the adult parties involved.

Information is shared with a school's Key Adult (Designated Safeguarding Lead or Officer) prior to the start of the next school day after officers have attended a domestic abuse incident. This sharing of information enables appropriate support to be given, dependent upon the needs and wishes of the child.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8am to 1pm, Monday to Friday on 0204 513 9990 (charged at the local rate).

Homelessness

Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness, they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

Children who are absent or missing from school

A child is who is repeatedly absent from School, or who is absent for prolonged periods of time, is a potential indicator of a range of safeguarding issues including abuse, neglect, sexual abuse, CSE and CCE. It can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so-called 'honour'-based abuse or risk of forced marriage. Staff must follow the School's procedures for dealing with children who are repeatedly absent, have prolonged absences, or who go missing whilst at school or on a trip. The School's procedure for dealing with absences and a missing child can be found School's *Children who are Absent or Missing from Education Policy and Procedures*. All unexplained absences will be followed up in accordance with this Policy.

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

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

School attendance registers are carefully monitored and **report daily attendance to the DfE** to identify any trends and address poor or irregular attendance without delay, knowing where children are during the school day is an extremely important aspect of Safeguarding.

We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

Child Protection and Safeguarding Policy

In response to the guidance in Keeping Children Safe in Education the school has:

- Staff who understand what to do when children do not attend regularly.
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM, and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded

We will ensure that pupils who are expected to attend school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

The School will inform the local authority (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority, **the school will manage penalty notices and will treat prolonged or persistent absences as potential safeguarding concerns.**

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare. The School's policy supports identification of abuse and provides preventative measures against the risk of the child repeatedly being absent in the future. This applies when issues are first emerging as well as where children are already known to the local authority children's social care and need a social worker.

Further information can be found in 'Working together to improve school attendance (2024)' this guidance is now statutory

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Signed:

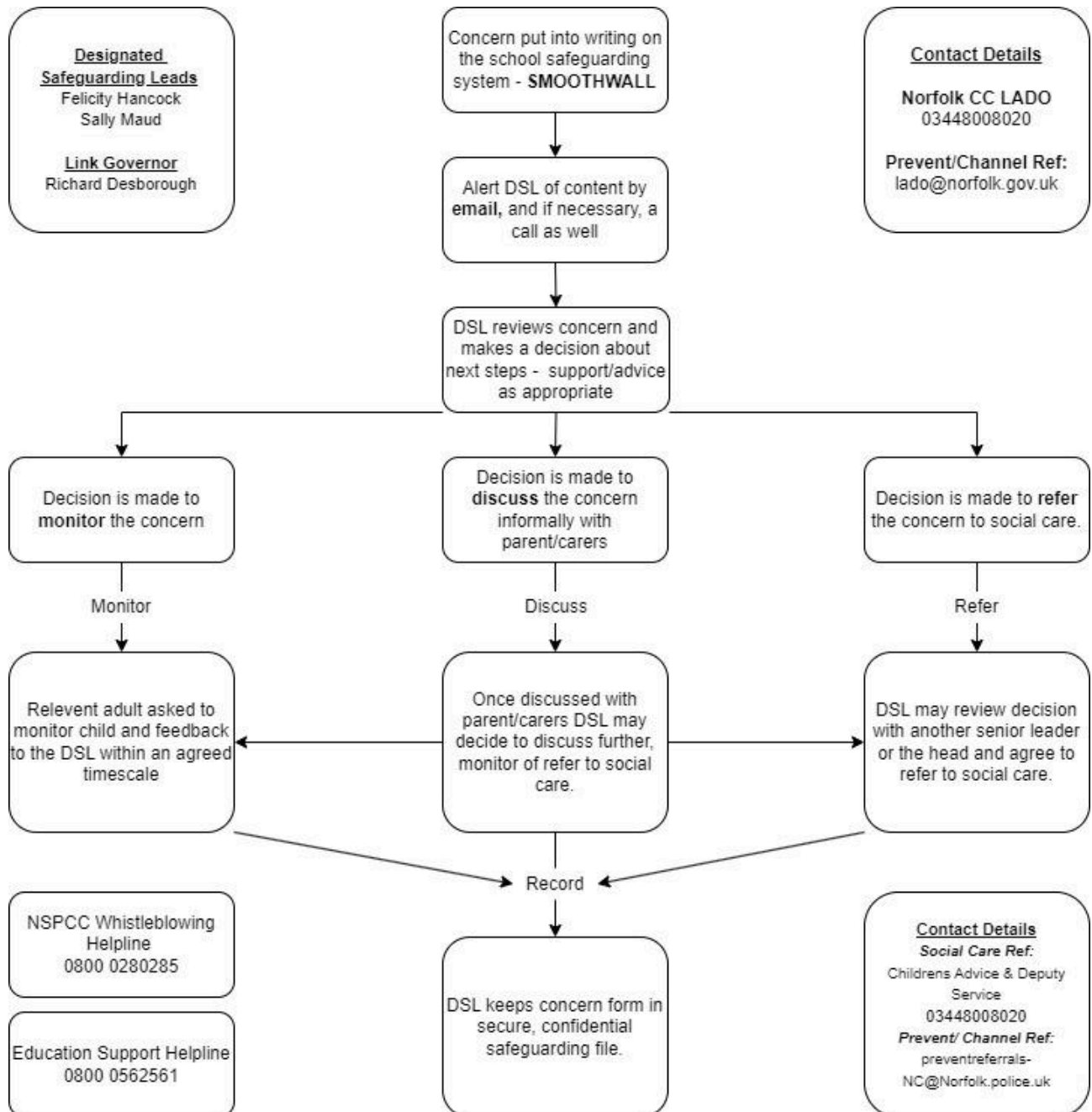
Felicity Hancock

Designated Safeguarding Lead

Adrian Stewart

Head

Guidance: Flow Chart for Raising Safeguarding Concerns about a Child



Nursery Safeguarding Addendum

This addendum sets out safeguarding arrangements in place for the Early Years Foundation Stage (EYFS) at Glebe House School and Nursery. It complements the whole-school Child Protection and Safeguarding Policy and addresses specific statutory requirements for Nursery-aged children in line with:

- The Statutory Framework for the Early Years Foundation Stage (2024)
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children (2018, updated 2023)
- Independent School Standards (ISS)
- Ofsted and ISI inspection criteria

Leadership and Governance

The Designated Safeguarding Lead (DSL) and Deputy DSLs are named in the school-wide policy and have overall responsibility for safeguarding in the EYFS. The DSL ensures EYFS compliance with safeguarding legislation and is available at all times during Nursery hours. All staff are trained to recognise signs of abuse and report concerns directly to the DSL. Governors monitor safeguarding through regular oversight and audits, including scrutiny of EYFS-specific procedures.

Staff Training and Safer Recruitment

- All Nursery staff:
 - Undergo enhanced DBS checks before starting work
 - Complete induction training including child protection, whistleblowing, Prevent Duty and safer working practice
 - Receive annual safeguarding updates and are familiar with Part One of KCSIE
 - Are trained to understand age-appropriate indicators of abuse and neglect
 - Safer recruitment practices are rigorously applied, including references, ID and qualification checks, and disqualification checks where applicable.

Identifying and Responding to Concerns

- Due to the developmental stage of EYFS children, staff are trained to notice:
 - Changes in behaviour, mood, toileting, or eating habits
 - Injuries without adequate explanation
 - Disclosures made through behaviour, role play, or non-verbal communication
 - Concerns are logged and escalated in accordance with the school's safeguarding procedures. The DSL liaises with external agencies, including the local authority's Children's Services and the LADO where necessary.

Intimate Care and Physical Contact

Staff may assist children with toileting and changing in accordance with the school's Intimate Care Policy. Key procedures include:

- Gaining parental consent for intimate care
- Logging and reporting all care incidents
- Ensuring two staff are aware of intimate care instances
- Using designated changing areas and appropriate protective equipment
- Promoting independence and dignity wherever possible

Key Person System

Each child is allocated a Key Person who supports emotional wellbeing, communicates with parents, and monitors the child for any signs of harm or concern. This approach supports early identification and secure attachments, aligning with both Ofsted and ISI expectations for emotional development and welfare.

Online Safety and Use of Technology

Although children do not independently access the internet, online safety is promoted through:

- Staff supervision of all digital tools
- Use of school-owned, filtered devices
- Age-appropriate resources and guidance
- Secure storage of any digital media, with parental consent for photography or video
- Parents are supported with online safety materials and guidance on screen use at home

Use of Mobile Phones and Cameras

- Personal mobile phones are prohibited in the EYFS learning and care environments
- Only school devices are used to take photographs/videos for educational purposes
- All media is stored securely and not shared without written parental consent
- Regular audits are conducted to ensure compliance with policy

Allegations Against Staff

Any allegations against staff or volunteers are managed in accordance with Part Four of KCSIE. Immediate action is taken to ensure the safety of the child. The Head and DSL liaise with the LADO and follow local safeguarding procedures. Staff understand their responsibilities to report any concerns about adults' conduct towards children, including low-level concerns.

Partnership with Parents

Parents are valued safeguarding partners. Nursery staff maintain open, daily communication and ensure that any concerns raised by parents are responded to promptly. Regular updates are shared about children's welfare and wellbeing, and safeguarding policies are made available via the school website and on request.

Monitoring and Review

Safeguarding arrangements for the EYFS are monitored by the DSL and reviewed annually. Feedback from staff, parents, and external agencies is used to update procedures. This policy addendum is reviewed in line with the full school policy and statutory updates.