FLEGGBURGH CE SCHOOL (PART OF PARTNERSHIP OF FLEGGBURGH/FREETHORPE PARTNERSHIP)
WHOLE SCHOOL POLICY FOR SAFEGUARDING
INCORPORATING CHILD PROTECTION 2016/17

Review to Safeguarding Policy, incorporating Child Protection

The policy was created in April 2015, reviewed May 2016 to reflect the changes in national guidance as a consequence of the publication of revisions to *'Keeping Children Safe in Education'* (DfE 2016). This document should be read in conjunction with '*Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*' (March 2015).
In accordance with the guidance, the Governing Body of Fleggburgh CE School ensures that the school's safeguarding policy is:
- publicly available via the school website or by other means;
- provided to all staff (including temporary staff) at induction along with a staff code of conduct.
- that all staff have read Part One of *'Keeping Children Safe in Education'*.
- To be read in conjunction with Prevent Policy (Radicalisation) – agreed December 2016

Policy Consultation & Review
This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance *'Keeping Children Safe in Education'*, DfE (September 2016).

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on 23rd May 2016. It is due for review Summer Term 2017, by June 30th 2017

Signature   Rachel Quick   Headteacher   Date: 16th January 2017

Signature   Bob Russell   Chair of Governors   Date: 16th January 2017

This policy was revised January 2017, to include specific safeguarding changes relating to the role of the school within Operation Encompass – sharing information regarding Domestic incidents attended by the police, reporting and recording as well as support for children in school – see point 6.5 and Appendix 13; and updated information for Professionals about Whistleblowing (NSPCC details included)

1. PURPOSE & AIMS

1.1 The purpose of **FLEGGBURGH CE School's safeguarding policy** is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:
- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

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

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

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

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.**

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. This will also be extended to include material that will encourage our children to develop essential life skills. Through the PSHE/PATHS programme used in school, children are explicitly taught about staying safe, relationships with family and other adults, children and young people – children are taught to question when they do not feel safe or uncomfortable. See the PATHS programme for mixed age classes.

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 (2015).

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Rachel Quick	01493 369283
Alternate DSL	Ingrid Rounce	01493 369283
Executive Headteacher	Rachel Quick	01493 700215 or 01493 369283 (depending on day)
Named Safeguarding Governor (incl Attendance)	Daniel Forde-Pogson	Via school – 01493 369283
Chair of Governors	Bob Russell	Via school – 01493 369283

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

The Governing Body

3.2 The Governing Body of FLEGGBURGH CE Primary School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school – see above.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Board policies and procedures;

- The school contributes to inter-agency working in line with in line with Working Together to Safeguard Children (2015);

- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;

- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;

- All staff undertake appropriate child protection training that is updated regularly;

- 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 (2016);

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

3.4 The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher
3.5 At FLEGGBURGH CE Primary School the Headteacher is responsible for:
- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL) – which at this school is also the Headteacher;
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead (DSL)
3.6 The Designated Safeguarding Lead(s) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'.* 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.

3.7 The DSL/alternate at FLEGGBURGH CE Primary School will represent our 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.

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

3.9 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 school to the agreed school's safeguarding training pack provided by Children's Services.

4. TRAINING & INDUCTION
4.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct and told who our Designated Safeguarding Lead (DSL) is. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead (DSL). At induction, all staff will also be provided with a copy of Part One of '*Keeping Children Safe in Education*' (2016) and will be expected to read this.

4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Norfolk Safeguarding Children Board advice.

4.4 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2).

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

4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. 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. Part One of '*Keeping Children Safe in Education*' (2016) 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 Board at www.nscb.norfolk.gov.uk and within the Safeguarding Section of the Norfolk Schools website: http://www.schools.norfolk.gov.uk/safeguarding. The DSL will also provide regular safeguarding updates for staff.

5. PROCEDURES FOR MANAGING CONCERNS
5.1 FLEGGBURGH CE School adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Board.

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*it could happen here'* where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline 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 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 school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to 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 Children's Services 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 Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

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

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;

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

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

6. RECORDS AND INFORMATION SHARING

6.1 If staff are concerned about the welfare or safety of any child at our school 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.

6.2 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 school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

6.3 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.

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

6.5 Operation Encompass - At Fleggburgh School we are working in partnership with Norfolk Constabulary and Norfolk Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called OPERATION ENCOMPASS. In order to achieve this, Norfolk Multi-agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Leads. 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 – Notfications to Schools (appendix 13). We will record and store this information in accordance with the record keeping procedures outlined in this policy

7. WORKING WITH PARENTS & CARERS
7.1 FLEGGBURGH CE School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

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

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

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:
- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

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

8. CHILD PROTECTION CONFERENCES
8.1 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.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

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

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

9. SAFER RECRUITMENT

9.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2016).

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

9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

10. SAFER WORKING PRACTICE

10.1 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.

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

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

10.4 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*', DCSF, March 2009. 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.

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 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.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in *Norfolk Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children* and Part 4 of *'Keeping Children Safe in Education'*, DfE (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO).   The LADO can be contacted on 01603 223473.

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher, nor Chair of Governors, can be contacted on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

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

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01603 223473.

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

## 12 RELEVANT POLICIES/STATEMENT OF INTENT/PROCEDURE STATEMENTS

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying , Harassment and discrimination including racial abuse
- Positive handling and managing behaviour
- Recruitment & Selection – see guidance from Schools Peoplenet
- Whistle-blowing – appendix 6
- Attendance – appendix 5
- E-safety – appendix 7
- Health and Safety including site security – see School Health and Safety statement of intent
- Meeting the needs of pupils with medical conditions -
- Intimate Care – Appendix 9
- First aid – Appendix 8
- Educational visits including overnight stays
- Operation Encompass – Norfolk Joint Agency Protocol for Domestic Abuse – Notifications to Schools V3.0 – June2016

13. STATUTORY FRAMEWORK

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

- '*Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*', DfE (2015)
- *'Keeping Children Safe in Education'*, DfE (2016)
- Norfolk Safeguarding Children Board procedures
- Norfolk Safeguarding Children Board 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, DCSF, March 2009.
- 'What to do if you're worried a child is being abused', DfE (March 2015)
- 'Information Sharing: Advice for practitioners', DfE (March 2015)
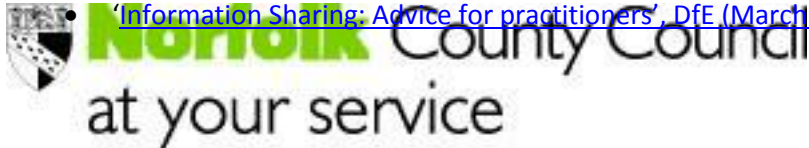
Preventing Extremism & Radicalisation Policy

Background

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place to promote the spiritual, moral, social and cultural development of pupils.
- Assessing the risk of pupils being drawn into extremist views.
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities.
- Training staff to provide them with the knowledge and ability to identify pupils who may be vulnerable to radicalisation.
- Keeping pupils safe online by using effective filtering and usage policies.

Policy for the Prevention of Extremism and Radicalisation 2017

Partnership of Fleggburgh CE Primary and Freethorpe CP Primary and Nursery

Policy Consultation & Review

This policy is available on our school website/s and in hardcopy from the school office on request.

The policy is provided to all staff and should be read in conjunction with the following policies:
- Safeguarding & Child Protection Policy
- Equality Policy
- Anti-Bullying Policy
- E-Safety Policy
- Staff Code of Conduct
- Whistle-blowing Policy
- Attendance Policy

This policy will be reviewed in full by the Governing Body on an annual basis as part of the review of the Safeguarding & Child Protection Policy. This policy was last reviewed and agreed by the Governing Body on [insert date]. It is due for review on [insert date].

Signature
Rachel Quick - Headteacher   Date: December 2016

Signature
Bob Russell/Kelvyn Read Chair of Governors   Date: December 2016

CONTENTS

Section	
1	**Purpose & Aims**
2	**Roles & Responsibilities**
3	**Training**
4	**The role of the curriculum**
5	**Visitors & the use of School Premises**
6	**Procedures for Managing Concerns**
7	**Related Policies**
8	**Statutory Framework**
Appendices	
1	**Glossary of Terms**
2	**Vulnerability Checklist**
3	**Person Vulnerable to Radicalisation (VTR) Referral Form**

1. PURPOSE & AIMS

1.1 Fleggburgh CE/Freethorpe School is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

1.2 Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

1.3 At Fleggburgh CE/Freethorpe School, we will ensure that:
- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

1.5 A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

2. ROLES AND RESPONSIBILITIES

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

2.2 The Governing Body of Fleggburgh CE/Freethorpe School is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:
- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Headteacher and Designated Safeguarding Lead will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

2.3 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

2.4 The DSL at Fleggburgh CE/Freethorpe School will make referrals in accordance with Norfolk Channel procedures to the MASH Team where appropriate and will represent our school at Channel meetings as required.

2.5 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

3. TRAINING

3.1 Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.

3.2 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

4. THE ROLE OF THE CURRICULUM

4.1 At Fleggburgh CE/Freethorpe School we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

4.2 Through our curriculum we will aim to:
• enable students to develop their self-knowledge, self-esteem and self-confidence;
• enable students to distinguish right from wrong and to respect the civil and criminal law of England;
• encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
• enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
• further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
• encourage respect for other people; and
• encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

5. VISITORS AND THE USE OF SCHOOL PREMISES

5.1 At Fleggburgh CE/Freethorpe School we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

5.2 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- • Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- • Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- • Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- • Activities are matched to the needs of pupils;
- • Activities are carefully evaluated by schools to ensure that they are effective.

5.3 Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

5.4 When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the arrangement.

6. PROCEDURES FOR MANAGING CONCERNS

6.1 Fleggburgh CE/Freethorpe School adheres to the procedures that have been agreed locally through the Norfolk Children's Safeguarding Board for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

6.2 We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned and this includes vulnerability to radicalisation.**

6.3 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 (2015).

6.4 The Designated Safeguarding Lead (DSL) should be used as a first point of contact any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation 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.

6.5 Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Norfolk Channel procedures by making a referral via the MASH as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

6.6 All Channel referrals will be made using the referral form that can be found at Appendix 3.

6.7 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

7. RELEVANT POLICIES

7.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Safeguarding incorporating Child Protection Policy – reviewed Autumn Term 2016
- Anti-Bullying – Autumn Term 2016
- Equalities
- E-safety – Spring Term 2016
- Health and Safety including site security – Autumn Term 2016
- Use of School Premises/Lettings – reviewed as necessary
- Whistle-blowing – Spring Term 2017

8. STATUTORY FRAMEWORK

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

- Norfolk Channel Procedures
- The Counter-Terrorism & Security Act 2015
- '*Prevent Duty Guidance: for England & Wales'*, HM Government (2015)
- '*The Prevent duty: Departmental advice for schools and childcare providers'*, DfE (2015)
- '*Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools'*, DfE (2014)
- *'Keeping Children Safe in Education'*, DfE (2016)
- '*Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*', DfE (2015)
- 'Information Sharing: Advice for practitioners', DfE (March 2015)

Further Guidance:
A website providing support and advice to combat radicalisation has been launched by the Eastern Region Counter Terrorism Intelligence Unit (CTIU) Prevent Team.

The Let's Talk About It website provides information enabling people to learn more about the Government's Prevent strategy with an aim to safeguard those who may be vulnerable to radicalisation. There is a range of supportive material on the website which also provides links to partner agencies to help people spot the signs of radicalisation at an early stage and provide communities with advice as to what to do. **http://ltai.info**

Appendix 1: Glossary of Terms[1]

---

[1] Taken from Prevent Duty Guidance: England & Wales, HM Government 2015

'Extremism' is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 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.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

Appendix 2: Warning Signs/Indicators of Concern

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

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

Pupils who are vulnerable to radicalisation may also be experiencing:
• Substance and alcohol misuse
• Peer pressure
• Influence from older people or via the Internet
• Bullying
• Domestic violence
• Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:
- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
    - physical or verbal assault

- provocative behaviour
- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

Person Vulnerable to Radicalisation (VTR) Referral Form

June 2015

Section 1: Person referring to complete (please expand boxes as required)	
Subject's full Name (include all known inc alias/maiden if relevant)	
Date and place of birth	
Full Address	
Spouse/Partner/Parents' names/D.O.B	
Children/Siblings names/D.O.B	

Reason for Referral

Background and risk issues - Page 4 offers guidance notes (include chronology if known)
Faith / Ideology
Personal / emotional & Social
Risk / Protective factors

Referrer's full name, role, contact details & date submitted.	
	Date:

Once completed, email to Norfolk Multi Agency Safeguarding Hub:
MASHSupervisors@norfolk.pnn.police.uk

Section 2: MASH forward to	
Norfolk Special Branch by e-mail specialbranch@norfolk.pnn.police.uk **Deconfliction checks completed by SB, form then returned to MASH** **MASH complete agency checks** **This process must only take place _after_ SB deconfliction checks – then return to Special Branch**	
MASH system checks (please expand boxes as required)	
Police inc. CIS, PNC, PND ☐	
Adult Services ☐	
Children's Services ☐	
Education ☐	
General Health ☐	
Mental Health ☐	
Other (please state)	

Completed by:	Date/time:

Send to Norfolk Special Branch by e-mail specialbranch@norfolk.pnn.police.uk

Section 3: Norfolk Special Branch to complete	
SPOE to enter on to FIMU sheet then email to	SPOE: Sent to:

Prevent lead/deputy	Date: Time:
Deconfliction checks by Prevent lead/deputy **(local/Nat NSBIS, DTU, CMIS)**	Conflict ☐ If yes, stop, back to SPOE; No conflict ☐ If no, proceed to next point; Prevent assessment by:
Suitable for CHANNEL support:	YES ☐ If yes, individual needs entering on CMIS at this point. NO ☐
Reasons	
If No, is there an apparent vulnerability to radicalisation to manage outside of CHANNEL through Prevent Case Management?	YES ☐ NO ☐
If No, is there another safeguarding issue apparent but no signs of a vulnerability to radicalisation?	YES ☐ **Raise this with a MASH supervisor, agree outcome and refer back to MASH by email as necessary.** NO ☐ Decision to close referral made by: Date/Time Detail where rationale is recorded:
Referrer notified of outcome	By: Date/Time:

Guidance notes for completing this referral form

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present but they are intended as a guide to help communicate your professional judgement about what has led you to make this referral.

Faith / ideology

Are they new to a particular faith / faith strand?

Do they seem to have naïve or narrow religious or political views?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of " Them and Us " language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues

Is there conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g. mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

Appendix 1: Draft Recording Form for Safeguarding Concerns at FLEGGBURGH School

Staff, volunteers and regular visitors are required to complete this form and pass it to Miss Rachel Quick or Mrs Ingrid Rounce, Designated Safeguarding Leads, if they have a safeguarding concern about a child in our school.

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

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

Was there an injury?   Yes / No   Did you see it?   Yes / No

Describe the injury:

Have you filled in a body plan to show where the injury is and its approximate size?
                    Yes / No

Was anyone else with you? Who?

Has this happened before?   Did you report the previous incident?

Who are you passing this information to?
Name:

Position:

Your signature:

Time:

Date:

Action taken by DSL

Referred to…?

Attendance Improvement Officer	Police	School Nurse	Children's Services	PSA	Guidance Adviser	Other
☐	☐	☐	☐	☐	☐	☐

Date: Time:

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

Feedback given to…?

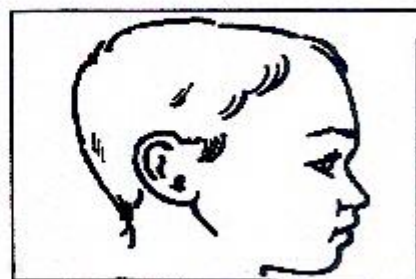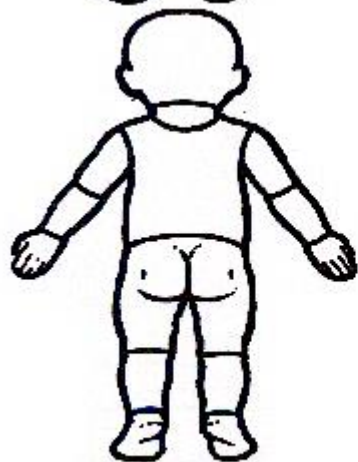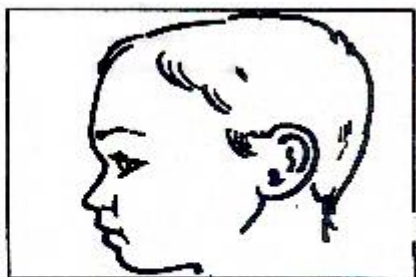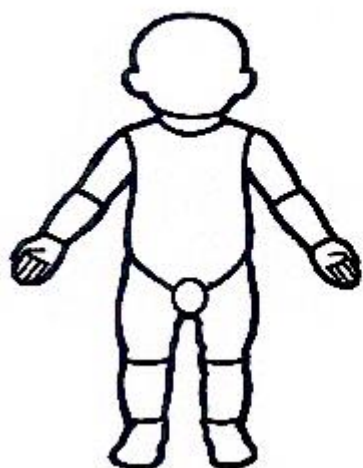| ☐	☐	☐	☐
Pastoral team	Tutor	Child	Person who recorded disclosure

Further Action Agreed:
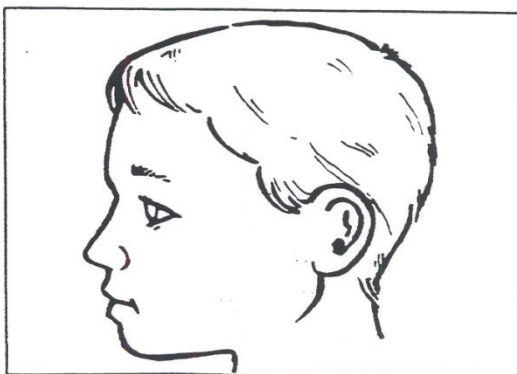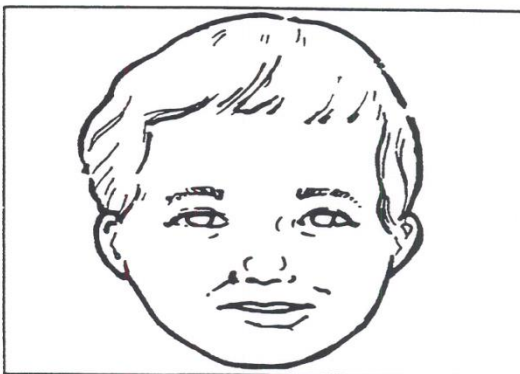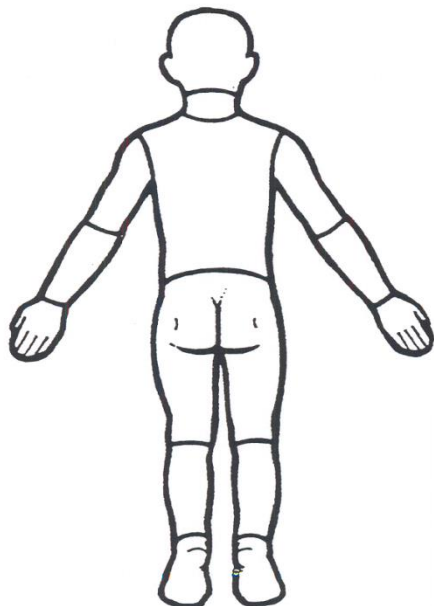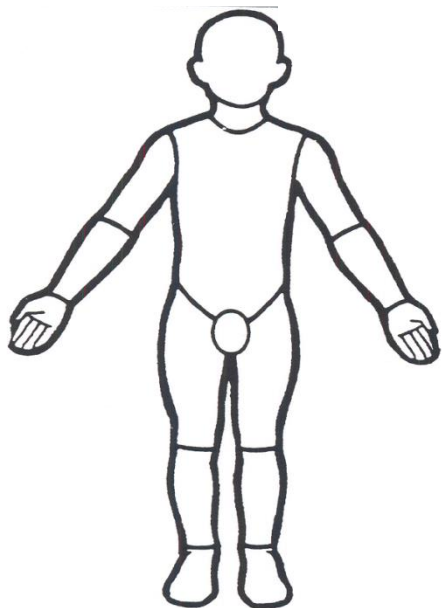*e.g. School to instigate a Family Support Process, assessment by Children's Services*

Full name:
DSL Signature:
Date:

Young Child

Older Child

Appendix 2:

Safeguarding Compliance Checklist for Governors

Date of completion: **Person(s) undertaking**
the check:

	Further Guidance	Evidence of compliance	Action req. Y / N
1. The school has developed a safeguarding and child protection policy which is reviewed annually and conforms to statutory requirements and NSCB procedures. The policy is clearly dated, highlighting the timescale for review.	Revised Model Whole School Policy for Safeguarding Children Incorporating Child Protection (January 2017)	Date policy was last reviewed:	
2. The policy is provided to all staff (including volunteers) at induction.		*Induction checklist*	
3. The policy is publicly available via the school or college website or by other means and parents are made aware of the school's statutory responsibilities in accordance with the policy.			
4. All staff have read Part One of *'Keeping Children Safe in Education'* , DfE (2016)	*'Keeping Children Safe in Education'* , DfE (2016)		
5. The Headteacher and at least one Governor have completed safer recruitment training.	Safer Recruitment Training Guidance	*Training Log, certification*	
6. The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children including all relevant Disclosure & Barring Checks.	*'Keeping Children Safe in Education'* , DfE (2016) Schools' People Net		
7. All safer recruitment checks are evidenced in the Single Central Record and this checked regularly for accuracy.	Guidance & template for Single Central Record (Schools PeopleNet)		
8. Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with national and NSCB guidance.	Section 11 of the LA Model Policy Part 4 of *'Keeping Children Safe in Education'* , DfE (2016)		
9. A member of the governing body (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Headteacher.	Part 4 of *'Keeping Children Safe in Education'* , DfE (2016)		

10. The school has developed a code of conduct for staff that clearly outlines the school's expectations in relation to the behaviour of all staff and volunteers. This is provided to all staff at induction.	Section 10 of the LA Model Policy DCSF Safer Working Practice Guidance	*Induction Checklist*	
11. Senior Designated Professional: A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, to provide advice and support to staff and work with other agencies and they have received appropriate training to equip them to fulfil the role.	*'Keeping Children Safe in Education'* , DfE (2016) LA Training Requirements Grid	Date of last training:	
12. There is an alternative person identified to fulfil the role in the SDP's absence and there is always cover for this role.	*'Keeping Children Safe in Education'* , DfE (2016)	Date of last training:	
12. All other staff and governors have undertaken appropriate training about their role and responsibility and refresher training at regular intervals.	LA Training Requirements Grid LA whole school training package Governor Services training	Date of last training:	
15. The school keeps up to date records of all staff safeguarding training including levels of training and dates.	Guidance on maintaining on-line records of training	*Training Log* Date of last training:	
16. The Governing Body regularly receives a report outlining how the school is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes of meetings.	Template Safeguarding Report to Governing Body	*GB Minutes*	

Appendix 3: Induction Procedures for all staff

FLEGGBURGH Primary School

Induction Checklist

| Name:

Role:

Induction mentor:	Signature of Inductee/ date to confirm discussion/understanding:
Tour of school (including fire exits)	
Domestic arrangements : 1. Drinking/eating facilities 2. Toilets 3. Staffroom 4. Duties 5. Stationery 6. Ordering lunches / tea and coffee money 7. Car-parking 8. Staff meetings	
Start and end of school day routines	
Absence from work – who to contact and inform	
Fire plan – roles and routines 1. Fire alarm sounds explained, location of fire exits, location of assembly points, responsibility for pupils 2. Personal emergency evacuation plans	
First Aid procedure explained • First Aid facilities and named first aiders • Procedure in event of accidents, reporting accidents	

• First Aid training	
No smoking policy	
School calendar – significant dates	
Lone working procedures / key-holders	
Risk assessments 1. Room risk assessments 2. Visit risk assessments - Norfolk Evolve	
Health and safety policies and procedures 1. Reporting concerns with health and safety around the school 2. Health and safety roles and responsibilities 3. Health and safety training	
Pay and pensions – confirm who to contact with a query	
ICT acceptable use • E-safety policy within Safeguarding policy including Acceptable user policy • Passwords • Encrypted memory sticks • Use of server and ICT resources in school • Internet policy • Use of social networking sites • Use of mobile phones incl EYFS setting	
Safeguarding – policy and procedure – full document + appendices • Safeguarding training • Section A of Keeping Children Safe in Education distributed, read and understood • Roles and responsibilities – DSLs in school • Safeguarding recording / reporting forms and their location in school	

• Safer working practices discussion • Code of conduct within school	
Norfolk Esinet website – where to access further Norfolk County Council information	
Union information /representatives	
Code of conduct folder containing policies	
Date of induction:	
Induction carried out by (signature required):	
Induction completed by (signature required):	
Please could a copy be placed in personnel files for records.	

Appendix 4 - **The Whistleblowing Policy – agreed annually as part of agreement of Financing Schools Procedures as well as Safeguarding – updated December 2016 following DSL update training to include information about NSPCC Whistleblowing Helpline**

Definition - What is whistleblowing?
- Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation.
- Raising a concern is known as "blowing the whistle" and is a vital process for identifying risks to people's safety.
- Sharing information or talking through a concern can be the first step to helping an organisation identify problems and improve their practices.

What the law says about whistleblowing
- If you disclose information about wrongdoing the law protects you from being treated unfairly or losing your job.
- A disclosure qualifies for protection if you are a worker and you disclose something about an organisation.
- A disclosure must be about something that affects the general public such as:
  - a criminal offence has been committed, is being committed or is likely to be committed
  - an legal obligation has been breached
  - there has been a miscarriage of justice
  - the health or safety of any individual has been endangered
  - the environment has been damaged
  - information about any of the above has been concealed.
- This is set out in the Public Interest Disclosure Act 1998. The Act applies to England, Scotland and Wales. For more information about child protection across the UK see our pages on reporting concerns in England, Northern Ireland, Scotland and Wales
- Both Norfolk County Council and the NSPCC has been a prescribed whistleblowing body for child welfare and protection since 2014 (Department for Business, Innovation and Skills, 2016). This means any worker who has child protection or welfare concerns can make a disclosure to us and we can seek to protect them against unfair treatment at work.
- You can find out more about whistleblowing on the GOV.uk website.

NORFOLK COUNTY COUNCIL WHISTLEBLOWING POLICY
1. **INTRODUCTION**
   1.1 As a person working for the Council you may be the first to realise that there could be something seriously wrong within the Council. However, you may feel that speaking up would be disloyal to your colleagues or to the Council. You may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.
   1.2 The Council is committed to the highest possible standards of openness, integrity and accountability. We expect employees, and others that we deal with, who have serious concerns about any aspect of the Council's work to come forward and voice those concerns.
   1.3 The purpose of this Policy and the accompanying Whistleblowing Procedure is to make it clear that you can raise your concerns in confidence without fear of victimisation, subsequent discrimination or disadvantage. The Council encourages you to raise serious concerns in the first instance **within** the Council rather than overlooking a problem or 'blowing the whistle' outside, and we would rather that you raised the matter when it is just a concern rather than waiting for proof.
   1.4 You should continue to raise appropriate concerns with relevant external agencies such as the Health and Safety Executive, the Audit Commission, and utility regulators.
   1.5 The Policy and Procedure applies to all employees and those contractors working for the Council on Council premises, for example, agency staff, builders, and drivers. It also covers suppliers and those providing services under a contract with the Council in their own premises,

for example, care homes, or in the premises of another contractor, including construction and other sites. The Policy also applies to organisations working in partnership with the Council.

1.6 The Policy has been prepared in response to the Public Interest Disclosure Act 1998 in accordance with Government guidance on the issue and has been discussed with the relevant trade unions and has their support. The Procedure has the full support of the Joint Consultative and Negotiating Committee and Unison. Any changes, other than statutory, will be referred to the Joint Consultative and Negotiating Committee for consultation. The Policy has been formally adopted by the Council and publicised widely to all those who may wish to use it.

1.7 The Council recognises employees may wish to seek advice and be represented by their trade union representative when raising a concern under the Policy, and acknowledges and endorses the role trade union representatives play in this area. Trade union representatives acting in accordance with the Policy and Procedure will not suffer detriment in their employment with the Council.

2. **AIMS AND SCOPE OF THIS POLICY**

2.1 This policy aims to:

- encourage you to feel confident in raising serious concerns and to question and act upon concerns;
- provide avenues for you to raise those concerns and receive feedback on any action taken;
- ensure that you receive a response to your concerns and that you are aware of how to pursue them if you are not satisfied;
- reassure you that you will be protected from possible reprisals or victimisation if you have a reasonable belief that you have raised any concern in good faith.

2.2 There are existing procedures in place to enable employees to lodge grievances relating to their employment. The Whistleblowing Policy is intended to cover concerns that fall outside the scope of other procedures, including the corporate complaints procedure. This Policy therefore includes your concerns about:-

- conduct which is an offence or a breach of law;
- harassment of others;*
- sex, race or disability discrimination against others;*
- disclosures related to miscarriages of justice;
- health and safety risks, including risks to the public as well as other employees;
- damage to the environment;
- the unauthorised use of public funds;
- possible fraud and corruption;
- sexual or physical abuse of clients;
- breaches of the Council's Standing Orders, and policies;
- anything that makes you feel uncomfortable in terms of known standards, your experience or the standards you believe the Council subscribes to; or
- other unethical or improper conduct (not otherwise included in this list)
- concealing information about any of these matters *

Complaints relating to harassment of, or discrimination against, you will be dealt with under the specific procedures relating to those matters.

2.3 The Policy applies to service provision, the conduct of Officers, Members, or others acting on behalf of the Council.

2.4 It should be emphasised that this Policy is intended to assist individuals who have discovered malpractice or serious wrongdoing, provided they make the disclosure in accordance with the Policy. It is not designed to question financial or business decisions taken by the Authority nor may it be used to reconsider any matters that have already been addressed under the harassment, complaint or disciplinary procedures. Individuals who make disclosures outside the

arrangements set out here will not be protected under this Policy and may not be protected under the Act. 3.

THE COUNCIL'S PROMISE TO YOU

3.1 The Council is committed to good practice and high standards and wants to be supportive of employees and others who work for the Council.

3.2 The Council recognises that the decision to report a concern can be a difficult one to make. If you raise your concern based on reasonable belief and in good faith, you have nothing to fear because you will be doing your duty to your employer and the public and The Public Interest Disclosure Act 1998 will protect you from dismissal or other detriment. If your concern is not confirmed by the investigation, no action will be taken against you. If, however, you make an allegation frivolously, maliciously or for personal gain, disciplinary action may be taken against you.

3.3 The Council will not tolerate any harassment or victimisation (including informal pressures) and will take appropriate action to protect you when you raise a concern in good faith, even if you are genuinely mistaken in your concerns. Any harassment or victimisation of a whistle-blower may result in disciplinary action against the person responsible for the harassment or victimisation.

3.4 Any investigations into allegations arising from your whistleblowing will not influence or be influenced by any other personnel procedures to which you may be subject.

4. CONFIDENTIALITY

4.1 All concerns will be treated in confidence and every effort will be made not to reveal your identity if you so wish. If we are not able to resolve your concern without revealing your identity (e.g. because your evidence may be needed in Court), we will discuss this with you.

5. ANONYMOUS ALLEGATIONS

5.1 This policy encourages you to put your name to your allegation whenever possible.

5.2 Concerns expressed anonymously are much less powerful but may be considered by the Council taking into account:

- the seriousness of the issues raised;
- the credibility of the concern; and
- the likelihood of confirming the allegation from attributable sources.

5.3 The Head of Democratic Services will decide in each case whether a complaint made anonymously should be investigated.

6. THE RESPONSIBLE OFFICER

6.1 The Head of Democratic Services and the Head of Law, (the Council's Monitoring Officer), have overall responsibility for the maintenance and operation of this Policy. The Head of Democratic Services will maintain a record of concerns raised and the outcomes (but in a form which does not endanger your confidentiality) and will report as necessary to the Council, or the Standards Committee of the Council.

See procedures and Whistleblowing form in finance policy document

Also: there is further guidance and support on WHISTLEBLOWING on the NSPCC website:
https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/

The NSPCC Whistleblowing number is: **Contact the Whistleblowing Advice Line**

Call 0800 028 0285

Email help@nspcc.org.uk

FLEGGBURGH PRIMARY SCHOOL
WHOLE SCHOOL ATTENDANCE POLICY

- FLEGGBURGH is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all.
- We will endeavour to provide an environment where all pupils feel valued and welcomed.
- For a child to reach their full educational achievement a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all children. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance.
- School attendance is subject to various education laws and this school attendance policy is written to reflect these laws and the guidance produced by the Department for Education
- Each year the school will set attendance/absence targets.
- The school will review its systems for improving attendance at regular intervals to ensure that it is achieving its set goals.
- This policy will contain within it the procedures that the school will use to meet its attendance targets.

Promoting attendance
- The foundation for good attendance is a strong partnership between the school, parents and the child.

- The Home/School agreement contains details of how we will work with parents and our expectations of what parents will need to do to ensure their child achieves good attendance.

- We will ensure that our pupils are made aware of the importance of good attendance and how this will benefit them.

Leave of absence in term time
- Leave of absence during term time is discouraged. Parents are reminded of the effect that absence can have on a pupil's potential achievement. The school will consider any application for leave of absence and will only agree to authorize the absence in exceptional circumstances; parents must apply in advance for permission for their child to have leave of absence. **Leave of absence form will be attached on the website for parents/carers to access.**

School Procedures
- Any child who is absent from school at the morning or afternoon registration period must have their absence recorded as being authorised, unauthorised or as an approved educational activity [attendance out of school]. Only the headteacher or a member of staff acting on their behalf can authorise absence. If there is no known reason for the absence at registration, then the absence will be recorded in the first instance as unauthorised.

- The coding for any absences will be in accordance with the guidance provided by the Department of Education.

Registers
- At FLEGGBURGH Primary School teachers use a paper register to record attendance / absence at each session. The information from the paper register is then transferred to a computerised system for keeping the school attendance records.

Lateness
- Morning registration takes place at the start of school at 8.55am. The registers will remain open for 30 minutes. Any pupil arriving after this time will be marked as having an unauthorised absence unless there is an acceptable explanation i.e. school transport was delayed. In cases for example, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.

- The afternoon registration is at   1.15pm.

- Pupils arriving after the start of school but before the end of the registration period will be coded as late before registers close.

First Day Absence
- Parents should notify school as soon as possible, by telephone, note or verbal message (via an adult, not a child).
- The School Secretary will try to contact parents or carers if no reason for a child's absence is received – attempts to make contact continue until parents/carers are spoken to confirming reasons for absence.

Continuing Absence
- School maintains phone/verbal contact with parents during absence. However, if there has been no contact from the parent/s after 5 days a letter is sent.

Ten Day's Absence
- Any pupil who is absent without an explanation for 10 consecutive days will be notified to the Local Authority, by submitting a referral to the Children's Services Attendance Staff for the local area. ***This is a legal requirement***. The school will include details of the action that they have taken.

Absence notes
- Where Notes are received from parents explaining absence should be kept for the remainder of the academic year. If there are attendance concerns about the pupil, that may require further investigation, then the notes may need to be retained for a longer period.

Frequent Absence
- It is the responsibility of the school secretary and/or teaching staff to be aware of and bring attention to the headteacher, of any emerging attendance concerns.
- In cases where a pupil begins to develop a pattern of absences, the school will try to resolve the problem with the parent/s.
    - This may include supporting the child through a Family Support Procedure (formerly a CAF) or

- o referral to the Parent Support Adviser.
- o If this is unsuccessful the school will refer to the School Health Adviser if the problem appears to be a medical one.
- o In other cases the school will seek advice from the school's Attendance Improvement Officer (AIO).

Persistent Absence [PA]
- All pupils whose attendance level falls below 90% will be subject to an action plan to support their return to full attendance. These action plans will be set up by the headteacher.

- The action plan will include engagement with all parties who can support the pupil's attendance.

A Welcome Back
- It is important that on return from an absence all pupils are made to feel welcome. This should include ensuring that the pupil is helped to catch up on missed work and brought up to date on any information that has been passed to the other pupils.

Attendance Awards
- During the year a summary of attendance is sent to each parent, detailing their child's attendance and reasons for absence. Attendance is discussed at Parents Evening sessions and on school reports.
- Attendance is noted on school reports, which are passed on to the high schools.

Categorisation of Absence

Any pupil who is on roll but not present in the school must be recorded within one of these categories.

1. **Unauthorised absence** - This is for those pupils where no reason has been provided, or whose absence is deemed to be without valid reason.

2. **Authorised absence** - This is for those pupils who are away from school for a reason that is deemed to be valid under the Education Act 1996.

3. **Approved Educational Activity** - This covers types of supervised educational activity undertaken off site but with the approval of the school.

Note Pupils recorded in this category are deemed to be present for attendance returns purposes.
This would include:
- Work experience placements
- Field trips and educational visits
- Sporting activities
- Link courses or approved education off site

Where a pupil is receiving education off site or is attending at a school where they are dual registered with, the school will liaise with the other education provider to check on attendance.
The registration system
The following national codes will be used to record attendance information.

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
D	Dual registration (i.e. pupil attending other establishment)	Approved Education Activity
E	Excluded (no alternative provision made)	Authorised absence
F	Extended family holiday (agreed)	Authorised absence
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorized absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
X	Untimetabled sessions for non-compulsory school-age pupils	Not counted in possible attendances
Y	Enforced closure	Not counted in possible attendances
Z	Pupil not yet on roll	Not counted in possible attendances
#	School closed to pupils	Not counted in possible attendances

Record preservation

- We will ensure compliance with attendance regulations by keeping attendance records for at least 3 years.

Register Security
- Registers or attendance marking sheets if used must be safely stored. The registers go to the school office to be checked after morning registration where they will be kept until delivered back to class for afternoon registration.

Attendance Targets
- The school will set attendance targets each year. A system for analysing performance towards the targets will be established and a senior school manager will be responsible for overseeing this work. The school will make use of the attendance data available on the "RAISEONLINE" system, when setting its target. Targets will relate to national averages.

Our schools targets are:

- **Absence rate of 4.4 % or below**
- **Our PA targets will be 2.4% or below**

The named governor for the school is Janet Wollington – if required attendance action plans will be created to ensure that the school maintains Good+ attendance levels.

Appendices (Attendance)

1   The Law

The Education Act 1996 Part 1, Section 7 states:

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable-
[a]   To his age, ability and aptitude and
[b]   To any special needs he may have.
             either by regular attendance at school or otherwise.

For educational purposes the term parent is used to include those that have parental responsibility and/or those that have the day to day care of the child.

The legislation that appertains to children who are of compulsory school age and are registered at school is contained within this Act.

Part V1 Section 444 contains the details of when an offence is committed if a child fails to attend school.

Register and Admission Roll keeping.
The legal requirements are found in:
The Education [Pupil Registration] (England) Regulations 2006

Attendance Targets
The legal requirements are found in:
The Education (School Attendance Targets)(England) Regulations 2007

Guidance documents on attendance.
The following DfE documents are used to guide attendance recording.

- Absence and Attendance codes (Guidance for Schools and Local Authorities)

- Keeping Pupil Registers (Guidance on applying the Education Pupil Registration Regulations)
- These and other guidance documents are available on the DfE website.

Interim review by Executive Headteacher: May 2016

Review date: April 2017

Chair of Governors.

Appendix 6:

FREETHORPE & FLEGGBURGH SCHOOLS PARTNERSHIP
E-SAFETY POLICY 2016/17

The purpose of this policy is to:
- set out the key principles expected of all members of the school community at FLEGGBURGH/FLEGGBURGH Schools with respect to the use of ICT-based technologies.
- safeguard and protect the children and staff of FLEGGBURGH/FLEGGBURGH Schools.
- assist school staff working with children to work safely and responsibly with the Internet and other communication technologies and to monitor their own standards and practice.
- set clear expectations of behaviour and/or codes of practice relevant to responsible use of the Internet for educational, personal or recreational use.
- have clear structures to deal with online abuse such as cyberbullying which are cross referenced with other school policies.
- ensure that all members of the school community are aware that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- minimise the risk of misplaced or malicious allegations made against adults who work with children.

The policy was created in April 2015, reviewed May 2016, to reflect the changes in IT, computer and mobile device use within the school setting and following a review of the schools' Safeguarding policy and procedures

Policy Consultation & Review
This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

An overview of policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct.

This policy will be reviewed in full by the Governing Body on a 2 year basis. This policy was last reviewed and agreed by the Governing Body on May/June 2016 – for review in May 2017.

Signature   Headteacher   Date:

Signature   Chair of Governors   Date:

Contents

1. Introduction and Overview
    - Rationale and Scope
    - Roles and responsibilities
    - How the policy be communicated to staff/pupils/community
    - Handling complaints
    - Review and Monitoring

2. Education and Curriculum
    - Pupil e-safety curriculum
    - Staff and governor training
    - Parent awareness and training

3. Expected Conduct and Incident Management

4. Managing the ICT Infrastructure
    - Internet access, security (virus protection) and filtering
    - Network management (user access, backup, curriculum and admin)
    - Passwords policy
    - E-mail
    - School website
    - Learning platform
    - Social networking
    - Video Conferencing

5. Data Security
    - Management Information System access
    - Data transfer

6. Equipment and Digital Content
    - Personal mobile phones and devices
    - Digital images and video
    - Asset disposal

Appendices:
1. Acceptable Use Policy Agreement (Staff/Children)
2. Acceptable Use Agreement including photo/video permission (Parents)
3. Protocol for Data Security
4. Search and Confiscation guidance from DfE
   https://www.gov.uk/government/publications/searching-screening-and-confiscation

1. Introduction and Overview

Rationale
The purpose of this policy is to:
- set out the key principles expected of all members of the school community at FLEGGBURGH/FLEGGBURGH Schools with respect to the use of ICT-based technologies.
- safeguard and protect the children and staff of FLEGGBURGH/FLEGGBURGH Schools.
- assist school staff working with children to work safely and responsibly with the Internet and other communication technologies and to monitor their own standards and practice.
- set clear expectations of behaviour and/or codes of practice relevant to responsible use of the Internet for educational, personal or recreational use.
- have clear structures to deal with online abuse such as cyberbullying which are cross referenced with other school policies.
- ensure that all members of the school community are aware that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- minimise the risk of misplaced or malicious allegations made against adults who work with children.

The main areas of risk for our school community can be summarised as follows:
Content
- exposure to inappropriate content, including online pornography, ignoring age ratings in games (exposure to violence associated with often racist language), substance abuse
- lifestyle websites, for example pro-anorexia/self-harm/suicide sites
- hate sites
- content validation: how to check authenticity and accuracy of online content

Contact
- grooming
- cyber-bullying in all forms
- identity theft (including 'frape' (hacking Facebook profiles)) and sharing passwords

Conduct
- privacy issues, including disclosure of personal information
- digital footprint and online reputation
- health and well-being (amount of time spent online (Internet or gaming))
- sexting (sending and receiving of personally intimate images) also referred to as SGII (self-generated indecent images)
- copyright (little care or consideration for intellectual property and ownership – such as music and film)

(Ref Ofsted 2013)

This policy applies to all members of FLEGGBURGH/FLEGGBURGH Schools community (including staff, children / pupils, volunteers, parents / carers, visitors, community users) who have access to and are users of school IT systems, both in and out of FLEGGBURGH/FLEGGBURGH Schools

The Education and Inspections Act 2006 empowers Headteachers / Principals to such extent as is reasonable, to regulate the behaviour of children / pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or other e-safety incidents covered by this policy, which may take place outside of the school / academy, but is linked to membership of the school / academy. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data (see appendix for policy). In the case of both acts, action can only be taken over issues covered by the published Behaviour Policy.

The school will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents / carers of incidents of inappropriate e-safety behaviour that take place out of school.

Role	Key Responsibilities

Role	Key Responsibilities
Headteacher	• To take overall responsibility for e-safety provision • To take overall responsibility for data and data security (SIRO) • To ensure the school uses an approved, filtered Internet Service, which complies with current statutory requirements. • To be responsible for ensuring that staff receive suitable training to carry out their e-safety roles and to train other colleagues, as relevant • To be aware of procedures to be followed in the event of a serious e-safety incident. • To receive regular monitoring reports from the E-Safety Co-ordinator / Officer • To ensure that there is a system in place to monitor and support staff who carry out internal e-safety procedures(e.g. network manager)

IT lead (E-Safety) Co-ordinator in conjunction with Designated safeguarding Lead	• takes day to day responsibility for e-safety issues and has a leading role in establishing and reviewing the school e-safety policies / documents
	• promotes an awareness and commitment to e-safeguarding throughout the school community
	• ensures that e-safety education is embedded across the curriculum
	• liaises with school ICT technical staff
	• To communicate regularly with SLT and the designated e-safety Governor / committee to discuss current issues, review incident logs and filtering / change control logs
	• To ensure that all staff are aware of the procedures that need to be followed in the event of an e-safety incident
	• To ensure that an e-safety incident log is kept up to date
	• facilitates training and advice for all staff
	• liaises with the Local Authority and relevant agencies
	• Is regularly updated in e-safety issues and legislation, and be aware of the potential for serious child protection issues to arise from:
	  • sharing of personal data
	  • access to illegal / inappropriate materials
	  • inappropriate on-line contact with adults / strangers
	  • potential or actual incidents of grooming
	  • cyber-bullying and use of social media
	  • To oversee the delivery of the e-safety element of the Computing curriculum
	  • To liaise with the e-safety coordinator regularly

Governors / E-safety governor	• To ensure that the school follows all current e-safety advice to keep the children and staff safe • To approve the E-Safety Policy and review the effectiveness of the policy. This will be carried out by the Governors / Governors Sub Committee receiving regular information about e-safety incidents and monitoring reports. A member of the Governing Body has taken on the role of E-Safety Governor • To support the school in encouraging parents and the wider community to become engaged in e-safety activities • The role of the E-Safety Governor will include: • regular review with the E-Safety Co-ordinator / Officer (including e-safety incident logs, filtering / change control logs)

Role	Key Responsibilities
Technician in conjunction with School IT lead	• To report any e-safety related issues that arises, to the e-safety coordinator. • To ensure that users may only access the school's networks through an authorised and properly enforced password protection policy, in which passwords are regularly changed • To ensure that provision exists for misuse detection and malicious attack e.g. keeping virus protection up to date) • To ensure the security of the school IT system • To ensure that access controls / encryption exist to protect personal and sensitive information held on school-owned devices • the school's policy on web filtering is applied and updated on a regular basis • Norfolk LA is informed of issues relating to the filtering applied by the Grid • that he / she keeps up to date with the school's e-safety policy and technical information in order to effectively carry out their e-safety role and to inform and update others as relevant • that the use of the *network* / Virtual Learning Environment/ remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the E-Safety Co-ordinator / Officer /Headteacher for investigation / action / sanction • To ensure appropriate backup procedures exist so that critical information and systems can be recovered in the event of a disaster. • To keep up-to-date documentation of the school's e-security and technical procedures
School Administrator including Data Manager	• To ensure that all data held on pupils on the LEARNING PLATFORM is adequately protected • To ensure that all data held on pupils on the school office machines have appropriate access controls in place
All staff Teachers	• To embed e-safety issues in all aspects of the curriculum and other school activities • To supervise and guide pupils carefully when engaged in learning activities involving online technology (including, extra-curricular and extended school activities if relevant) • To ensure that pupils are fully aware of research skills and are fully aware of legal issues relating to electronic content such as copyright laws • To read, understand and help promote the school's e-safety policies and guidance • To read, understand, sign and adhere to the school staff Acceptable Use Agreement / Policy • To be aware of e-safety issues related to the use of mobile phones, cameras and hand held devices and that they monitor their use and implement current school policies with regard to these devices • To report any suspected misuse or problem to the e-safety coordinator • To maintain an awareness of current e-safety issues and guidance e.g. through CPD • To model safe, responsible and professional behaviours in their own use of technology • To ensure that any digital communications with pupils should be on a professional level and only through school based systems, never through personal mechanisms, e.g. email, text, mobile phones etc.

Role	Key Responsibilities
Pupils	- Read, understand, sign and adhere to the Pupil Acceptable Use Policy (NB: at KS1 it would be expected that parents / carers would sign on behalf of the pupils) - have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations - to understand the importance of reporting abuse, misuse or access to inappropriate materials - to know what action to take if they or someone they know feels worried or vulnerable when using online technology. - to know and understand school policy on the use of mobile phones, digital cameras and hand held devices. - To know and understand school policy on the taking / use of images and on cyber-bullying. - To understand the importance of adopting good e-safety practice when using digital technologies out of school and realise that the school's E-Safety Policy covers their actions out of school, if related to their membership of the school - To take responsibility for learning about the benefits and risks of using the Internet and other technologies safely both in school and at home - to help the school in the creation/ review of e-safety policies
Cluster Parent Support Officer	Educating Parents and raising awareness as instructed by Head – if required
Parents/carers	- to support the school in promoting e-safety and endorse the Parents' Acceptable Use Agreement which includes the pupils' use of the Internet and the school's use of photographic and video images - to read, understand and promote the school Pupil Acceptable Use Agreement with their children - to access the school website / LEARNING PLATFORM / on-line children / pupil records in accordance with the relevant school Acceptable Use Agreement. - to consult with the school if they have any concerns about their children's use of technology
External groups	Any external individual / organisation will sign an Acceptable Use Policy prior to using any equipment or the Internet within school

Communication:
The policy will be communicated to staff/pupils/community in the following ways:

- Policy to be posted on the school website/ VLE / staffroom/ classrooms
- Policy to be part of school induction pack for new staff
- Acceptable use agreements discussed with pupils at the start of each year.
- Acceptable use agreements to be issued to whole school community, usually on entry to the school
- Acceptable use agreements to be held in pupil and personnel files

Handling complaints:
- The school will take all reasonable precautions to ensure e-safety. However, owing to the international scale and linked nature of Internet content, the availability of mobile technologies and speed of change, it is not possible to guarantee that unsuitable

material will never appear on a school computer or mobile device. Neither the school nor the Local Authority can accept liability for material accessed, or any consequences of Internet access.

- Staff and pupils are given information about infringements in use and possible sanctions. Sanctions available include:
  - o Discussion with teaching staff/headteacher
  - o informing parents or carers;
  - o removal of Internet or computer access for a period,
  - o referral to LA / Police.

- Classteachers and IT lead act as first point of contact for any complaint. Any complaint about staff misuse is referred to the Headteacher.

- Complaints of cyberbullying are dealt with in accordance with our Anti-Bullying Policy. Complaints related to child protection are dealt with in accordance with school / LA child protection procedures.

Review and Monitoring

The e-safety policy is referenced from within other school policies: Child Protection policy, Anti-Bullying policy and in the School Development Plan, Behaviour policy, Personal, Social and Health Education and for Citizenship policies .

- The school has an e-safety coordinator who will be responsible for document ownership, review and updates.
- The e-safety policy will be reviewed annually or when any significant changes occur with regard to the technologies in use within the school
- The e-safety policy has been written by the school e-safety Coordinator and is current and appropriate for its intended audience and purpose.
- There is widespread ownership of the policy and it has been agreed by the SLT and approved by Governors and other stakeholders such as the PTA. All amendments to the school e-safeguarding policy will be discussed in detail with all members of teaching staff.

2. Education and Curriculum

Pupil e-safety curriculum

This school

- Has a clear, progressive e-safety education programme as part of the Computing curriculum / PSHE curriculum. It is built on LA e-safeguarding and e-literacy framework for EYFS to Y6 national guidance. This covers a range of skills and behaviours appropriate to their age and experience, including:
  - o to STOP and THINK before they CLICK
  - o to develop a range of strategies to evaluate and verify information before accepting its accuracy;
  - o to be aware that the author of a web site / page may have a particular bias or purpose and to develop skills to recognise what that may be;
  - o to know how to narrow down or refine a search;
  - o to understand how search engines work and to understand that this affects the results they see at the top of the listings;
  - o to understand acceptable behaviour when using an online environment / email, i.e. be polite, no bad or abusive language or other inappropriate behaviour; keeping personal information private;
  - o to understand how photographs can be manipulated and how web content can attract the wrong sort of attention;

- to understand why on-line 'friends' may not be who they say they are and to understand why they should be careful in online environments;
- to understand why they should not post or share detailed accounts of their personal lives, contact information, daily routines, location, photographs and videos and to know how to ensure they have turned-on privacy settings;
- to understand why they must not post pictures or videos of others without their permission;
- to know not to download any files – such as music files - without permission;
- to have strategies for dealing with receipt of inappropriate materials;
- [for older pupils] to understand why and how some people will 'groom' young people for sexual reasons;
- To understand the impact of cyberbullying, sexting and trolling and know how to seek help if they are affected by any form of online bullying.
- To know how to report any abuse including cyberbullying; and how to seek help if they experience problems when using the Internet and related technologies, i.e. parent or carer, teacher or trusted staff member, or an organisation such as ChildLine or the CLICK CEOP button.

- Plans Internet use carefully to ensure that it is age-appropriate and supports the learning objectives for specific curriculum areas.
- Will remind children about their responsibilities through an end-user Acceptable Use Policy which every child will sign.
- Ensures staff will model safe and responsible behaviour in their own use of technology during lessons.
- Ensures that when copying materials from the web, staff and pupils understand issues around plagiarism; how to check copyright and also know that they must respect and acknowledge copyright and intellectual property rights;

- Ensures that staff and pupils understand the issues around aspects of the commercial use of the Internet, as age appropriate. This may include, risks in pop-ups; buying on-line; on-line gaming or gambling;

Staff and governor training

This school

- Ensures staff know how to send or receive sensitive and personal data and understand the requirement to encrypt data where the sensitivity requires data protection;

- Makes regular training available to staff on e-safety issues and the school's e-safety education program – through termly staff CPD, regular e-safety reminders and briefings.

- Provides, as part of the induction process, all new staff, including those on university/college placement and work experience, with information and guidance on the e-safeguarding policy and the school's Acceptable Use Policies.

Parent awareness and training

This school

- Runs a rolling programme of advice, guidance and training for parents, including:

  - Introduction of the Acceptable Use Agreements to new parents, to ensure that principles of e-safe behaviour are made clear
  - Information leaflets; in school newsletters; on the school web site;
  - demonstrations, practical sessions held at school;
  - suggestions for safe Internet use at home;
  - provision of information about national support sites for parents.

3. Expected Conduct and Incident management

Expected conduct

In this school, all users:

- o are responsible for using the school IT systems in accordance with the relevant Acceptable Use Policy which they will be expected to sign before being given access to school systems. (at KS1 it is expected that parents/carers would sign on behalf of the pupils but to discuss the implications of misuse.)
- o need to understand the importance of misuse or access to inappropriate materials and are aware of the consequences
- o need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- o should understand the importance of adopting good e-safety practice when using digital technologies out of school and realise that the school's E-Safety Policy covers their actions out of school, if related to their membership of the school
- o will be expected to know and understand school policies on the use of mobile phones, digital cameras and hand held devices. They should also know and understand school policies on the taking / use of images and on cyber-bullying

Staff

- o are responsible for reading the school's e-safety policy and using the school IT systems accordingly, including the use of mobile phones, and hand held devices.

Children/Pupils

- o should have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations

Parents/Carers

- o should provide consent for pupils to use the Internet, as well as other technologies, as part of the e-safety acceptable use agreement form at time of their child's entry to the school
- o should know and understand what the 'rules of appropriate use' are and what sanctions result from misuse

Incident Management

In this school:

- o there is strict monitoring and application of the e-safety policy and a differentiated and appropriate range of sanctions, though the attitudes and behaviour of users are generally positive and there is rarely need to apply sanctions
- o all members and its wider community are encouraged to be vigilant in reporting issues, in the confidence that issues will be dealt with quickly and sensitively, through the school's escalation processes.
- o support is actively sought from other agencies as needed (e.g. the local authority and regional broadband grid, UK Safer Internet Centre helpline) in dealing with e-safety issues
- o monitoring and reporting of e safety incidents takes place and contribute to developments in policy and practice in e-safety within the school. The records are reviewed/audited and reported to the school's senior leaders, Governors /the LA / LSCB
- o parents / carers are specifically informed of e-safety incidents involving young people for whom they are responsible.
- o We will contact the Police if one of our staff or pupils receives online communication that we consider is particularly disturbing or breaks the law

4. Managing the ICT infrastructure

- **Internet access, security (virus protection) and filtering**

This school:

-
- Has the educational filtered secure broadband connectivity through the LA and so connects to the "private" National Education Network
- Has an Internet feed controlled by NCC and provided by BT.
- Has an internet feed is filtered at County Level using Smoothwall Filtering. This is an industry leading secure, filtering system.
- has access to the Smoothwall filtering via the SWURL system. This allows the school to allow sites that are getting filtered and also block sites instantly if there is a site that the school does not want pupils accessing.
- Uses the LA filtering system which blocks sites that fall into categories such as pornography, race hatred, gaming, sites of an illegal nature, etc.
- Ensures network is healthy through use of anti-virus software (from LA) and network set up so staff and pupils cannot download executable files:
- Uses LA approved systems, secured emails to send personal data over the internet.
- Blocks all Chat rooms and social networking sites except those that are part of an educational network or approved Learning Platform;
- Has blocked pupil access to music download or shopping sites – except those approved for educational purposes at a regional or national level, such as Audio Network;
- Works in partnership with Norfolk LA to ensure any concerns about the system are communicated so that systems remain robust and protect children;
- Is vigilant in its supervision of pupils' use at all times, as far as is reasonable, and uses common-sense strategies in learning resource areas where older pupils have more flexible access;
- Ensures all staff and children have signed an acceptable use agreement form and understands that they must report any concerns;
- Ensures pupils only publish within an appropriately secure environment: the school's learning environment and secure platforms such as J2Bloggy.
- Requires staff to preview websites before use [where not previously viewed or cached] and encourages use of the school's Learning Platform as a key way to direct children to age / subject appropriate web sites;
- Plans the curriculum context for Internet use to match pupils' ability, using child-friendly search engines where more open Internet searching is required; e.g. yahoo for kids or ask for kids , Google Safe Search , …..
- Is vigilant when conducting 'raw' image search with pupils e.g. Google image search;
- Informs all users that Internet use is monitored;
- Informs staff and children that that they must report any failure of the filtering systems directly to the class teacher or teacher in charge of the lesson, or any member of staff, who reports this to the system manager. Our system administrator(s) logs or escalates as appropriate to the Technical service provider or LA Helpdesk as necessary;
- Makes clear all users know and understand what the 'rules of appropriate use' are and what sanctions result from misuse – through staff meetings and teaching programme;
- Provides advice and information on reporting offensive materials, abuse/ bullying etc. available for pupils, staff and parents
- Immediately refers any material we suspect is illegal to the appropriate authorities – Police – and the LA.

- **Network management (user access, backup)**
  This school
    o Uses individual, audited log-ins for all users;

    o Uses guest accounts occasionally for external or short term visitors for temporary access to appropriate services

    o Uses teacher 'remote' management control tools for controlling workstations / viewing users / setting-up applications and Internet web sites, where useful;

    o Has additional local network auditing software installed;

- Ensures the Systems Administrator / network manager is up-to-date with services and policies / requires the Technical Support Provider to be up-to-date with LA services and policies;
- Storage of all data within the school will conform to the UK data protection requirements
- Pupils and Staff using mobile technology, where storage of data is online, will conform to the EU data protection directive where storage is hosted within the EU.

To ensure the network is used safely, this school:

- Ensures staff read and sign that they have understood the school's e-safety Policy. Following this, they are set-up with Internet, email access and network access. Online access to service is through a unique, audited username and password. We also provide a different / use the same username and password for access to our school's network;

- Staff access to the schools' management information system is controlled through a separate password for data security purposes;

- We provide pupils with an individual network log-in username. From Year 1 they are also expected to use a personal password;

- All pupils, from Year 2 onwards, have their own unique username and password which gives them access to the Internet, the Learning Platform

- Makes clear that no one should log on as another user and makes clear that pupils should never be allowed to log-on or use teacher and staff logins as these have far less security restrictions and inappropriate use could damage files or the network;

- Has set-up the network with a shared work area for pupils and one for staff. Staff and pupils are shown how to save work and access work from these areas;

- Requires all users to always log off when they have finished working or are leaving the computer unattended;

- Where a user finds a logged-on machine, we require them to always log-off and then log-on again as themselves.

- Requests that teachers and pupils do not switch the computers off during the day unless they are unlikely to be used again that day or have completely crashed. We request that they DO switch the computers off at the end of the day;

- Has set-up the network so that users cannot download executable files / programmes;

- Has blocked access to music/media download or shopping sites – except those approved for educational purposes;

- Makes clear that staff are responsible for ensuring that all equipment that goes home has the anti-virus and spyware software maintained up-to-date and the school provides them with a solution to do so;

- Makes clear that staff are responsible for ensuring that any computer or laptop loaned to them by the school, is used solely to support their professional responsibilities and that they notify the school of any "significant personal use" as defined by HM Revenue & Customs.

- Makes clear that staff accessing LA systems do so in accordance with any Corporate policies;

- Maintains equipment to ensure Health and Safety is followed;
  e.g. projector filters cleaned; equipment installed and checked by approved Suppliers / LA electrical engineers

- Has integrated curriculum and administration networks, but access to the Management Information System is set-up so as to ensure staff users can only access modules related to their role;

- Ensures that access to the school's network resources from remote locations by staff is restricted and access is only through school / LA approved systems:

- Does not allow any outside Agencies to access our network remotely except where there is a clear professional need and then access is restricted and is only through approved systems; e.g. technical support or MIS Support, our Education Welfare Officers accessing attendance data on specific children,

- Provides pupils and staff with access to content and resources through the approved Learning Platform which staff and pupils access using their username and password;

- Makes clear responsibilities for the daily back up of MIS and finance systems and other important files;

- Has a clear disaster recovery system in place for critical data that includes a secure, remote back up of critical data, that complies with external Audit's requirements;

- Uses the DfE secure s2s website for all CTF files sent to other schools;

- Ensures that all pupil level data or personal data sent over the Internet is encrypted or only sent within the approved secure system in our LA

- Follows ISP advice on Local Area and Wide Area security matters and firewalls and routers have been configured to prevent unauthorised use of our network, set up by LA;

- Our wireless network has been secured to industry standard Enterprise security level /appropriate standards suitable for educational use;

- All computer equipment is installed professionally and meets health and safety standards;

- Projectors are maintained so that the quality of presentation remains high;

- Reviews the school ICT systems regularly with regard to health and safety and security.

Password policy

- This school makes it clear that staff and pupils must always keep their password private, must not share it with others and must not leave it where others can find it;

- All staff have their own unique username and private passwords to access school systems. Staff are responsible for keeping their password private.

- We require identified staff to use strong passwords using special keys etc for access to administration systems

- We require staff to change their passwords into the MIS, LA admin sites, regularly and when prompted

E-mail

This school

- Provides staff with an email account for their professional use, LA email and makes clear personal email should be through a separate account;

- Does not publish personal e-mail addresses of pupils or staff on the school website. We use anonymous or group e-mail addresses, for example office@fleggburgh.norfolk.sch.uk / head@fleggburgh.norfolk.sch.uk or office@freethorpe.norfolk.sch.uk/head@freethorpe.norfolk.sch.uk (with one or more staff having access to an aliased/shared mailbox for a class) for communication with the wider public.

- Will contact the Police if one of our staff or pupils receives an e-mail that we consider is particularly disturbing or breaks the law.

- Will ensure that email accounts are maintained and up to date

- Reports messages relating to or in support of illegal activities to the relevant Authority and if necessary to the Police.

- Knows that spam, phishing and virus attachments can make e mails dangerous. We use a number of LA-provided technologies to help protect users and systems in the school, including desktop anti-virus product Sophos, plus direct email filtering for viruses, Trojans, pornography, phishing and inappropriate language. , Finally, and in support of these, E2BN WebScreen2 filtering monitors and protects our Internet access to the World Wide Web.

Pupils:

- Pupils are taught about the safety and 'netiquette' of using e-mail both in school and at home i.e. they are taught:
    - not to give out their e-mail address unless it is part of a school managed project or to someone they know and trust and is approved by their teacher or parent/carer;
    - that an e-mail is a form of publishing where the message should be clear, short and concise;
    - that any e-mail sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on school headed paper;
    - they must not reveal private details of themselves or others in e-mail, such as address, telephone number, etc.;
    - to 'Stop and Think Before They Click' and not open attachments unless sure the source is safe;
    - that they should think carefully before sending any attachments;
    - embedding adverts is not allowed;
    - that they must immediately tell a teacher / responsible adult if they receive an e-mail which makes them feel uncomfortable, is offensive or bullying in nature;
    - not to respond to malicious or threatening messages;
    - not to delete malicious of threatening e-mails, but to keep them as evidence of bullying;
    - not to arrange to meet anyone they meet through e-mail without having discussed with an adult and taking a responsible adult with them;
    - that forwarding 'chain' e-mail letters is not permitted.

- Pupils sign the school Agreement Form to say they have read and understood the e-safety rules, including e-mail and we explain how any inappropriate use will be dealt with.

Staff:

- Staff can only use the LA e mail systems on the school system

- Staff only use LA e-mail systems for professional purposes

- Access in school to external personal e mail accounts may be blocked

- Staff use a 'closed' LA email system which is used for LA communications and some 'LA approved' transfers of information ;

- Never use email to transfer staff or pupil personal data. We use secure, LA / DfE approved systems. These include: S2S (for school to school transfer);

- Staff know that e-mail sent to an external organisation must be written carefully, (and may require authorisation), in the same way as a letter written on school headed paper. That it should follow the school 'house-style':
    - the sending of multiple or large attachments should be limited, and may also be restricted by the provider of the service being used;
    - the sending of chain letters is not permitted;
    - embedding adverts is not allowed;

- All staff sign our school Agreement Form AUP to say they have read and understood the e-safety rules, including e-mail and we explain how any inappropriate use will be dealt with.

School website

- o The Headteacher takes overall responsibility to ensure that the website content is accurate and the quality of presentation is maintained;
- o Uploading of information is restricted to our website authorisers: (Freethorpe) Mrs Sue Hooper, Mrs Alex Gotte, (FLEGGBURGH) Mrs Jenny Pratt, Mr Curt Armer.
- o The school web site complies with the [statutory DfE guidelines for publications](#);
- o Most material is the school's own work; where other's work is published or linked to, we credit the sources used and state clearly the author's identity or status;
- o The point of contact on the web site is the school address, telephone number and we use a general email contact address: office@fleggburgh.norfolk.sch.uk or office@freethorpe.norfolk.sch.uk Home information or individual e-mail identities will not be published;
- o Photographs published on the web do not have full names attached;
- o We do not use pupils' names when saving images in the file names or in the tags when publishing to the school website;
- o We do not use embedded geodata in respect of stored images
- o We expect teachers using' school approved blogs or wikis to password protect them and run from the school website.

Learning platform

- o Uploading of information on the schools' Learning Platform / virtual learning space is shared between different staff members according to their responsibilities e.g. all class teachers upload information in their class areas;
- o Photographs and videos uploaded to the schools LEARNING PLATFORM will only be accessible by members of the school community;
- o In school, pupils are only able to upload and publish within school approved and closed systems, such as the Learning Platform;

Social networking

School staff will ensure that in private use:
- • No reference should be made in social media to children / pupils, parents / carers or school staff unless with prior permission – no comments should be posted that could be misconstrued or considered defamatory or cause upset or concern
- • They do not engage in online discussion on personal matters relating to members of the school community
- • Personal opinions should not be attributed to the school or local authority
- • Security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.

Video Conferencing
This school
- o Only uses the LA/E2BN supported services for video conferencing activity;
- o Only uses approved or checked webcam sites;

5. Data security: Management Information System access and Data transfer

Strategic and operational practices

At this school:

- The Head Teacher is the Senior Information Risk Officer (SIRO).

- Staff are clear who are the key contact(s) for key school information (the Information Asset Owners) are.

- We ensure staff know who to report any incidents where data protection may have been compromised.

- All staff are DBS checked and records are held in one central record spreadsheet.

  We ensure ALL the following school stakeholders sign an Acceptable Use Agreement form. We have a system so we know who has signed.

  o staff,
  o governors,
  o pupils
  o parents
  This makes clear staffs' responsibilities with regard to data security, passwords and access.

- We follow LA guidelines for the transfer of any data, such as MIS data or reports of children, to professionals working in the Local Authority or their partners in Children's Services / Family Services, Health, Welfare and Social Services.

- We require that any Protect and Restricted material must be encrypted if the material is to be removed from the school and limit such data removal. **We have an approved remote access solution so authorised staff can access sensitive and other data from home, without need to take data home.**

- School staff with access to setting-up usernames and passwords for email, network access and Learning Platform access are working within the approved system and follow the security processes required by those systems.

- We ask staff to undertaken at least annual house-keeping to review, remove and destroy any digital materials and documents which need no longer be stored.

Technical Solutions

- Staff have a secure area within the school Public system for photograph storage, documents, scans etc

- We require staff to log-out of systems when leaving their computer;

- We use encrypted flash drives if any member of staff has to take any sensitive information off site.

- We use the DfE S2S site to securely transfer CTF pupil data files to other schools.

- We store any Protect and Restricted written material in lockable storage cabinets in a lockable storage area.

- All servers are constantly supervised, managed by DBS-checked staff.

- We ensure any back-up systems are not left on site or unattended – this is managed by the school admin lead;

- Back-ups are encrypted.

- Remote back up is used for the school management and headteacher systems – this is backed up daily;

- We comply with the WEEE directive on equipment disposal by using an approved or recommended disposal company for disposal of equipment where any protected or restricted data has been held ;

- Portable equipment loaned by the school (for use by staff at home), where used for any protected data, is disposed of through the same procedure.

- Paper based sensitive information is shredded, using cross cut shredder

- We are using secure file deletion software

6. Equipment and Digital Content

Personal mobile phones and mobile devices – see Nursery Mobile Phone/camera policy
- Designated 'mobile use free' areas are situated in the setting, and signs to this effect are to be displayed throughout. The areas which should be considered most vulnerable include: Pre-school, toilets,

- Mobile phones brought into school are entirely at the staff member, children' & parents' or visitors own risk. The School accepts no responsibility for the loss, theft or damage of any phone or hand held device brought into school.

- Children mobile phones which are brought into school must be turned off and stored in the office on arrival at school. They must remain turned off and out of sight until the end of the day. Staff members may use their phones during school break times.

- All visitors are requested to keep their phones on silent.

- The recording, taking and sharing of images, video and audio on any mobile phone is to be avoided; except where it has been explicitly agreed otherwise by the Headteacher. Such authorised use is to be monitored and recorded. All mobile phone use is to be open to scrutiny and the Headteacher is to be able to withdraw or restrict authorisation for use at any time if it is to be deemed necessary.

- The School reserves the right to search the content of any mobile or handheld devices on the school premises where there is a reasonable suspicion that it may contain undesirable material, including those which promote pornography, violence or bullying. Staff mobiles or hand held devices may be searched at any time as part of routine monitoring.

- Where parents or children need to contact each other during the school day, they should do so only through the School's telephone. Staff may use their phones during break times. If a staff member is expecting a personal call they may leave their phone with the school office to answer on their behalf, or seek specific permissions to use their phone at other than their break times.

- Mobile phones and personally-owned devices will not be used in any way during lessons or formal school time. They should be switched off or silent at all times.

- Mobile phones and personally-owned mobile devices brought in to school are the responsibility of the device owner. The school accepts no responsibility for the loss, theft or damage of personally-owned mobile phones or mobile devices.

- Mobile phones and personally-owned devices are not permitted to be used in certain areas within the school site, e.g. changing rooms and toilets.

- Mobile phones will not be used during lessons or formal school time unless as part of an approved and directed curriculum-based activity with consent from a member of staff.

- Personal mobile phones will only be used during lessons with permission from the teacher.

- No images or videos should be taken on mobile phones or personally-owned mobile devices without the prior consent of the person or people concerned.

Children's use of personal devices
- The School strongly advises that children mobile phones should not be brought into school.

- The School accepts that there may be particular circumstances in which a parent wishes their child to have a mobile phone for their own safety – phones are then placed in the school office.

- If a child breaches the school policy then the phone or device will be removed and will be held in a secure place in the school office. Mobile phones and devices will be released to parents or carers in accordance with the school policy.

- If a children needs to contact his or her parents or carers, they will be allowed to use a school phone. Parents are asked to contact the school office during the day.

- Children are taught to protect their phone numbers by only giving them to trusted friends and family members. Children will be instructed in safe and appropriate use of mobile phones and personally-owned devices and will be made aware of boundaries and consequences.

- No children should bring his or her mobile phone or personally-owned device into school. Any device brought into school will be confiscated.

Staff use of personal devices – see Nursery Mobile Phone/Camera policy
- Staff handheld devices, including mobile phones and personal cameras must be noted by school, if they are required to be used (with prior permission from Headteacher or their representative) – name, make & model. Any permitted images or files taken in school must be downloaded from the device and deleted in school before the end of the day.

- Staff are not permitted to use their own mobile phones or devices for contacting children, young people or their families within or outside of the setting in a professional capacity.

- Staff will be issued with a school phone where contact with children, parents or carers is required.

- Mobile Phones and personally-owned devices will be switched off or switched to 'silent' mode. Bluetooth communication should be 'hidden' or switched off and mobile phones or personally-owned devices will not be used during teaching periods unless permission has been granted by a member of the senior leadership team in emergency circumstances.

- If members of staff have an educational reason to allow children to use mobile phones or a personally-owned device as part of an educational activity then it will only take place when approved by the senior leadership team.

- Staff should not use personally-owned devices, such as mobile phones or cameras, to take photos or videos of children and will only use work-provided equipment for this purpose.

- If a member of staff breaches the school policy then disciplinary action may be taken.

- Where staff members are required to use a mobile phone for school duties, for instance in case of emergency during off-site activities, or for contacting children or parents, then a school mobile phone will be provided and used. In an emergency where a staff member doesn't have access to a school-owned device, they should use their own device and hide (by inputting 141) their own mobile number for confidentiality purposes.

Digital images and video
In this school:
- We gain parental / carer permission for use of digital photographs or video involving their child as part of the school agreement form when their daughter / son joins the school;

- We do not identify pupils in online photographic materials or include the full names of pupils in the credits of any published school produced video materials / DVDs;

- Staff sign the school's Acceptable Use Policy and this includes a clause on the use of mobile phones / personal equipment for taking pictures of pupils;

- If specific pupil photos (not group photos) are used on the school web site, in the prospectus or in other high profile publications the school will obtain individual parental or pupil permission for its long term use, as noted in photographic agreement permission.

- The school blocks access to social networking sites or newsgroups unless there is a specific approved educational purpose;

- Pupils are taught about how images can be manipulated in their e-safety education programme and also taught to consider how to publish for a wide range of audiences which might include governors, parents or younger children as part of their ICT scheme of work;

- Pupils are advised to be very careful about placing any personal photos on any 'social' online network space. They are taught to understand the need to maintain privacy settings so as not to make public, personal information.

- Pupils are taught that they should not post images or videos of others without their permission. We teach them about the risks associated with providing information with images (including the name of the file), that reveals the identify of others and their location, such as house number, street name or school. We teach them about the need to keep their data secure and what to do if they are subject to bullying or abuse.

Asset disposal
- Details of all school-owned hardware are recorded in the IT hardware inventory.
- Details of all school-owned software will be recorded in a software inventory.
- All redundant equipment will be disposed of through an authorised agency. This will include a written receipt for the item including an acceptance of responsibility for the destruction of any personal data.
- All redundant equipment that may have held personal data will have the storage media forensically wiped. Alternatively, if the storage media has failed, it will be physically destroyed. The school will only use authorised companies who will supply a written guarantee that this will happen
- Disposal of any equipment will conform to The Waste Electrical and Electronic Equipment Regulations 2006 and/or The Waste Electrical and Electronic Equipment (Amendment) Regulations 2007. Further information can be found on the Environment Agency website.

Appendix 6a – Use of Mobile Phones/cameras – Nursery (Freethorpe only)

To be read in conjunction with School Safeguarding and E-safety Policies

At Freethorpe School we take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting.

Procedures:

Personal Mobile Phones

- Personal Mobile Phones belonging to our staff and volunteers are not used on the premises during working hours/
- At the beginning of staff working sessions, personal mobile phones are stored either in an allocated locker in the main school or in the staff kitchen.
- In the event of an emergency, personal mobile phones may be used in privacy, where there are no children present, with permission from the Foundation Stage Manager or headteacher.
- Staff and volunteers ensure that immediate family and other people who may need them know that the school office can be used to ensure messages are passed on – 01493 700215
- If our members of staff or volunteers take their own mobile phone on outings, to use in the case of an emergency, they must not make or receive personal calls as this may distract them from effective supervision.
- Staff and volunteers will not use personal mobile phones for taking photographs of Nursery pupils on outings.
- Parents and visitors are requested to not use mobile phones when on the premises. We will make exceptions for visitors whose company or organisation operate a lone working policy which expects regular contact with office during the day; however the visitors will be offered the opportunity to use the school office phone as a contact point.

Cameras and Videos

- Our staff and volunteers must not bring in their own cameras or video recorders into the setting.
- Photographs and recordings of children are only taken for valid reasons, to record learning and development or for displays within the setting.
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- The Room Manager, in conjunction with the Foundation Stage Manager and Headteacher, monitor camera and digital recording use.
- Where parents/carers request permission to record/photograph their own child at special events, permission is sought from all parents for children to be included. Parents/carers are requested at these events that they may take photographs and digital images, but these are for their own use and not to be placed on social media sites – failure to comply with this may affect the future photography opportunities.
- Photographs and recordings are only taken where prior written permission has been gained from a parent/carer (see individual Registration forms)

Policy reviewed October 2015, following change of school age range to 2-11 years old.

Appendix 7 – First Aid at work statement

The Governing Body accept fully the Norfolk County Council First Aid At Work Policy and Procedures, as noted in the Policy and Procedures form.

The following roles and responsibilities as noted in the NCC policy have been agreed

Section:	Aspect	Responsibility
1	Carrying out a risk assessment	Alex Gotte Rachel Quick
2	When risk assessment should be reviewed	Annually September – new pupils Spring Term – annual review with govs
4.1	Appointed persons	Alex Gotte
4.2	Emergency First Aider (EFAW)	Renewal of training –September 2015 – renew 2018 • Rachel Quick – April 2018 • Ingrid Rounce • Debra Glover • Angela Richardson
4.3	First Aider at Work (FAW/RQFAW)	• Rachel Quick – April 2015 – April 2018 • Debra Glover • Angela Richardson
4.4	Paediatric First Aid	• Debra Glover • Angela Richardson
5.1	First aid stock check	To be undertaken by • Jenny Pratt
5.2	First aid boxes - storage	• 2 boxes in staffroom – for use around main school building • 3 travel first aid boxes for visits, coach journeys (weekly swimming)
6	Recording first aid treatment and incident reporting	File kept in School staffroom
7	Nominated first aid areas	Initial assessments in school staffroom:
8	Information on First Aid Arrangements	Posters displaying names of Emergency first Aiders etc are reviewed annually and posted prominently around the school.
9	Working away from premises	First aid kits are available for travel, visits (stored in staffroom cupboards)
9.1	First Aid kits in vehicles	See travel kits – no school cars
10	Insurance implications for first aiders	Covered by County insurance scheme
11	Control of infections	Staff training covers infection control and awareness of self protection in cases of dealing with blood, saliva and other possible causes of cross-contamination.
12	Blood and Body fluid spills	All staff are aware of how to clean up spillages, use of gloves (nitrile) etc A spillage kit is available for vomit, blood etc – staff room Yellow waste disposal box in staff room
13	Waste Disposal	Waste created by the administration of first aid is

		disposed of in the school bins – double bagged if blood/urine – or use of Yellow bin in staff room
		Where large amounts of urine may be involved – the school has disposal facilities for urine and nappies (located in staff toilets)
		Yellow disposal bags are available in the spillage kit for disposal of large amounts of waste – can be passed to Paramedic/ambulance if required
14	Data Protection	The school is aware of the necessity to comply with Data Protection Act 1998 – all data held in relation to first aid is individualised; disclosure of information is limited and all documents stored securely.

The NCC policy and procedures are due for interim review: September 2012

Policy presented to staff as part of Code of conduct: 23rd May 2016

Presented to Governing Body Summer Term 2016

Review date for Policy Summer Term 2017

Signed by Chair:………………………………………………………………..

Date:………………………………………………………………………………

About the incident **Name of injured/affected:**	
Date of incident: (DD/MM/YYYY)	**Time of Incident: (24 hour clock HH:MM)**
Where incident happened:	**Describe task or activity happening when incident occurred**
o Nursery – main room o Nursery toilet o Nursery outdoor area o Playground – large play area o Playground – Adventure play area o Playground – F/KS1 outside area o Field o Classroom (note which class) o Corridor areas/cloakrooms (note which space) o Library o Hall	o Nursery morning Session o Nursery Lunch o Nursery afternoon Session o Nursery Extended Hours session o Break – Morning o Lunchtime play o Curriculum Area (details below) o PE – indoors o PE – outdoors o Other (details below)
List injuries/illness:	**Part of Body Affected:**

B. About the person injured:	
Name: **Nursery/Curriculum Year group:** **Class Teacher:**	**Status:** o Pupil o Staff o Parent/carer o Other

C. About the treatment/action:	
Detail ALL the First aid/treatment given	**What happened to the injured/ill person after treatment:**
o Cold water/towel/wash with cold water o Ice-pack and monitoring o Plaster o Other (detail below)	o Returned to class o Home o Hospital o Other (detail below) o Returned to first aider
Treatment by:	**Form completed by:**

Intimate Care Policy
(Reviewed to include Nursery and Early Years Foundation Stage Provision)
Introduction:

Fleggburgh and Freethorpe Primary Schools are committed to ensuring that all staff responsible for intimate care of children and young people will undertake their duties in a professional manner at all times.

The schools take seriously their responsibility to safeguard and promote the welfare of the children and young people in their care.

The Governing Bodies recognises their duties and responsibilities in relation to the Equality Act 2010 which requires that any child with an impairment that affects his/her ability to carry out normal day-to-day activities must not be discriminated against.

We recognise that there is a need for children and young people to be treated with respect when intimate care is given.

No child shall be attended to in a way that causes distress, embarrassment or pain.

Staff will work in close partnership with parents and carers to share information and provide continuity of care.

Definition:

Intimate care is defined as any care which involves washing, touching or carrying out an invasive procedure that most children and young people carry out for themselves, but which some are unable to do. Disabled pupils and very young children may be unable to meet their own care needs for a variety of reasons and will require regular support.

Our approach to best practice:

- The management of all children with intimate care needs will be carefully planned.

- Staff who provide intimate care are trained to do so (including Child Protection, and Moving and Handling where appropriate) and fully aware of best practice.

- Where specialist equipment and facilities above that currently available in the school are required, every effort will be made to provide appropriate facilities in a timely fashion, following assessment by a Physiotherapist and/or Occupational Therapist.

- There is careful communication with any pupil who requires intimate care in line with their preferred means of communication to discuss needs and preferences.

- Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation.

- Pupils will be supported to achieve the highest level of independence possible, according to their individual condition and abilities

- Individual care plans will be drawn up for any pupil requiring regular intimate care

- Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures. Where possible one pupil will be cared for by one adult unless there is a sound reason for having more adults present. In such a case, the reasons will be documented.

- Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the care plan

- The needs and wishes of children and parents will be taken into account wherever possible, within the constraints of staffing and equal opportunities legislation

- Where a care plan is not in place and a child has needed help with intimate care (in the case of a toilet 'accident') then parents/carers will be informed the same day. This information should be treated as confidential and communicated in person, via telephone or by sealed letter (not via the home school diary)

Child Protection:

The Governors and staff of Fleggburgh and Freethorpe Primary Schools recognise that disabled children are particularly vulnerable to all forms of abuse. Child Protection and Multi-Agency Child Protection procedures will be adhered to at all times.

If a member of staff has any concerns about physical changes in a child's presentation (unexplained marks, bruises or soreness for example) s/he will immediately report concerns to the Designated Person for Child Protection.

If a child becomes distressed or unhappy about being cared for a particular member of staff, the matter will be investigated at an appropriate level and outcomes recorded.

Parents/carers will be contacted at the earliest opportunity as part of the process of reaching a resolution. Further advice will be taken from partner agencies.

If a child makes an allegation about a member of staff this will be investigated in accordance with agreed procedures.

- This policy was adopted by the Governing Body on: 23rd May 2016
- Reviewed November 2015 (Freethorpe) – see Nappy changing policy

Appendix 10: Nappy Changing

Nappy Changing – Policy Statement- Freethorpe only: (to be read in conjunction with school Safeguarding Policy www.freethorpe.norfolk.sch.uk)

At Freethorpe School and Nursery no child is excluded from participating in our setting who may, for any reason, not yet be toilet trained, or confidently toilet trained and who may still be wearing nappies or equivalent. We work with parents to support toilet training, unless there are medical or other developmental reasons why this may not appropriate at this time.

We provide nappy changing facilities and exercises good hygiene practices in order to accommodate children who are not yet toilet trained.   We see toilet training as a self care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Our procedures:
- Our Key Persons and all suitably qualified nursery staff, undertake changing children allocated to them and support the needs of the individual children in the setting. We try to ensure that Nappy changing is undertaken by known staff.
- The adult undertaking nappy changing records whose nappy they have changed, time of changing; as well as noting any change of clothing – the record chart is kept in the bathroom area.
- Our changing area is warm with a safe area to lay children and no bright lights shining in eyes.
- Staff put on gloves and aprons before changing starts and the areas are prepared.
- All our staff never turn their back on a child or leave them unattended whislt they are on the changing mat.
- We are gentle when changing; we avoid pulling faces and making negative comments about "nappy contents".
- We do not make inappropriate comments about children's genitals when changing their nappies.
- We ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- We always encourage children to wash their hands and have soap and towels to hand. They will be given time to play as they explore water and soap.
- We do not use anti-bacterial hand wash liquid or soap for young children, as their skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection.
- Older children have access to the toilet when they have the need to and are encouraged to be independent.
- We dispose of nappies and pull ups hygienically. Any soil (Faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. cloth nappies, trainer pants and ordinary pants that have been wet or soiled are bagged for parents to take home.
- We have a duty of care towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this could constitute neglect and will be a disciplinary matter.

I understand the school's procedures relating to Intimate Care and Nappy Changing :

Signed:………………………………………………………………. Date:…………………………………………………………………

Appendix 11 - **Guidance for Schools: Prevention of Forced Marriage**

(Revised October 2014)

Schools are well placed to raise concerns and take action to prevent young people from being forced into marriage whilst on extended visits to their parents' home country or that of extended family. While the majority of extended holidays or visits to family overseas are for valid reasons, this guidance aims to raise awareness amongst education professionals of children at risk of forced marriage. It should be read together with the multi-agency practice guidelines produced by the Forced Marriage Unit.

What is forced marriage?

A forced marriage is a marriage in which one or both spouses do not or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.

This is not the same as an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

Who is at risk?

Research indicates that hundreds of people in the UK (particularly girls and young women) and some as young as 7 years old are forced into marriage each year. Where the age was known, 15% of cases involved victims below 16 years, 25% involved victims aged 16-17, 33% involved victims aged 18-21, 15% involved victims aged 22-25, 7% involved victims aged 26-30, 3% involved victims aged 31+. 82% of cases involved female victims and 18% involved male victims.[2]

The key motives for forcing a child into marriage have been identified as:
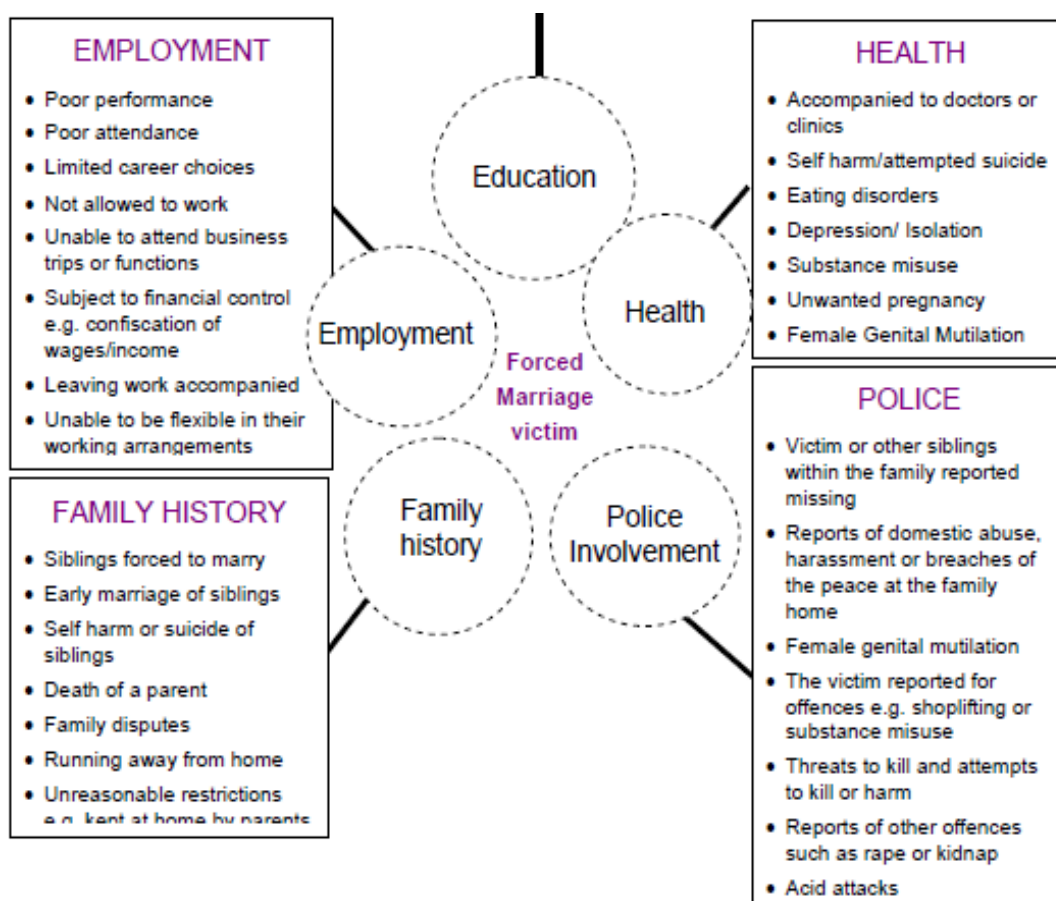
- Controlling unwanted behaviour and sexuality (including perceived promiscuity such as kissing or hand-holding, or being gay, lesbian, bisexual or transgender);
- Controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in a 'westernized manner'
- Preventing 'unsuitable' relationships, e.g. outside the ethnic, cultural religious or caste group
- Protecting 'family honour' or 'izzat'
- Rejecting a proposal of marriage
- Responding to peer group or family pressure
- Attempting to strengthen family links
- Achieving financial gain
- Ensuring land, property and wealth remain within the family
- Protecting perceived cultural ideas
- Protecting perceived religious ideals that are misguided
- Ensuring care for a child or vulnerable adult with special needs when parents or existing carers are unable to fulfil that role
- Assisting claims for residence and citizenship
- Long-standing family commitments

CHART OF POTENTIAL WARNING SIGNS OR INDICATORS[3]

---

[2] Source: Forced Marriage Unit statistics January to December 2013
[3] Taken from '*Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage*', HM Government (2014)

EDUCATION

- Absence and persistent absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Fear about forthcoming school holidays

- Surveillance by siblings or cousins at school.
- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.

- Being withdrawn from school by those with parental responsibility.
- Removal from a day centre of a person with a physical or learning disability

- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

EMPLOYMENT

- Poor performance
- Poor attendance
- Limited career choices
- Not allowed to work
- Unable to attend business trips or functions
- Subject to financial control e.g. confiscation of wages/income
- Leaving work accompanied
- Unable to be flexible in their working arrangements

FAMILY HISTORY

- Siblings forced to marry
- Early marriage of siblings
- Self harm or suicide of siblings
- Death of a parent
- Family disputes
- Running away from home
- Unreasonable restrictions e.g. kept at home by parents

HEALTH

- Accompanied to doctors or clinics
- Self harm/attempted suicide
- Eating disorders
- Depression/ Isolation
- Substance misuse
- Unwanted pregnancy
- Female Genital Mutilation

POLICE

- Victim or other siblings within the family reported missing
- Reports of domestic abuse, harassment or breaches of the peace at the family home
- Female genital mutilation
- The victim reported for offences e.g. shoplifting or substance misuse
- Threats to kill and attempts to kill or harm
- Reports of other offences such as rape or kidnap
- Acid attacks

Forced Marriage victim — Education, Health, Police Involvement, Family history, Employment

What can Schools & Colleges do to tackle Forced Marriage?

- Signposting where appropriate to further support and advice regarding forced marriage.
- Displaying relevant information e.g. details of the NSPCC Helpline, Child Line, and appropriate local and national support groups on forced marriage.
- Ensuring that a private telephone is made available should students need to seek advice discreetly.
- Educating teachers, lecturers and other staff about the issues surrounding forced marriage and the presenting symptoms – appropriate training should be included in continuing professional development (CPD).
- Referring students to an education welfare officer, pastoral tutor, learning mentor or school counsellor as appropriate.
- Encouraging young people to access appropriate advice, information and support.

Managing Requests for Holidays/Extended Absence

When managing requests for absence, it is useful for school clusters to share a common absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it is important that schools liaise with each other when considering requests for leave of absence during term-time.

Where head teachers require a meeting with parents to discuss applications for extended leave of absence during term time, this can provide an opportunity to gather important information.

When parents/carers make requests for extended holiday leave, consider whether the parents/carers are volunteering information on the following:

- The precise location of where the pupil is going;
- The purpose of the visit;
- The child/children know and corroborate the purpose of the visit;
- The return date and whether it is estimated or fixed.

Parents/carers may not always be able to provide a definite return date due to return flights being booked as last minute availability occurs. The circumstances triggering a trip may also necessitate a flexible return date.

You should also consider other historical factors such as:
- persistent unexplained absence from school;
- child not allowed to attend extra curricular activities;
- close supervision of child by family/carers;
- maltreatment of siblings.

If a return date has been specified and a child has not returned to school, school must contact their Attendance Improvement Officer. In no circumstances should a school remove the student from the roll without first making enquiries about the child's disappearance in line with Norfolk County Council's Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate.

What to do if you suspect a student is being forced into marriage:

A child at risk of forced marriage or FGM may also be at risk of other forms of honour based abuse. Extreme caution should be taken in sharing information with any family members or those with influence within the community as this may alert them to your concerns and may place the student in danger.

The "one chance" rule:

Practitioners may only have **one chance** to speak to a potential victim of forced marriage and thus they may only have one chance to save a life. If a victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

What you should do:

- ✓ Take the issue seriously and recognise the potential risk of harm to the victim.
- ✓ See them on their own in a private place where the conversation cannot be overheard.
- ✓ Gather as much information as possible about the victim – it may be the only opportunity.
- ✓ Remind of their rights i.e. that they have the right to enter into marriage with their full and free consent and the right to make decisions about their lives.

- ✓ **Follow your child protection procedures and talk to your Senior Designated Professional without delay in order to get support from other agencies.**
- ✓ **The SDP should contact Norfolk MASH and/or Norfolk Constabulary to discuss the case without delay on 0344 800 8020.**

Do not:

- ✗ Send the victim away and dismiss the allegation of forced marriage as a domestic issue.
- ✗ Inform the victim's family, friends or members of the community that the victim has sought help.
- ✗ Attempt to be a mediator.
- ✗ Involve an elder from the family, member of the community or member of professional organisation.

In cases of forced marriage, it is important that agencies do not actively initiate, encourage or facilitate family counselling, mediation, arbitration or reconciliation – whether offered by community councils, religious or professional groups. There have been cases of women being murdered by their families during mediation. Mediation can also place someone at risk of further emotional and physical abuse.

If the parents are vague about plans for oversees trips or there are other concerns amongst staff, expert advice is available from:

The Forced Marriage Unit [FMU] ✎   **020 7008 0151**
https://www.gov.uk/forced-marriage#forced-marriage-unit

This service provides advice and guidance for British nationals being forced into marriage overseas**.** The Unit also provides expert advice to professionals, especially those confronted by it for the first time.

If a situation is urgent you should call 999

Further Guidance and references:

Please visit **https://www.gov.uk/forced-marriage** for further information practice guidelines and resources for professionals protecting, advising and supporting victims.

Multi-Agency Statutory Guidance for dealing with forced marriage **2014:** Guidance is for all persons and bodies who exercise public function in relation to safeguarding and promoting the welfare of children and vulnerable adults.

Multi-Agency practice guidelines: Handling cases of forced marriage **2014:** Step-by-step advice for frontline workers. This is essential reading for health professionals, educational staff, police, children's social care, adult social services and local authority housing.

E- Learning for professionals: The Forced Marriage Unit has designed an e-learning training package to support professionals, including education, social and health care professionals, police officers, housing officers, the voluntary sector and others dealing with forced marriage in the course of their work.

Using real life case studies, the training gives professionals a basic understanding of the main issues surrounding forced marriage, how cases can present and how to respond appropriately. This tool

complements the multi-agency practice guidelines for professionals and should be read alongside the training. You can access the tool on the **Forced marriage eLearning website**

But It's Not Fair by Aneeta Prem is a fictional account of different perspectives on forced marriages that's useful reading for school children and teachers. The publication is free and can be ordered from the FMU or downloaded.

Promoted by the FMU, the organisation **http://www.freedomcharity.org.uk/** has produced a very clever app that offers help, assistance and instruction to children, friends of children, professionals with an interest and any other parties.

Forced Marriage: A Survivors Handbook – guidance and advice for victims or potential victims of forced marriage.

Marriage: it's your choice: these are business-card sized and contain contact details for the FMU. They can be given to any potential victim. They are small enough to be placed in wallets/purses.

All schools can prominently display posters/ leaflets with guidance and contact information for those who are worried about forced marriage and FGM. A variety of resources can be accessed from Foreign & Commonwealth Office and Home Office pages: https://www.gov.uk/forced-marriage

Appendix 12 - Guidance for Schools: Prevention of Female Genital Mutilation

(Revised October 2014)

Female genital mutilation (FGM) involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. Schools are well placed to identify concerns and take action to prevent children from becoming victims of FGM. This guidance aims to raise awareness amongst education professionals of children at risk of FGM; it should be read together with the Multi-Agency practice guidelines produced by the [Home Office](#).

Who is at risk?

A recent study[4] has estimated that approximately:

- 60,000 girls aged 0 to14 years were born in England and Wales to mothers who had undergone FGM.

- 103,000 women aged 15 to 49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM.

- 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

FGM is a practice which takes place worldwide in at least 28 African countries and in parts of the Middle and Far East. However, it also takes place within parts of Western Europe and other developed countries, primarily amongst immigrant and refugee communities. UK communities that are at risk of FGM include Somali, Kenyan, Ethiopian, Sierra Leonean, Sudanese, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian women and girls.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

What should schools do to raise awareness of and prevent FGM?

- Circulate and display materials about FGM (see resource section below).
- Raise awareness of FGM among all staff through training and guidance.
- Ensure that the SDP is well versed in the issues around FGM.
- Encourage pupils to access appropriate advice, information and support.
- Introduce FGM into the school curriculum within relevant lessons.

Risks & Indicators of FGM[5]

---

[4] Macfarlane A, Dorkenoo E. Female Genital Mutilation in England and Wales: Updated statistical estimates of the numbers of affected women living in England and Wales and girls at risk.
[5] Taken from '*Multi-Agency Practice Guidelines: Female Genital Mutilation*', HM Government (2014)

There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

FACTORS THAT MAY HEIGHTEN A GIRL'S OR WOMAN'S RISK OF BEING AFFECTED BY FGM
- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.   - Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.   - Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.   - Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.
INDICATIONS THAT FGM MAY BE ABOUT TO TAKE PLACE SOON
- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.   - A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.   - A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.   - A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.   - Parents state that they or a relative will take the child out of the country for a prolonged period.   - A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.   - Parents seeking to withdraw their children from learning about FGM.
INDICATIONS THAT FGM MAY HAVE ALREADY TAKEN PLACE
- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.   - A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.   - A girl or woman may have frequent urinary, menstrual or stomach problems.   - There may be prolonged or repeated absences from school or college.   - A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.   - A girl or woman may be particularly reluctant to undergo normal medical examinations.   - A girl or woman may confide in a professional.   - A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.   - A girl may talk about pain or discomfort between her legs.

Managing Requests for Holidays/Extended Absence

When managing requests for absence, it is useful for school clusters to share a common absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it is important that schools liaise with each other when considering requests for leave of absence during term-time.

Where head teachers require a meeting with parents to discuss applications for extended leave of absence during term time, this can provide an opportunity to gather important information.

When parents/carers make requests for extended holiday leave, consider whether the parents/carers are volunteering information on the following:

- The precise location of where the pupil is going;
- The purpose of the visit;
- The child/children know and corroborate the purpose of the visit;
- The return date and whether it is estimated or fixed.

Parents/carers may not always be able to provide a definite return date due to return flights being booked as last minute availability occurs. The circumstances triggering a trip may also necessitate a flexible return date.

You should also consider other historical factors such as:

- persistent unexplained absence from school;
- child not allowed to attend extra curricular activities;
- close supervision of child by family/carers;
- maltreatment of siblings.

If a return date has been specified and a child has not returned to school, school must contact their Attendance Improvement Officer. In no circumstances should a school remove the student from the roll without first making enquiries about the child's disappearance in line with Norfolk County Council's Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate.

What to do if you are concerned:

A child at risk of FGM may also be at risk of other forms of honour based abuse. Extreme caution should be taken in sharing information with any family members or those with influence within the community as this may alert them to your concerns and may place the student in danger.

If you have concerns that a child is at risk you should contact Norfolk MASH and/or Norfolk Constabulary without delay:

MASH: **0344 800 8020**

Norfolk Constabulary: 101 or in urgent cases dial 999

Further Guidance & Resources:

FGM Resource Pack: https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack

The e-pack provides a number of resources for all agencies including education, health, police and children's social care professionals.

Recognising and preventing FGM, an e-learning tool from the Home Office

The government's Multi-Agency practice guidelines should be read in conjunction with these resources. The guidance and further advice about FGM is available from the Home Office website: Female genital mutilation: multi-agency practice guidelines

 NSPCC: The NSPCC runs a free 24-hour helpline which will provide advice and support to protect UK children from female genital mutilation (FGM). Callers' details can remain anonymous, but any information that could protect a child from abuse will be passed to the police or social services. If you are worried that a child may be at risk of FGM, contact our 24 hour helpline anonymously on 0800 028 3550 or email fgmhelp@nspcc.org.uk. The NSPCC has also produced a FGM Factsheet.

All schools can prominently display posters/ leaflets with guidance and contact information for those who are worried about forced marriage and FGM. Resources are available from www.fco.gov.uk/forcedmarriage and https://www.gov.uk/government/organisations/home-office/series/female-genital-mutilation.

Appendix 13 - **Operation Encompass** - **Norfolk Joint Agency Protocol for Domestic Abuse –
Notifications to Schools** (**Version 3.0 Created:** June 2016 **Review:** June 2017)

1. Introduction

This protocol sets out Norfolk's plans for a multi-agency operation to notify schools when a pupil has experienced domestic violence in their household, which will allow the school to provide appropriate early intervention and support in a timely manner.

2. Context

Government Definition of Domestic Abuse & Violence

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

1 in 5 children have been exposed to domestic abuse and it is present in 60% of all serious case reviews. In the 5 SCR's published by Norfolk Safeguarding Children Board between 2014 & 2016 domestic abuse was a factor in all of them.

3. Aims and Proposal (See Appendix 13.1 for process)

The aim for Norfolk is to notify schools of any domestic abuse/violence incidents involving children on role at their school by 9am. It is a multi-agency operation between Norfolk Children's Services, Norfolk Constabulary and the schools in Norfolk. The police will share with members of the MASH Children Service's team details of all domestic incidents (Crime/non-crime & Standard, Medium & High risk) where a child is present. This information will then be shared during a phone conversation with the nominated Key Adult from the school. The school will then provide that child with silent or overt support during what could potentially be a difficult day for that child.

Norfolk police will provide Children's Services staff (within the MASH) with a daily spread sheet of domestic incidents where a child was present. The staff will then search the CareFirst/PSS/Core+ systems to establish the education provider for the child and then make the phone call to the school before 9am.   The following information will be shared during the phone call;

- The fact that the police were called out in the last 24 hours or the next working day if it occurs on a Fri/Sat/Sun (during term time) to a domestic abuse incident where a child was present, witnesses or was involved
- The names and dates of birth of any child from that school who were present, witnessed or were involved when the incident occurred
- The police reference number
- The time and date of the event
- Brief circumstances surrounding the event
- Any other relevant safeguarding information that may assist the school to provide early intervention support to the child being referred.

- The school will record this information on a contact sheet (see appendix 13.6) and file this in the school's child protection filing system in accordance with their safeguarding procedures.

- MASH will record the notification on CareFirst. A separate spread sheet will be completed to keep a log of the call, although no details of the incident will be recorded on the spread sheet.

- School has appointed a Key Adult (and a deputy) within the school. This must be someone who is a trained Designated Safeguarding Lead (DSL) with responsibility for safeguarding within the school and is part of the senior leadership team. The Key Adult has also attend a briefing session before their school can start receiving notifications.

Schools will have a duty to inform Daniel Halls within the MASH team when they have a change in Key Adult. (Daniel.Halls@norfolk.gov.uk)

- The information shared does not duplicate or replace any safeguarding interventions that may occur following police involvement, but is to provide the schools with important information so they are able to better support the pupil appropriately, following what is likely to have been a traumatic experience.
- By sharing this information it is hoped that children will receive quick and targeted emotional support at the earliest opportunity. The support provided can be either silent or overt. (See appendix 13. 4)

- Incidents which occur on a Monday, Tuesday, Wednesday or Thursday will be reported to schools by 9am the following day. Incidents which occur on Friday, Saturday and Sunday will be reported by 9am on a Monday or the following working day. At the moment there is no plan to notify schools on any incidents which occur during school holidays.

- Initially notification will only be made for children aged Year R - Year 13. If the school has a nursery attached and they receive a notification for a child who has a sibling at the nursery, the expectation will be on the school to inform the practitioners at the nursery.
- For our school to be included in Operation Encompass key staff must agree to this protocol, read & sign the Information Sharing Agreement and sign the agreement document before notifications will be made.

4. Legal Requirements
- Section 11(2) of the Children's Act, 2004 requires Local Authorities and the Police to safeguard and promote the welfare of the children. This enactment provides the conditions required under schedule 5

- (5b) and schedule 3 (7(1b/c)) of the Data Protection Act 1998 by which personal and sensitive personal data may be lawfully shared.

- Personal data shared must be proportionate, necessary but not excessive, and must be balanced with the consideration of privacy rights under the Human Rights Act. It must take into account any duty of confidentiality owed. A public interest in disclosure must outweigh an individual`s right to privacy.
- It is recognised that the handling of confidential and sensitive information needs to be dealt with in a way that is proportionate and appropriate to the needs of the child/young person and family. To address this, staff receiving the information must have responsibility / oversight of safeguarding within the school and have attended the Key Adult briefing.
- A notification log must be completed with each phone call and stored securely in the school's child protection filing system, as per their safeguarding procedure. A trained Key Adult must be available each morning to receive the notification phone call.

5. Role and Responsibilities
- **Multi Agency Safeguarding Hub's Role:**
  Police will collate and prepare a morning spreadsheet of all domestic incidents where a child was present. This will be emailed to Children's Services staff within the MASH. CareFirst/PSS/Core+ will be searched and education provider will be established. Children's Services staff will then ring schools before 9am to notify them of the incident.
- **Multi Agency Safeguarding Hub Responsibility:**
  - To provide a spreadsheet of all domestic incidents where a child was present before 8am the following morning.
  - To establish the correct educational provider.
  - To provide schools with enough information before 9am so they are able to provide emotional support for children involved.
  - To keep an accurate record of all calls made
  - To keep an accurate record of named Key Adults for each education provider

- **School's role:**
- School's will make their designated Key Adult available to receive notifications before 9am. This information must be recorded (See Appendix 6), stored utilising the current process used to store child protection paperwork within the school and disseminated to the appropriate staff. School staff will then decide on the appropriate support the child requires, this could be silent or overt.
- **School's responsibility:**
  - To ensure there is a Key Adult and deputy within the school and that they have attended the appropriate briefing prior to receiving notifications. This must be someone who is a trained DSL with responsibly for safeguarding.
  - Ensure the Key Adult is available to receive the notification from Children's Services staff each morning
  - To ensure they keep an accurate record of each notification and store it utilising the current process used to store child protection paperwork within the school.
  - To provide silent or overt support to child, following a notification.
  - To provide MASH with an up-to-date list of the Key Adults within their school and contact numbers.

- **Norfolk County Council's role:**
  To provide a briefing session for all designated Key Adults nominated by their school, prior to the school receiving notifications.
- **Norfolk County Council's Responsibility:**
  - To ensure the briefing session is relevant and informative
  - To ensure briefing sessions are regular and spread through the localities to maximise courage

- To regularly review Operation Encompass

6. School's external to Norfolk Where a report is received regarding a child who resides in Norfolk but attends an out of county school then this information will not be shared as they are not covered by this protocol

---

Appendix 1 – Process map
Notification process for schools for Domestic Violence incidents - This process intends to notify schools before 9am where a child has been witness, present or involved in a domestic incident, where police have attended. This process does not replace existing child protection / safeguarding arrangements.

- **School to determine and deliver appropriate support – overt or covert**
- **Key Adult to record information on contact form and place on child protection file**
- **Excel spread sheet to be updated by MASH. Incident number, school and Key Adult to be recorded**
- **Children's Services staff makes contact with Key Adult at the identified school before 9am. Monday will include all incidents that occurred Friday - Sunday**
- **Children's Services staff complete Care first checks and Education setting identified**
- **Details recorded / DASH assessment completed**
- **Daily spreadsheet completed and sent to Children's Services**
- **Police attend domestic violence incident**
- **Details of the incident are taken, including all present and witness**

Appendix 2 –
Officer Training: Preparing for the notification checklist
Key Adult Training: Preparing for notification checklist
The School Notification process aims to give your school a call before 09:00hrs on the first school morning after police have attended a domestic violence incident where children are present. The checklist and prompts allow the Key Adult in each school to prepare for a School Notification.
- Brief Class teacher on School notification call received and Designated Officers decision about type of support to provide.
- Initial Support ideas: breakfast, uniform, meet and greet, silent support, homework, scripts, quiet space, peer support, helping children talk, what to say if they disclose. Check child protection records, check with class teacher for recent concerns.

Information from MASH phone call and school intelligence
- Who is the Key Adult that will receive the call?
- What is the contact number? A mobile can be better because it shows a missed notification call.
- Have you got your notification sheets to hand? Where will this information be stored?
- If the main school number is used, office staff should be briefed to understand the importance of a notification call.
- Inform parents of school's participation in School Notification process (letter provided) "as part of the project, school will be notified by police if they attend…" "When this happens we will … "include the information in safeguarding policy, prospectus, and school web site.
- Staff training, role in signposting and parent self-referral,
- Tell pupils of the school's involvement, website, newsletters etc.

How does this fit in with your school's safeguarding policy?
- Consider referral to Early Help / Children's Services.
- Record for information only.
- File completed information sheet in CP records
- Following initial support consider school based pastoral support, signposting to other agencies

Plan for child and family continued support
- School's Internal monitoring arrangements
- Check on child and update incident log
- Consultation with pupils and parent

Review impact of actions, continue or change

Appendix 3 - Operation Encompass School Responsibilities

- The Key Adult(s) must have attended the Operation Encompass briefing, be a trained DSL and be part of the SLT.

- The school must give up to date contact numbers to the Multi Agency Safeguarding Team and ensure there is someone available to receive notifications prior to 9am.

- Notifications must be recorded on the notification sheet and kept in the same way as other child protection paperwork, in a secure and locked cabinet/drawer.

- The school must ensure that all teaching staff understand the confidential nature of any information passed to them and that this information must be treated in the same way as any other child protection information given by other partners such as Social Care.

- Office staff must be informed that when an Operation Encompass call comes in then a Key Adult must be sought immediately.

- The school must inform parents that the school is part of Operation Encompass, using the basic template given to each school which can be amended to the school's individual requirements.

- The school must inform the Governing Body that the school is part of Operation Encompass and provide reports to the Governing Body on the impact of the scheme.

Good practice:
- The Key Adult should consider including information about Operation Encompass in the school's prospectus, thus ensuring that all new parents are informed of involvement.
- The Key Adult should consider whether the information about Operation Encompass should form part of the school website.

Record of notification form – Operation Encompass – Domestic Incident Related reporting

Police reference number:		**Date:**	
Name of child/ren & Date of birth:			
Date and time of incident:			

Circumstances of incident:

Addition school information:

Actions taken by the school:

Voice of the child:

Name:	
Signature:	