



FEDERATION POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Carleton Rode & Forncett St. Peter CEVA Primary Federation

Policy Consultation & Review

This policy is available on our schools' websites and is available on request from either school office. We also inform parents and carers about this policy when their children join our schools and through our schools' newsletters.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance [*'Keeping Children Safe in Education'*](#), DfE (2020).

This policy will be reviewed in full by the Governing Board on an annual basis unless updates are received from the LA. This policy was last reviewed and agreed by the Governing Board on 03.09.20. The appendix was updated on 2.2.21 due to Covid-19 update. The policy is due for full review in July 2021 when the new LA model is available.

Signature Executive Headteacher Date: 02.02.21

Signature Chair of Governors Date: 02.02.21



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1. PURPOSE & AIMS



1.1 The purpose of Carleton Rode and Fornsett St. Peter CEVA Primary Federation's safeguarding policy is to ensure every child who is registered at either of our schools are safe and protected from harm. This means we will always work to:

- protect children and young people at both schools from maltreatment;
- prevent impairment of our children's and young people's mental and physical health or development;
- ensure that children and young people at our schools grow up in circumstances consistent with the provision of safe and effective care;
- undertake that role so as to enable children and young people at our schools to have the best outcomes.

1.2 This policy will give clear direction to all staff including supply staff, volunteers, visitors and parents/carers about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children across our federation.

1.3 Our federation fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from either school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent children, and those who go missing, to identify the risk of abuse and neglect, including sexual abuse or exploitation, and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 This policy applies to all children, staff, parents/carers, governors, volunteers and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our federation will establish and maintain an ethos where children feel secure, are encouraged to talk, are listened to and are safe. Children at either school will be able to talk freely to any member of staff at our schools if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our schools play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.



2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. It will include covering relevant issues through Relationship Education, Relationships and Sex Education and Health Education. This will also be extended to include material that will encourage our children to develop essential life skills. Teaching children about how to stay safe and behave online, including identifying risks and how and when to seek support is crucial. Further information can be found in the DfE guidance [‘Teaching online safety in school.’](#)

Using a rolling programme, the schools teach children specifics about: e-safety (including annual Safer Internet Day focus), bullying (including annual anti-bullying week focus plus other events), how to deal with bullying, drugs and alcohol, relationships and sex education (including healthy relationships & the NSPCC PANTS project), diversity, difference, racism, hate-crime, anti-homophobia, disability, equality and inclusion. We participate in road safety awareness and cycle training and attend the annual Crucial Crew personal safety training at Easton College which covers many types of risk awareness and safety for Y6 children.

Children have assemblies and class lessons about sun safety and basic first aid etc., e.g., participation in the Big First Aid lessons online. Children of all ages are involved in assessing risk through educational visits and activities such as P.E., cooking, science and D.T. Staff follow the Primary Codes of Practice for subjects such as PE and through these teach and remind children of safety precautions.

The federation has its own CEOPS trained and accredited teacher and parent/carer workshop training has been held and will be held again in the next academic year. Children are taught never to open the front doors or gates to anyone (the door buttons are also situated high up). Through the federation’s vision and values, rolling programmes and class philosophy or ‘big question’ sessions, many spiritual, moral, social and cultural scenarios are explored and discussed both in collective worship and in class time. These include mental health and wellbeing topics and links.

All classes use some form of circle time to discuss and air issues and to promote wellbeing. Classes use a form of ‘worry box’ for children to report any issues they want help with. The schools have a pastoral support/independent social worker to assist with the promotion of mental health and wellbeing as well as to support individual children and their families. A mental health and wellbeing champion has also been appointed and has undertaken a series of training courses to help support children and increase staff awareness and understanding. The federation also has a Trauma Aware trained teacher. The federation has a mental health link governor.



2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with [Working Together to Safeguard Children](#) (2018) and the [Norfolk Multi Agency Safeguarding Partnership arrangements](#).

2.6 As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:

- is disabled and has specific additional needs;
- has a chronic long-term or a serious illness
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Judith Jones	01953 789384 – Carleton Rode or 01508 530506 – Forncett St. Peter
Deputy DSLs	Jon Wheater at Carleton Rode Sharon Creasey at Forncett St. Peter	01953 789384 – Carleton Rode or 01508 530506 – Forncett St. Peter
Executive Headteacher	Judith Jones	As above
Named Safeguarding Governor	Liz Service	As above
Chair of Governors	Kirsty Byrne	As above

3.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to either school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the



welfare of all its children. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Board

3.2 The Governing Board of Carleton Rode & Fornsett St. Peter CEVA Primary Federation is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Board takes collective responsibility to safeguard and promote the welfare of our children, we also have a named governor, Liz Service, who champions safeguarding across the federation.

3.3 The Governing Board will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school websites and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Partnership policies and procedures;
- The schools contribute to inter-agency working in line with Working Together to Safeguard Children (2018);
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is an appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.
- All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the federation's safeguarding response for those pupils who go missing from education as detailed section 6 of this policy.
- All staff undertake appropriate child protection training that is updated annually and online safety training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2020);

This policy includes detailed information on the procedures and processes to follow regarding peer on peer abuse, the recognition of it and the different forms it may take.

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.



3.4 The governing board read *Keeping Children Safe in Education* (Part 1) at the start of each academic year, and will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the federation. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual children.

The Executive Headteacher

3.5 At Carleton Rode & Fornsett St. Peter CEVA Primary Federation, the Executive Headteacher is responsible for:

- Identifying a senior member of staff from the leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff or volunteer.

The Designated Safeguarding Lead (DSL)

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

3.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

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

3.9 The DSL (or deputy DSL) at Carleton Rode & Fornsett St. Peter CEVA Primary Federation will represent either school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience, our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.



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

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

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

3.13 We recognise that 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. The DSL will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

4. TRAINING & INDUCTION

4.1 When new staff join our federation, they will be informed of the safeguarding arrangements in place. They will be given a copy of our federation's safeguarding policy along with the staff code of conduct, Part one and Annex A of '*Keeping Children Safe in Education*' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. They will also receive a copy of the behaviour policy and the federation's response to children who go missing from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with the safeguarding recording form, given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within the first two weeks of joining either school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our federation.



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

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

4.4 All visitors to the schools will be given a copy of our safeguarding leaflet. All regular visitors, temporary staff and volunteers to either school will be given a set of our safeguarding procedures; they will be informed who our DSL and alternate staff members are and what the recording and reporting system is. All temporary staff and volunteers who will be in either school for a few days (such as longer-term supply cover), will receive a more detailed induction from a DSL and be shown where the safeguarding materials are stored and about use of records of concern. (See Appendix 2).

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Partnership at least once every three years. The DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role. The federation's DSLs keep up to date through a variety of means including: accessing the Norfolk e-courier, using the NCC safeguarding website, attending local events/training, viewing the Twitter feed.

4.6 Our governing board will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children in our schools. Training for Governors to support them in their safeguarding role is available from [Norfolk Governor Services](#).

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of '*Keeping Children Safe in Education*' (2020) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Partnership and within the [Safeguarding Section](#) of the [Norfolk Schools website](#)..

5. PROCEDURES FOR MANAGING CONCERNS

5.1 The Carleton Rode & Fornsett St. Peter CEVA Primary Federation adheres to child protection procedures that have been agreed locally through



the Norfolk Safeguarding Children Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Norfolk Local Assessment Protocol](#) and the [Norfolk Threshold Guidance](#).

5.2 Every member of staff including volunteers working with children in our schools are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

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

5.4 It is *not* the responsibility of federation staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in either school. Any member of staff or visitor to either school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1).

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from the Norfolk Children's Advice & Duty Service (CADS) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 3.

5.9 If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Norfolk CADS immediately. Anybody can make a referral in these circumstances. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration



by raising concerns again with the DSL and/or the Executive Headteacher. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Norfolk CADS, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Executive Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the child's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Executive Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Norfolk CADS directly with their concerns.

6. Specific Safeguarding Issues

Contextual safeguarding

6.1 At Carleton Rode & Fornsett St. Peter CEVA Primary Federation, we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the schools' environments and/or can occur between children outside of the schools. This is known as contextual safeguarding. It is key that all federation staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that 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, and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

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

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



6.3 At Carleton Rode & Fornsett St. Peter CEVA Primary Federation, we recognise that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): County Lines

6.4 At Carleton Rode & Fornsett St. Peter CEVA Primary Federation, we train staff to recognise that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

6.5 At Carleton Rode & Fornsett St. Peter CEVA Primary Federation, we recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology.

6.6 At Carleton Rode & Fornsett St. Peter CEVA Primary Federation, we understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in County Lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in County Lines, a referral to the Children's Advice and Duty Service (CADS) will be made alongside consideration of availability of local services/third sector providers who offer support to victims of County Lines exploitation.

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

6.7 At Carleton Rode & Fornsett St. Peter CEVA Primary Federation, we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV), and provide guidance on these issues through our safeguarding training. If staff have a



concern regarding a child that might be at risk of HBV, they should inform the DSL, who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

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

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

Preventing radicalisation and extremism

6.10 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Carleton Rode & Fornsett St. Peter CEVA Primary Federation, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in our schools and how to respond when concerns arise.
- There are systems in place for keeping children safe from extremist material when accessing the internet in our schools by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our federation for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with [Norfolk Channel procedures](#) and will represent either school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of children.

Peer on peer abuse

6.11 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can



be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh', or 'part of growing up'.

6.12 At Carleton Rode & Fornsett St. Peter CEVA Primary Federation, all staff are trained so that they are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- upskirting
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

6.13 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about peer on peer abuse. The DSL will respond to any concerns related to peer on peer abuse in line with guidance outlined in Part Five of 'Keeping Children Safe in Education' and '[Sexual violence and sexual harassment between children in schools and colleges](#)' (May 2018). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

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

Safeguarding responses to children who go missing



6.15 At Carleton Rode & Forncett St. Peter CEVA Primary Federation, all staff should be aware of the safeguarding responsibilities for children who are missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

6.16 At Carleton Rode & Forncett St. Peter CEVA Primary Federation, we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who are missing:

- An attendance register is taken at the start of the first session of each school day and once during the second session;
- We make every effort to contact parents and carers and follow up with the emergency contacts held;
- We hold at least two emergency contact numbers for each of the children on our roll, wherever possible.
- Staff will alert DSLs to any concerns raised regarding children who are absent from either school;
- The DSLs will meet regularly with members of the pastoral team (the Executive Head is the lead DSL, SENCo and currently Attendance Lead), to ensure that each response is thorough and takes into account all the relevant information about individual children;
- We will follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
- When removing a child from roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files.

Mental Health

6.17 At Carleton Rode & Forncett St. Peter CEVA Primary Federation, all staff are made aware, through training, 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. Our staff 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.

6.18 We understand that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, through training, staff are aware of how children's experiences can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child that is *also* a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.

6.19 At Carleton Rode & Forncett St. Peter CEVA Primary Federation, we have clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these



concerns. Designated Safeguarding Leads make reference to the Mental Health and Behaviour in Schools DfE guidance for further support.

7. RECORDS AND INFORMATION SHARING

7.1 If staff are concerned about the welfare or safety of any child at our schools, they will record their concern on the agreed reporting form (Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

7.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within each school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

7.4 When a child leaves either school, the DSL will make contact with the DSL at the child's new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent or carer elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the [Services to Home Educators Team](#) within Norfolk County Council.

8. WORKING WITH PARENTS AND CARERS

8.1 Carleton Rode & Fornsett St. Peter CEVA Primary Federation is committed to working in partnership with parents and carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2 When new children join either school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents and carers on request and is available on the schools' websites. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to contact Norfolk Children's Advice & Duty Service.

8.3 We are committed to working with parents and carers positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect parents and carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm.



8.4 We will seek to share with parents and carers any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental or carer engagement or agreement regarding the concerns either school has about a child will not prevent the DSL making a referral to Norfolk CADS in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, each school requires parents and carers to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent/carer to collect the child from their school (if different from the above).

Each school will retain this information on the pupil file. The federation will only share information about children with adults who have parental/carer responsibility for a child or where a parent or carer has given permission and the respective school has been supplied with the adult's full details in writing.

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

9. CHILD PROTECTION CONFERENCES

9.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

9.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of either school in respect of individual children. Usually the person representing the respective school at these meetings will be the Executive Headteacher or deputy DSL. In any event, the



person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

9.3 All reports for child protection conferences will be prepared in advance using the [guidance](#) and [template report](#) provided by the Norfolk Safeguarding Children Partnership. The information contained in the report will be shared with parents/carers before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at their school. In order to complete such reports, all relevant information will be sought from staff working with the child in the individual school.

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

10. SAFER RECRUITMENT

10.1 We will ensure that the Executive Headteacher and at least one member of the Governing Board have completed appropriate safer recruitment training. At all times the Executive Headteacher and Governing Board will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2020). At least one person involved in conducting an interview will have received safer recruitment training.

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

10.3 We will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff will check the SCR regularly to ensure that it meets statutory requirements.

11. SAFER WORKING PRACTICE

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



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

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

11.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#)' (May 2019). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

12. MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

12.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children in our schools. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. There may also be circumstances where a member of staff or volunteer is involved in an incident outside the schools which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.

12.3 We will take all possible steps to safeguard our children and to ensure that the adults across our schools are safe to work with children. When concerns arise, we will always ensure that the procedures outlined in the local protocol '[Allegations Against Persons who Work with Children](#)' and Part Four of '*Keeping Children Safe in Education*', DfE (2020) are adhered to and will seek appropriate advice. The first point of contact for schools regarding LADO issues is via the Local Authority Duty Desk on 01603 307797. A Duty Advisor will give advice and guidance on next steps. If the advice is to make a referral to LADO then the form should be completed. Direct contact details for the LADO are- e-mail: LADO@norfolk.gov.uk or telephone 01603 223693. See Appendix 4 for further details.



12.4 If an allegation is made or information is received about *any* adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Executive Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Executive Headteacher, this will be reported to the Chair of Governors. In the event that neither the Executive Headteacher nor Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Executive Headteacher or the Vice Chair of Governors.

12.5 The Executive Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing board will undertake further investigations before receiving advice from the LADO.

12.6 When using a supply agency, we inform the agency of our process for managing allegations against staff and keep them up to date with any policy developments. Where concerns are raised about an individual and the schools are not their employer, we recognise that we still have responsibility to ensure allegations are dealt with properly. In order to achieve this, we will liaise with relevant parties including the LADO to determine a suitable outcome. Whilst the supply agency should be fully involved and co-operate with any enquiries from the LADO, police and/or children's services, we recognise that the affected school will usually take the lead in conducting an investigation as we have direct access to any affected children and other school staff to collect the facts.

12.7 Any member of staff or volunteer who does not feel confident to raise their concerns with the Executive Headteacher or Chair of Governors, should contact the LADO directly on 01603 223693. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

Concerns including allegations that may meet the harms test should be addressed as set out in part four of this guidance

12.7 The federation has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at either school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

13 RELEVANT POLICIES



13.1 To underpin the values and ethos of our federation and our intent to ensure that children across the federation are appropriately safeguarded, the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Behaviour and Anti-Bullying
- Recruitment & Selection
- Whistle-blowing
- Attendance
- On-line/E-Safety
- Health and Safety including site security
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays
- Drug and Alcohol
- Mental Health & Wellbeing
- Looked After Children

14. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- [Working Together to Safeguard Children](#) DfE (July 2018)
- [Keeping Children Safe in Education](#) DfE (2020)
- [Norfolk Safeguarding Children Partnership procedures](#)
- [Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons Who Work with Children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (May 2019)
- [What to do if you're worried a child is being abused](#) DfE (March 2015)
- [Information sharing: advice for practitioners providing safeguarding services](#) DfE (July 2018)
- [The Prevent duty: Departmental advice for schools and childcare providers](#) DfE (June 2015)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)
- [Sexual violence and sexual harassment between children in schools and colleges](#) DfE (May 2018)
- [Child sexual exploitation: guide for practitioners](#) DfE (February 2017)
- [Teaching online safety in school](#) DfE (June 2019)
- [Mental Health and Behaviour in Schools](#) DfE (November 2018)
- [Data protection: toolkit for schools](#) DfE (September 2018)

Appendix 1: Sample Recording Form for Safeguarding Concerns

N.B. The schools use this form in its entirety but it is personalised to each school with names and logos.



Staff, volunteers and regular visitors are required to complete this form and pass it to Judith Jones or XXXX in her absence if they have a safeguarding concern about a child in our school.

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

Nature of concern/disclosure

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

Time & date of incident:

Who are you passing this information to?

Name:

Position:

[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]

[Make it clear if you have a raised a concern about a similar issue previously]

Your signature:

Time form completed:

Date:



Time form received by DSL:

Action taken by DSL:

Referred to...?

Attendance
Lead

Police

Just One
Norfolk

CADS

PSA

Family Support

Other

Date:

Time:

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

Feedback given to...?

Pastoral team

Teacher

Child

Person who recorded disclosure

Further Action Agreed:

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

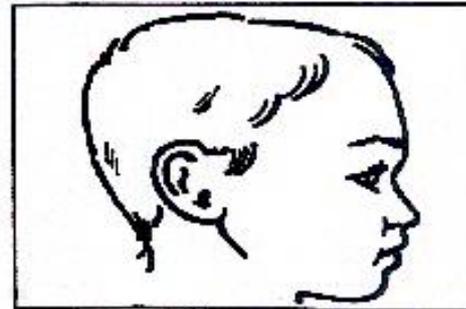
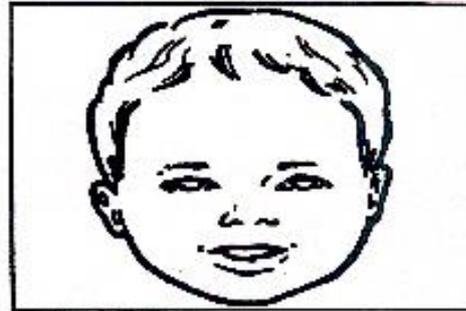
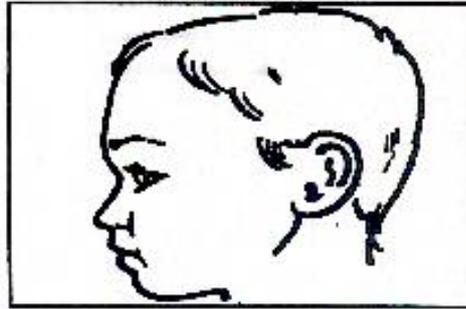
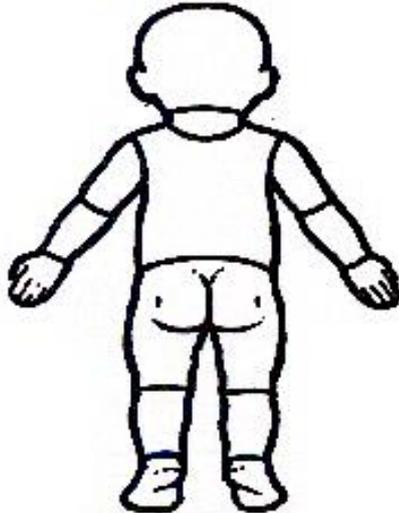
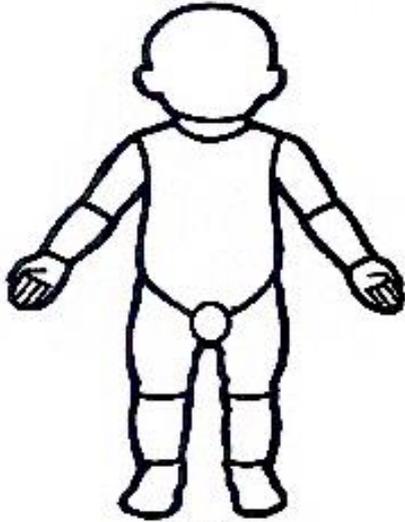
Full name:

DSL Signature:

Date:



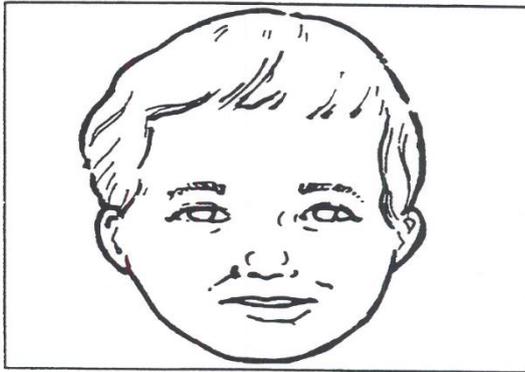
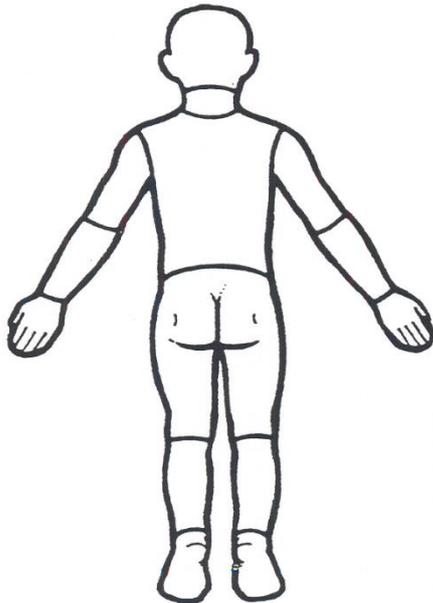
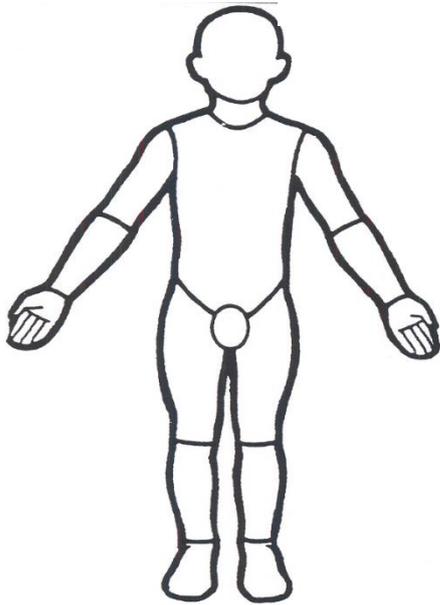
Young Child



Indicate clearly where the injury was seen and attach this to the Recording Form



Older Child



Indicate clearly where the injury was seen and attach this to the Recording Form

Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers at Carleton Rode & Forncett St Peter CEVA Primary Federation.

We all have a statutory duty to safeguard and promote the welfare of children, and at our schools we take this responsibility seriously.

If you have any concerns about a child or young person in our schools, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from either staffroom safeguarding noticeboards or school offices. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Executive Headteacher. If an allegation is made about the Executive Headteacher you should pass this information to the Chair of the Governing Board. Alternatively, you can contact the Local Authority Duty Desk on 01603 307797. [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The people you should talk to in school are:

Designated Safeguarding Lead (DSL): Judith Jones

Contact Number: 01953 789384 (Carleton Rode) or 01508 530506 (Forncett)

Deputy Designated Lead: Jon Wheeler at Carleton Rode, or Sharon Creasey at Forncett

Contact Numbers: 01953 789384 (Carleton Rode) or 01508 530506 (Forncett)

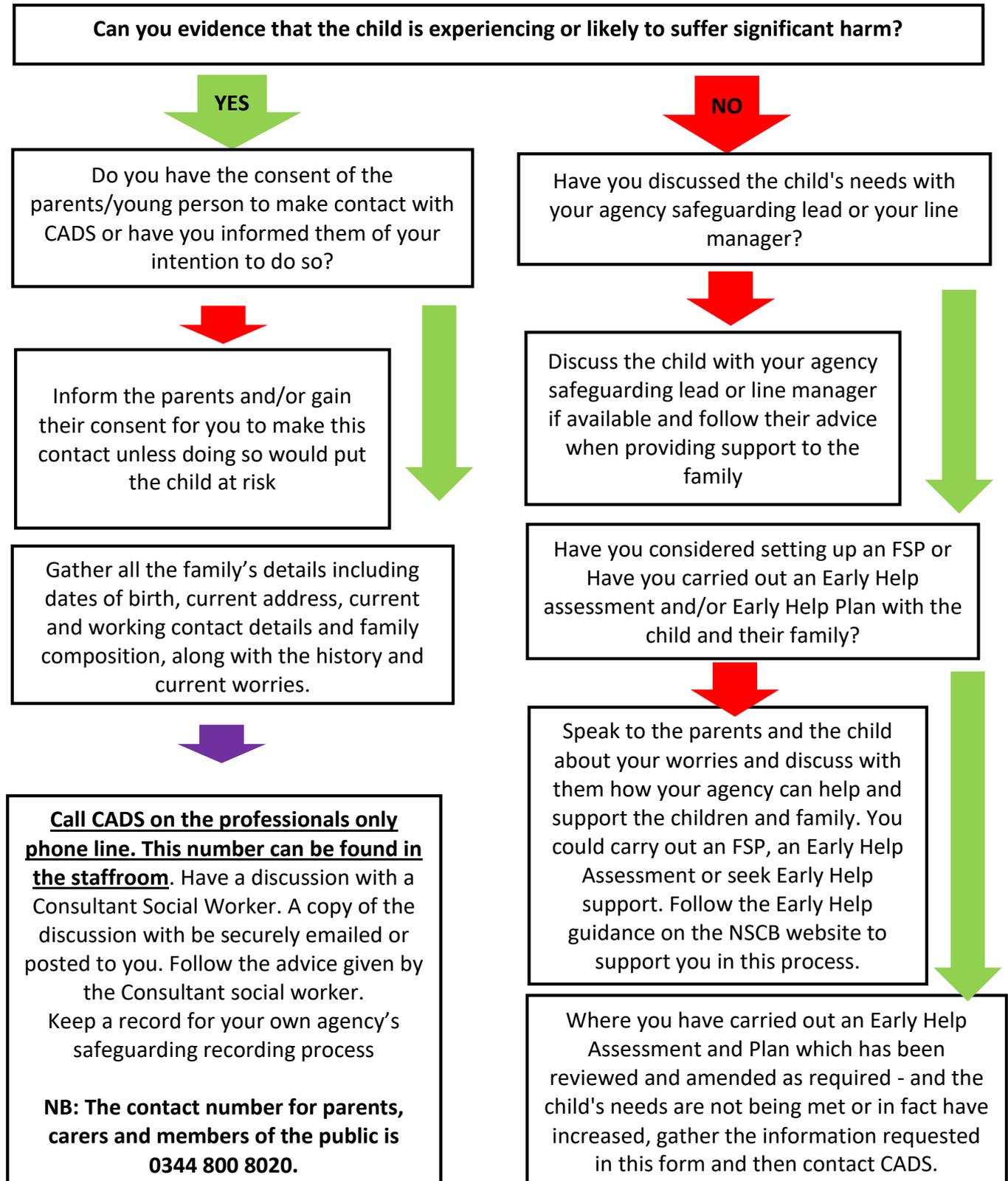
Chair of Federated Governing Board: Kirsty Byrne

Contact Number: 01953 789384 (Carleton Rode) or 01508 530506 (Forncett)

At the Carleton Rode & Forncett St. Peter CEVA Primary Federation, we strive to safeguard and promote the welfare of all of our children.

Appendix 3: Local Safeguarding Procedures Children's Advice and Duty Service- CADS

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

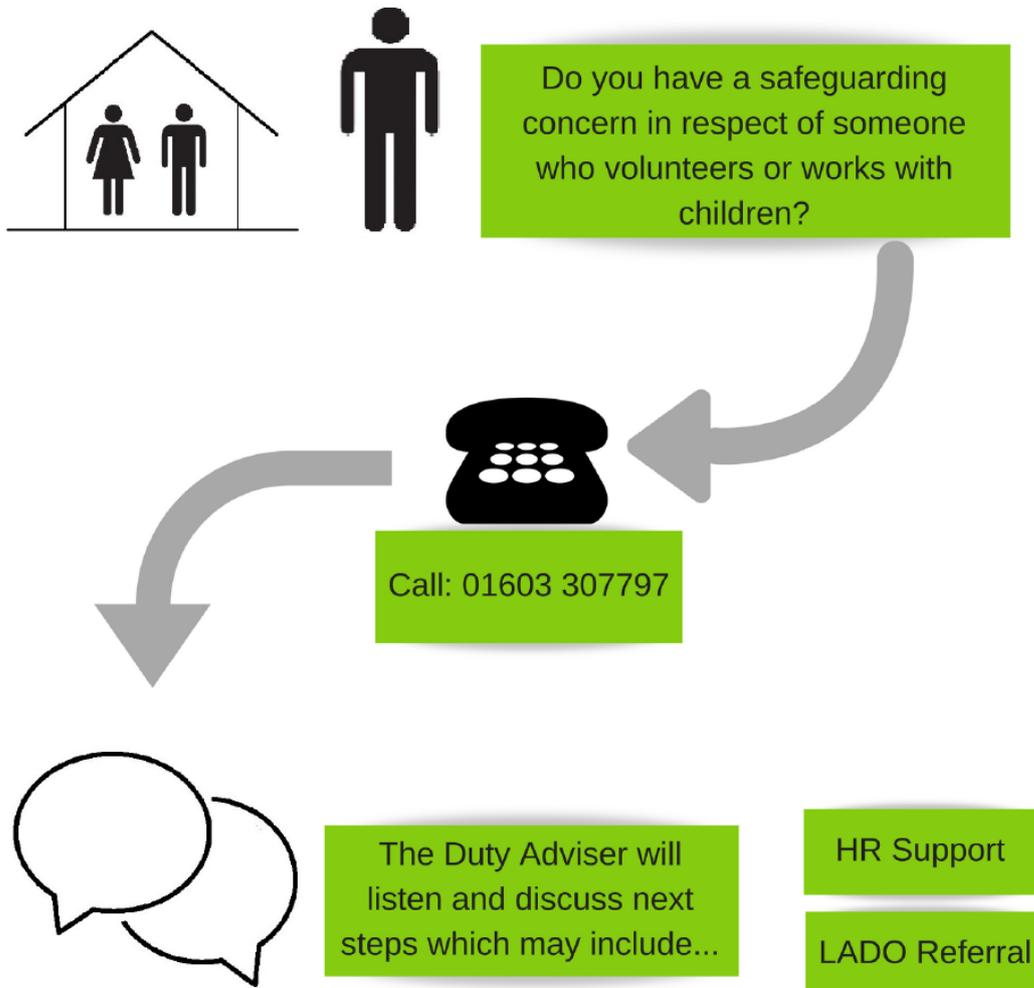


Appendix 4: Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting.

Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk





Appendix 5: Arrangements for Safeguarding and Child Protection during COVID- 19 at [Enter school name]

This section of the whole school policy was created in response to Covid-19 and agreed by the Governing Body on [insert date]. It will be kept under review as circumstances continue to evolve in line with national and local guidance and should be read in conjunction with the full policy document.

Signature: J Jones Executive Headteacher Date: 2.2.21

Signature: K Byrne Chair of Governors Date: 2.2.21

This addendum to our Safeguarding and Child Protection Policy contains additional information about our safeguarding arrangements in the following areas:

- 5.1 Context
- 5.2 Key Contact Information
- 5.3 Vulnerable children
- 5.4 Attendance monitoring
- 5.5 Designated Safeguarding Lead
- 5.6 Reporting a concern
- 5.7 Remote education
- 5.8 Staff Safeguarding Training and induction
- 5.9 Safer recruitment/volunteers and movement of staff
- 5.10 Children Moving Schools
- 5.11 Online safety
- 5.12 Mental Health

5.1 Context

From 5th January 2021 parents were asked once again to keep their children at home, wherever possible, and for schools to remain open to provide care for a limited number of children; children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

It is crucial that all staff and volunteers understand the continued importance of acting immediately on any safeguarding concerns that arise. The key principles of our approach to safeguarding and promoting the welfare of children and young people at our school remain the same. This guidance has been developed to give clear direction to staff, volunteers, visitors and parents

about our safeguarding procedures in light of the current national and local situation. This appendix should be read in conjunction with the whole school safeguarding policy and not as a standalone document. Unless otherwise stated within this guidance, our normal safeguarding procedures should be adhered to.

5.2 Key Contact Information:

Role	Name	Contact details incl. those when working remotely:
Designated Safeguarding Lead (DSL)	Judith Jones	head@forncett.norfolk.sch.uk and head@carletonrode-primary.norfolk.sch.uk
Deputy DSL	Jon Wheeler & Sharon Creasey	jwheater@carletonrode-primary.norfolk.sch.uk and screasey@forncett.norfolk.sch.uk
Nominated Senior Leader in the absence of a trained DSL	Laura Sparkes & Caroline Gionis	lsparkes@carletonrode-primary.norfolk.sch.uk and cgonis@forncett.norfolk.sch.uk
Headteacher/Principal	Judith Jones	As above for DSL
Named Safeguarding Governor	Liz Service	office@forncett.norfolk.sch.uk and office@carletonrode-primary.norfolk.sch.uk
Chair of Governors	Kirsty Byrne	chairofgov@forncett.norfolk.sch.uk

5.3 Providing School places for Vulnerable Children

For the purposes of this guidance, vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, in line with the [DfE guidance](#).

At Carleton Rode and Forncett St. Peter CEVA Primary Federation we will risk assess the needs of all pupils with an EHC plan in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. In line with Government guidance, we appreciate that many children and young people with EHC plans can safely remain at home.

At Carleton Rode and Forncett St. Peter CEVA Primary Federation our Designated Safeguarding Leads and other Senior Leaders will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers

and the local authority Virtual School Head (VSH) for looked-after and previously looked-after children.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school staff will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID-19, school staff and/or the child's allocated social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Our Designated Safeguarding Leads know who our most vulnerable children are. As a school, we have the flexibility to offer a place to other pupils we identify as being vulnerable who may be on the edge of receiving children's social care support.

5.4 Attendance monitoring

In line with the DfE guidance, '[Recording the attendance in the school attendance register during the coronavirus outbreak](#)', we will resume taking an attendance register using the appropriate codes to [record attendance and absence](#) in the attendance register. We will submit daily attendance figures to the DfE using the [educational setting status form](#) by midday every day.

At Carleton Rode and Forncett St. Peter CEVA Primary Federation our DSLs will continue to liaise with allocated social workers and will agree with parents/carers whether children in need should be attending school. Staff will seek advice and guidance from the Local Authority Attendance Team as appropriate. School staff will then follow up on any pupil that we were expecting to attend, who does not in line with our usual attendance procedures. We will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

Families with a social worker will be contacted weekly by telephone (or email if necessary) by the DSL or a nominated deputy DSL in their place, for a 'check-in' to ensure all is well and maintain good relationships and strong home/school links.

If children we are expecting to attend (critical worker/vulnerable etc.), fail to turn up, we will follow our usual attendance procedures to establish where they are and the reason for absence

In all circumstances where a vulnerable child does not take up their place at school, or fails to attend as expected, school staff will notify the child's allocated social worker and agree a plan to contact the family.

To enable us to effectively support the attendance of all children, we will ask parents/carers to confirm that emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.



5.5 The Designated Safeguarding Lead

We have identified key designated contacts for safeguarding at our school in section 4.2. of this guidance.

At Carleton Rode and Fornsett St. Peter CEVA Primary Federation we aim to have a trained DSL (or deputy) available on site whenever possible. We recognise however that this may not be possible, and where this is the case, we will endeavour to ensure that a trained DSL or deputy from the school or college can be available to be contacted via phone or online when they are working remotely from home. In some circumstances we might also work with other settings to share trained DSLs or deputies with other schools or colleges (who should be available to be contacted via phone or online video).

Where a trained DSL or deputy is not on site, a senior leader will take responsibility for co-ordinating safeguarding arrangements in place on-site. This might include updating and managing access to child protection/ our online safeguarding management information system, liaising with the off-site DSL (and/or deputy) and, as necessary, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

We will ensure that all staff and volunteers know how to contact and have access to advice from a trained DSL (or deputy). Each day, staff will be made aware of who that person is and how to contact them.

We will continue to work in partnership with children, parents and other agencies to safeguard and promote the welfare of children. Our DSLs will keep up to date with the latest [Norfolk Safeguarding Children Partnership advice](#) and guidance from the [LA](#). Our DSLs will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely in line with the NSCP guidance on attending and contributing to [child protection conferences](#) and [Developing Child Protection Plans](#).

5.6 Procedures for Reporting Concerns

The principles for responding to safeguarding concerns as outlined in Section 5 of the main body of the safeguarding policy still apply. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk including at risk from peer on peer abuse and exploitation. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children's social care and as required the police.

5.7 Remote education



At Carleton Rode and Fornsett St. Peter CEVA Primary Federation we will give clear guidance to all our staff who are providing remote education about appropriate use of devices and ensure there are clear parameters about what contact with pupils should look like in order for children and staff to be kept safe. Staff are reminded that when engaging with pupils and / or parents online they have a responsibility to model safe practice at all times.

We have clearly articulated to staff about where and when they will be delivering remote education and have also shared expectations with parents and carers about the school's approach to lessons and how their child(ren) should be accessing these.

Staff are also reminded of the need to adhere to our Staff Code of Conduct and safer working practice [guidance](#). Staff should continue to report any concerns they have about adults who are working with children in line with Section 12 of the safeguarding policy.

If staff are working remotely due to self-isolation (but no illness) and they have a concern, they will record this on the usual form and send to the DSL via encrypted email address. They will also call the DSL to discuss in confidence, ensuring that this conversation and the electronic form is processed in confidence following all GDPR requirements.

5.8 Staff Training and induction

All existing staff and volunteers have received a safeguarding induction and training. They have read part 1 of Keeping Children Safe in Education (2020) and are expected to continue to follow this guidance. The DSL will ensure that all existing staff receive this addendum to the safeguarding policy and will communicate any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers join our school, they will continue to be provided with a safeguarding induction as outlined in Section 4 of the main policy.

If staff are deployed from another education or children's workforce setting to work in our school, we will take into account the DfE guidance on safeguarding children during the COVID-19 pandemic. This means that on arrival to our school, we will verify that they have received safeguarding training and they will be given a copy of our safeguarding policy and information about our procedures including information about our DSL arrangements.

5.9 Safer recruitment of staff & volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow our safer recruitment and selection policy, the procedures outlined in Section 10 of the safeguarding policy and Part 3 of Keeping Children Safe in Education (2020).



In those circumstances where we continue to use volunteers in our school, we will continue to follow the checking and risk assessment processes as set out in paragraphs 183 to 188 of KCSIE and our own safer recruitment and selection policy. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

If staff are deployed from another education or children's workforce setting to work in our school, we will take into account the DfE guidance on safeguarding children during the COVID-19 pandemic. This means that we will risk assess the movement of staff and seek written assurances from the current employer that the individual has undergone all the safer recruitment required checks as set out in Part 3 of KCSIE and there are no concerns about their suitability to work with children.

At Carleton Rode and Fornsett St. Peter CEVA Primary Federation we will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult in accordance with 'Keeping Children Safe in Education' (2020). We will also continue to make referrals to the Teaching Regulation Agency (TRA) in line with statutory guidance and understand that during the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk.

Whilst acknowledging the challenge of the current environment, Carleton Rode and Fornsett St. Peter CEVA Primary Federation, we understand that it is essential from a safeguarding perspective that, on any given day, we are aware of which staff/volunteers will be in the school, and that appropriate checks have been carried out. We will continue to keep the single central record (SCR) up to date and use this as a means to log everyone that will be working or volunteering in our school or college on any given day, including any staff who may be on loan from other institutions. The SCR will also be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

5.10 Children moving schools and colleges

In some circumstances our pupils may need to attend another setting. In order to support children attending another setting during this time, the DSL will endeavour to contact the DSL at the receiving school to provide any relevant welfare and child protection information including any arrangements in place to support them. We will continue to pay regard to data protection and GDPR but these do not prevent the sharing of information for the purposes of keeping children safe.

As a minimum, we will ensure that the receiving setting has access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This will ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Where it is not possible for this exchange



of information to occur between DSLs the identified senior leaders will take responsibility for this.

5.11 Online Safety

At Carleton Rode and Forncett St. Peter CEVA Primary Federation we recognise that it is more important than ever that we provide a safe environment for pupils including online. We will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online via our IT systems and/or recommended resources.

The safety of pupils when they are asked to work online is of paramount importance. The same principles as set out our staff code of conduct must be applied to all online teaching. All staff should ensure that they have read the staff code of conduct, associated [safer working practice guidance](#) and DfE guidance '[Safeguarding and remote education during coronavirus \(COVID-19\)](#)' and are clear about the acceptable use of technologies, staff pupil/student relationships and communication including the use of social media.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

We will ensure that children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes to key school staff, we will also signpost children to age appropriate practical support from external organisations such as:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

We will also communicate with parents to reinforce the importance of children being safe online. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access as well as who from the school or college (if anyone) their child is going to be interacting with online.

Where parents and carers choose to supplement the school's online offer with support from online companies and in some cases individual tutors, we will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

We will signpost parents and carers to advice what will help them keep their children safe online including:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online.
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.



- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- [Internet Matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- [Net-aware](#) has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation.
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

5.12 Mental Health

At Carleton Rode and Forncett St. Peter CEVA Primary Federation we recognise that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents.

We will ensure that staff understand that mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. DSLs will make reference to the DfE guidance [Mental health and behaviour in schools](#) to help identify children who might need additional support, and to put this support in place.

We will consider the provision of pastoral and extra-curricular activities to all pupils, including those learning at home (for example through online activities and assemblies), designed to:

- Support social engagement and maintaining friendships
- Address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- Support pupils with approaches to improving their physical and mental wellbeing

Our DSLs are aware of the support services available to staff, children and families both locally and nationally and will signpost and / or make referrals as appropriate.