

Safeguarding and Child Protection Policy



This policy is available on our school website and a hard copy is available on request. We also inform parents and carers about this policy when their children join our school and through our school communications.

NORWICH SCHOOL

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

The policy is provided to all staff at induction alongside our Staff Code of Conduct, Behaviour Support and Intervention Policy and other relevant policies and procedures. In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2026).

This policy will be reviewed in full by the Governing Board on an annual basis. Our previous version of this policy was last reviewed and agreed by the Governing Board in Michaelmas 2026. It is due for review in Michaelmas 2027.

Confirmed by:

Andy Wood	Chair of Governors	Michaelmas 2026
Anasua Sarkar Roy	Governor – Chair of Safeguarding Committee	Michaelmas 2026

Version Control

Version	Date issued	Author/key contact	Change(s) summary:
1	31.08.2021		
2	13.01.2022	Nicky Fairweather	Concerns that do not meet the Harm Threshold
3	16.07.2022	Nicky Fairweather	Various updates in line with KCSIE 2022
3	31.07.2023	Nicky Fairweather	Various updated in line with KCSIE 2023
4	07.08.2024	Nicky Fairweather	Various updated in line with KCSIE 2024
4.1	24.09.2024	Nicole Reynolds	Minor change to Head's telephone number
4.2	11.02.2026	Nicole Reynolds	Update DSL Posters and update DDSL details (specifically Lower School)

5	01.09.2025	Nicky Fairweather	See Appendix 1 – Various updates in line with KCSIE 2025. Additional appendix added referencing CPOMS Guidance.
6	03.08.2026	Nicky Fairweather	Appendix 1 – changes in line with local authority updates following updates in KCSIE 2026.
6.1	27.08.2026	Nicky Fairweather	2.7 and 12.2 date updated.

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1. Purpose and Aims

1.1 The purpose of Norwich 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:

- Provide help and support to meet the needs of children and young people as soon as problems emerge;
- Protect children and young people at our school from maltreatment, whether that is within or outside the home, including online;
- Prevent impairment of our children's and young people's mental and physical 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 to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to all staff including supply 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 Norwich 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 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly for prolonged periods and/or on repeat occasions. Assistant Heads (Fourth, Fifth and Sixth Form) will regularly liaise with the Attendance Officer and DSL to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

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

2. Our Ethos

2.1 The child's welfare is of paramount importance. Norwich 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. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

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

2.3 At Norwich School we ensure that safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development. We operate with the best interests of the child at their heart.

2.4 Where there is a safeguarding concern, the child's wishes and feelings are considered when determining what action to take and what services to provide. The systems we have in place are promoted, easily understood and accessible for pupils to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

2.5 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 will happen to any information they have chosen to disclose. All staff will be trained to recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, at risk of exploitation, serious violence or modern slavery, and/or they may not recognise their experiences as harmful.

2.6 Throughout our broad and balanced curriculum, we will provide activities and opportunities for pupils to develop the knowledge, values and skills they need to identify risks (including knowing when and how to ask for help to ensure they and others stay safe) - this includes online. Relationships Education, Relationships and Sex Education and Health Education (delivered in regularly timetabled lessons and reinforced throughout the whole curriculum) will cover relevant topics in an age and stage appropriate way, enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. This will provide further reinforcement to help children identify risks, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources.

Curriculum delivery is via a range of means and is flexible and responsive to the needs of any cohort. PSHE is a weekly timetabled lesson of PPD (Pupil Personal Development) for L4-U5, Sixth Form pupils receive input during Futures lessons and the assembly programme is used to support whole school / year group messages. A range of small group seminars and larger scale workshops are used as appropriate. The school uses the DSL, DDSLs, specialist PSHE teachers, House tutors and Heads of House, other pastoral staff such as the Head of Welfare and Section Team and external specialists, to deliver this content. The school refers to this DfE guidance in teaching online safety in schools and Relationships Education, RSE and Health Education.

Further information can be found in the DfE guidance '[Teaching online safety in school](#)' and '[Relationships Education, Relationships and Sex Education and Health Education](#)'. This education is underpinned by the school's behaviour policy and pastoral support system.

2.7 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](#) (2026) and the [Norfolk Multi Agency Safeguarding Partnership arrangements](#).

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

- has specific disabilities or other additional needs
- has special educational needs (whether they have a statutory education, health and care plan or not)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or sexual and/or criminal exploitation
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is at risk of being radicalised into terrorism
- is at risk of honour or faith-based abuse such as FGM or Forced Marriage
- is a privately fostered child
- has a family member in custody or in prison, or is affected by parental offending
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- has been repeatedly removed from the classroom, experienced multiple fixed term exclusions, is on a part-time timetable, is at risk of being permanently excluded
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.

2.9 At Norwich School we understand the importance of working in a way that adheres to the following legislation:

- The Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty
- Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025 – 'data protection laws'.

This means we do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

3. Roles and Responsibilities

Role	Name	Contact details
Designated Safeguarding Lead (DSL) (Principal Deputy Head)	Nicky Fairweather	01603 728430 07811 299 132 nfairweather@norwich-school.org.uk
Mental Health Lead and Deputy DSL (Head of Welfare)	Georgie Valpied	01603 728447 07496 124765 gvalpied@norwich-school.org.uk
Deputy DSLs	Shaun Frise (Lower School) Emma Parsons (LS & EYFS) Charlotte Wyndham Andrew Curtis Richard Sims Gill Parsons Kabrie Adams	01603 728447 ...@norwich-school.org.uk
Safeguarding Officer	Bex McIntosh	
Head	Steffan Griffiths	01603 728442
Named Safeguarding Governor	Anasua Sarkar Roy	Via school
Chair of Governors	Andy Wood	Via school

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 Board

3.2 The Governing Board of Norwich School is accountable for ensuring the effectiveness of this policy and compliance with it. Although our Governors take collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding.

3.3 The Governing Board 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 Partnership policies and procedures
- The school contributes to inter-agency working in line with 'Working Together to Safeguard Children' (2026)
- A senior member of staff from the leadership team is designated to take lead responsibility for safeguarding and child protection (DSL) and that there is an appropriate team of Deputy DSLs in place. There will always be cover for the DSL. The role will be evidenced explicitly in the role holder's job description
- All staff receive a safeguarding induction and are provided with a copy of this policy, the Staff Code of Conduct and the Behaviour Support and Intervention Policy, and understand the school's safeguarding response for those pupils who are absent from education
- All staff undertake appropriate child protection training that is updated annually and on-line safety training
- Ensure that appropriate filtering and monitoring systems are in place and that a review of their effectiveness is carried out at least once every academic year by SLT member with responsibility for filtering and monitoring.
- Ensure that appropriate cyber security systems are in place.
- 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 (2026)
- The Safeguarding Team remedy without delay any weakness in regard to safeguarding arrangements that are brought to their attention

3.4 The Governing Board will receive a safeguarding report at each meeting that will record training, the number of staff attending and outstanding training requirements at the school. It will also summarise 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 Norwich School the Head is responsible for:

- Identifying a senior member of staff from leadership team to be the Designated Safeguarding Lead (DSL)
- Identifying members of staff as Deputy Designated Safeguarding Leads (DDSLs) who will make up the Safeguarding Team to work in collaboration with the DSL. Where the DSL is not on site a DDSL will act as DSL. The DSL for the day is noted on the window of School House and visible to all.

- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect or exploitation, are followed by all staff
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff or volunteer

The Safeguarding Team: Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs)

3.6 The Designated Safeguarding Lead (DSL) is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of 'Keeping Children Safe in Education' DfE (2026).

3.7 The Safeguarding Team will provide advice and support to other staff on child welfare and child protection matters and be made aware of safeguarding concerns. The DSL will be aware of all safeguarding concerns across the school. Any concern for a child's safety or welfare will be recorded in writing in CPOMS and will be seen by the DSL.

3.8 During term, a member of the Safeguarding Team will always be available on site (during school hours) to discuss safeguarding concerns with any member of staff.

3.9 A member of the Safeguarding Team will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience they will liaise with Children's Services and other agencies where necessary. A member of the Safeguarding Team will make referrals of suspected abuse to Children's Service - where a DDSL makes a referral they will have discussed this with the DSL first wherever possible. A member of the Safeguarding Team will take part in strategy discussions and other interagency meetings and contribute to the assessment of children and will ensure the DSL is fully informed.

3.10 The DSL will ensure that the Safeguarding Team maintain records and child protection files ensuring that they are kept confidential and stored securely.

3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school in accordance with the school's safeguarding training.

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

3.13 The Safeguarding Team will work with the Head and senior leaders, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement.

3.14 This will include understanding a child in need's academic progress and attainment and maintaining a culture of high aspirations for this cohort and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential.

3.15 We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The Safeguarding Team will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The Safeguarding Team will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

3.16 The DSL will take the lead responsibility for understanding the filtering and monitoring systems and processes in place at the school.

4. Training and Induction

4.1 When new staff 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, Part one of 'Keeping Children Safe in Education' DfE (2026) and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. They will also receive a copy of the Behaviour Support and Intervention Policy and the school's response to children who are absent from education. All staff are expected to read these key documents. They will also be provided with information about how to record and report safeguarding concerns using CPOMS.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period on joining the school – online training takes place before employment begins, and in-person training is carried out twice a year for new joiners. This programme will include information relating to signs and symptoms of abuse, online safety, how to manage a disclosure from a child (including reassuring victims that they are being taken seriously and that they will be supported and kept safe), how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the DSL. The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive online safety training, including understanding the expectations, applicable roles, and responsibilities in

relation to filtering and monitoring as this is part of the overarching safeguarding approach of our school.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of 'Keeping Children Safe in Education' DfE (2026). In order to achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training
- all staff members receive regular safeguarding and child protection updates, as required (for example during Inset and weekly briefings), to provide them with relevant skills and knowledge to safeguard children effectively

4.4 All regular visitors, temporary staff and volunteers to our school will be provided with information outlining our safeguarding procedures when they sign in at 71a Reception; they will be informed of whom our DSL and DDSLs are and what the recording and reporting system is.

4.5 The DSL and DDSLs will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Partnership at least once every three years. The DSL and DDSLs will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, DSL and DDSLs will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role. The DSL will access e-courier (local authority weekly updates and national updates) and disseminate information as appropriate and attend DSL cluster / forum meetings.

4.6 Our governing body will also undertake appropriate online and in-person training to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. This training takes place at induction and is updated regularly. Training for Safeguarding Governors to support them in their safeguarding role is available from Norfolk Governor Services.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of 'Keeping Children Safe in Education' DfE (2026) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Partnership and within the [Safeguarding Toolkit](#) on the Norfolk Schools and Learning Providers website.

5. Procedures for Managing Concerns

5.1 Norwich School adheres to child protection procedures that have been agreed locally through the Norfolk Safeguarding Children Partnership. Where we identify

children and families in need of support, we will carry out our responsibilities in accordance with [Norfolk Local Assessment Protocol](#) and the [Norfolk Continuum of Need Guidance](#).

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 outlined in this policy.

5.3 All staff are encouraged to report any concerns (however small or insignificant they may seem). On occasion, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the DSL and the Safeguarding Team 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 A member of the Safeguarding Team 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 a DDSL.

5.6 All concerns about a child or young person should be reported without delay in CPOMS (or for a referral from outside the staff body without access to CPOMS, in writing to the DSL). Records should include:

- A clear, objective and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

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

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

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

staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

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

- the situation is an emergency and the DSL / DDSLs 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 DSL and, if concerns continue, with the Head or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately by the school, they should contact Norfolk CADS directly.

6. Specific Safeguarding Issues

Contextual Safeguarding

6.1 At Norwich School we recognise that safeguarding incidents and, or behaviours can be associated with factors outside of school and can occur between children outside school. This is known as contextual safeguarding. It is key that all school staff understand this and consider if a pupil could be at risk of abuse or exploitation in a situation outside their home, including (but not limited to) sexual exploitation, criminal exploitation, and serious violence. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Children with Special Educational Needs and Disabilities or Physical Health Issues

6.2 We recognise that children with disabilities, health conditions or other additional needs can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or additional needs without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers;
- the need for intimate care and more likely to be dependent on adults for care;
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

6.3 We work to address these additional challenges and consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

6.4 At Norwich School we recognise that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

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

6.5 At Norwich School we train staff to recognise that both CSE and CCE are forms of abuse, and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Victims can be exploited even when activity appears consensual and it should be noted exploitation, as well as being physical, can be facilitated and / or take place online.

6.6 At Norwich School we recognise that CSE is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology. We understand that some children may not realise they are being exploited e.g., they may believe they are in a genuine romantic relationship.

6.7 At Norwich School we understand that CCE is a geographically widespread form of harm, typical of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

6.8 We understand that children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap them into debt. They may be coerced into carrying weapons (such as knives) or begin to carry a knife for a sense of protection from harm from others. We will treat these children as victims understanding that they have been criminally exploited, even if the activity appears to be something they have agreed or consented to. We recognise the experience of girls and boys who are criminally exploited can be different and that any child criminally exploited may be at higher risk of sexual exploitation.

6.9 At Norwich School staff are aware of the indicators and risk factors which may signal a child is vulnerable to or involved with serious violent crime. We make reference to the Home Office's [Preventing youth violence and gang involvement](#), and [Criminal exploitation of children and vulnerable adults: county lines](#) and the

[Children's Society Preventing Child Sexual Exploitation](#) guidance for more information.

6.10 We understand that serious violence is seen as a continuing safeguarding concern. We are trained and alert to the signs a child may be at risk or involved in serious violence; aware there are times of the school day where children may be at higher risk and respond accordingly. Where staff report concerns, the DSL will gather contextual information, provide early support for those considered at risk and dependent on the risk implement a safety and support plan.

6.11 If a child is suspected to be at risk of exploitation, serious violence, or modern slavery, a referral to the Children's Advice and Duty Service (CADS) will be made alongside consideration of availability of local services/third sector providers who offer support to victims of exploitation.

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

6.12 At Norwich School we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' abuse (HBA) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBA, they should inform the DSL who will activate [local safeguarding procedures](#), using existing national and local protocols for multiagency liaison with police and children's social care.

6.13 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. [Section 5B of the Female Genital Mutilation Act 2003](#) (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (January 2020).

6.14 At Norwich School we recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. The Forced Marriage Unit has statutory guidance and Multi-agency guidelines and can be contacted for advice or more information via 020 7008 0151 or email fmufco.gov.uk.

Preventing radicalisation and extremism

6.15 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Norwich School, we will ensure that:

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

Child-on-child abuse (including harassment and violence)

6.16 At Norwich School all staff are trained so that they are aware that safeguarding issues can manifest themselves via child-on-child abuse. These forms of harm may include an online element which facilitates, threatens and/or encourages abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying),
- abuse in intimate personal relationships between children,
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- serious physical assault and harm, or the threat of harm with a weapon,
- sexual violence such as rape, assault by penetration and sexual assault,
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse,
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
- consensual and non-consensual making or sharing of nudes and semi nudes,
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group).

6.17 We recognise that children are vulnerable to physical, sexual and emotional abuse by other children or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. We understand that abuse can occur in intimate personal relationships between children; and that consensual and non-consensual sharing of nudes and semi-

nude images and or videos is a form of child-on-child abuse. The school will refer to [UKCIS guidance](#) as necessary to inform appropriate action.

6.18 We understand, that even if there are no reports in our setting it does not mean it is not happening, it may be the case that it is just not being reported. We recognise that pupils may not find it easy to talk about their abuse and can show signs, and act in ways that they hope adults will notice and react to. In some cases, a victim may not make a direct report, but information may come from a friend or an overheard conversation. Such abuse will always be taken seriously, and safeguarding procedures followed. Staff must never normalise or dismiss concerns relating to child on child abuse and will always challenge it - it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

6.19 At Norwich School we regularly review decisions and actions, and relevant policies are updated to reflect any lessons learnt. We look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we decide upon an appropriate course of action.

6.20 At Norwich School all staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. We will also offer appropriate support to the perpetrator and any other children involved.

6.21 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about child on child abuse. The DSL will respond to any concerns related to child on child abuse in line with guidance outlined in Part five of 'Keeping Children Safe in Education' DfE (2026). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

6.22 We will work with other agencies including the police and Children's Social Care, as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour Team as required so that we ensure we are offering the right support.

6.23 Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and, or referral to The Harbour Centre Sexual Assault Referral Centre (SARC), where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The Harbour Centre also has a helpline 01603 276381 (available 9-5pm Mon-Fri) if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on The Harbour Centre website. The DSL will always contact the police in

cases of rape and serious sexual assault as per the guidance [When to call the Police: a guide for schools and colleges, National Police Chiefs Council](#).

Modern Slavery

6.24 At Norwich School we understand that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. We refer to the DfE guidance [Modern slavery: how to identify and support victims](#) for concerns of this nature.

Safeguarding Responses to Children Who Are Absent from Education

6.25 At Norwich School we adhere to the '[Working Together to Improve School Attendance](#)' (2026) guidance. all staff should be aware of the safeguarding responsibilities for children who are absent from education, particularly on repeat occasions, or for prolonged periods, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of them going missing in future.

6.26 At Norwich School we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who are absent from education:

- Attendance registers taken at the start of each school day and during Period 6 are used to monitor attendance
- Registers taken during each single / double lesson ensure pupils are safe during the day
- We make every effort to contact parents and carers and follow up with the emergency contacts held and aim to hold at least two emergency contacts for each pupil on roll
- Staff will alert the Safeguarding Team to any concerns raised regarding children who are absent from school
- The Safeguarding Team will liaise regularly with the Attendance Officer and other members of the pastoral team to ensure that each response is thorough and takes into account all the relevant information about individual children
- The Attendance Officer carries out first day calling and monitors data to ensure we intervene early in cases of poor attendance and or unexplained absence
- When removing a child from the roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files
- If a pupil goes missing in education a referral will be made to the local authority Attendance Team

Mental Health

6.27 At Norwich School all staff are made aware, through training, that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and that in some cases, mental health concerns can develop into safeguarding concerns.

6.28 We understand that where children have suffered abuse and neglect or exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore through training staff are aware that children's experiences, can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child, that is also a safeguarding concern, they should take immediate action in reporting to the Safeguarding Team via CPOMS.

6.29 At Norwich School our Head of Welfare is our mental health lead. There are clear systems and processes in place for identifying possible mental health concerns and we work with other agencies as required to respond to these concerns. The DSL and DDLs make reference to the [Mental Health and Behaviour in Schools'](#) DfE guidance for further support.

Online Safety

6.3 At Norwich School all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. We understand that in many cases abuse will take place concurrently via online channels and in daily life. We know that children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

6.31 Online safety training is part of the requirement for staff to undergo regular safeguarding training. We will ensure online safety is an ongoing theme throughout the curriculum and is reflected in relevant policies, training, the role and responsibilities of the DSL and parental engagement.

6.32 The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

1. Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
2. Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
3. Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).

4. Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

6.34 At Norwich School we recognise that technology, risks and harms evolve and change rapidly and regularly review our approach to online safety. We also communicate with parents and carers to reinforce the importance of children being safe online. We must all be aware that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). The school understands the importance of robust filtering and monitoring on school devices and networks and adheres to the DfE filtering and monitoring standards.

Cybercrime

6.35 We understand that cybercrime is criminal activity committed using computers and, or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). We are aware of the [Cyber security standards for schools and colleges.GOV.UK](#) and the guidance from [the National Education Network](#).

6.36 If there are concerns about a child in this area, the DSL will consider a referral to the [Cyber Choices programme](#) which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Domestic Abuse

6.37 At Norwich School all staff are aware that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. We understand that children can be victims of domestic abuse where they see hear, or experience the effects, and this can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. We are aware of the Norfolk Integrated Domestic Abuse Service (NIDAS) and signpost victims to the service. [Norfolk and Suffolk Victim Care](#) are available to support where threshold for NIDAS is not met.

Children who are lesbian, gay, bisexual or questioning their gender

6.38 The fact that a child or a young person may be lesbian, gay, bisexual or questioning their gender is not in itself an inherent risk factor for harm. However, in line with 'Keeping Children Safe in Education', we recognise that these children and in some cases children who are perceived by other children to be lesbian, gay or bisexual can be just as vulnerable as children who are. Therefore, we work to reduce any additional barriers faced and provide a safe space for these children to speak out or share their concerns with members of staff. Through our curriculum and behaviour support and intervention policy, we are clear that bullying and disrespectful language or behaviour is never appropriate.

7. Records and Information Sharing

7.1 If staff are concerned about the welfare or safety of any child at our school, they will record their concern in CPOMS and the Safeguarding Team are automatically alerted through this system. The DSL checks CPOMS reports daily.

7.2 Any information recorded on paper is scanned, uploaded to CPOMS and then shredded, and not retained with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school based on 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will be kept up to date. Each concern logged will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached, rationale for decisions made, and the outcome.

Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on the child's file in CPOMS. All our safeguarding records will record significant events in the child's life. CPOMS reports when generated are in chronological order.

7.4 When a child leaves our school, (including in year transfers) the DSL will contact the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school. The DSL will include a clear, structured summary identifying current safeguarding concerns, relevant context and any ongoing support needs. This transfer will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term. We recognise that not providing information as per the timescales can impact on the child's safety, welfare and educational outcomes.

7.5 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.

7.6 Prior to a child leaving we will consider if it would be appropriate to share any additional information with the new school or college in advance to help them put in place the right support to safeguard this child.

7.7 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.

7.8 When a child joins our school, we will review any safeguarding information received and contact the previous setting to seek clarification where information is unclear or incomplete.

8. Working with Parents and Carers

8.1 Norwich 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.

8.2 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 contact Norfolk Children's Advice & Duty Service.

8.3 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.

8.4 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 Safeguarding Team making a referral to Norfolk CADS in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, 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.

8.6 At Norwich School we work 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 or a missing from home or care episode; this scheme is called Operation Encompass. In order to achieve this, Norfolk Children's Services staff will share police information of all domestic incidents where one of our pupils has been present or experienced a missing episode, with the DSL. On receipt of any information, the DSL 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 Operation Encompass Protocol’](#). We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

9. Child Protection Conferences

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

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

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

9.4 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.

10. Safer Recruitment

10.1 We will ensure that the Head and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Head and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of ‘Keeping Children Safe in Education’, DfE (2026). At least one person involved in conducting an interview will have received safer recruitment training.

10.2 At Norwich School we will use the recruitment and selection process to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities.

10.3 We require details of a candidate’s present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment

and 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, and shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

10.4 At Norwich School we use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel and any potential areas of concern are explored to determine the applicant's suitability to work with children.

10.5 We will undertake Disclosure and Barring Service checks and other pre-employment checks as outlined in 'Keeping Children Safe in Education' DfE (2026)' to ensure we are recruiting and selecting the most suitable people to work with our children.

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

10.7 At Norwich School we recognise that safer recruitment is not just about carrying out the right DBS checks and is not limited to recruitment procedures. Therefore, we understand the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Further information about all of these processes can be found in our Recruitment Policy.

11. Safer Working Practice

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

11.2 All staff will be provided with a copy of our school's Staff Code of Conduct at induction. They will be expected to know our school's Staff Code of Conduct 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 DSL.

11.3 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.

11.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in

[‘Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings’](#) (February 2022). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

12.Managing Allegations Against Staff & Volunteers

Allegations that May Meet the Harms Threshold

12.1 Our aim is to provide a safe and supportive environment which secures the wellbeing 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.

12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We work to the thresholds for harm as set out in ‘Working Together to Safeguard Children’ (2026) and ‘Keeping Children Safe in Education’, DfE (2026). An allegation may relate to a person who works / volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The fourth bullet point above recognises circumstances where a member of staff (including trainee teachers, supply teachers and contractors/peripatetic teachers) or volunteer is involved in an incident outside of school / college which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.

12.3 At Norwich School we recognise our responsibility to report allegations or behaviours of concern and, or harm to children by adults in positions of trust who are not employed by the School to the LADO service directly at lado@norfolk.gov.uk. These are adults such as those in the voluntary sector, taxi drivers, escorts, and fosters carers.

12.4 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. When concerns arise, we will always ensure that the procedures outlined in the local protocol [Allegations Against Persons who Work / Volunteer with Children](#) and Part 4 of ‘Keeping Children Safe in Education’, DfE (2026) are adhered to and will seek appropriate advice. The first point of contact for schools regarding concerns and, or allegation issues (including for supply teachers) is via the Local Authority Education Duty Desk on 01603 307797. A Duty Advisor (not a LADO) will give advice and guidance on next steps. If the advice is to make a referral to the LADO service, then the [LADO](#)

referral form should be completed. The completed LADO referral form is then sent via e-mail to: LADO@norfolk.gov.uk.

12.5 If an allegation is made or information is received about any adult who works or volunteers in our setting which indicates that they may be unsuitable to work or volunteer with children, the member of staff receiving the information should inform the Head immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Head, this will be reported to the Chair of Governors. In the event that neither the Head nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head or the Vice Chair of Governors.

12.6 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.

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

12.8 Any member of staff or volunteer who does not feel confident to raise their concerns with the Head or Chair of Governors should contact the LADO directly via email to lado@norfolk.gov.uk

12.9 Further [information and guidance documents in relation to the LADO process](#), forms, leaflets and the Allegations against Persons who Work/Volunteer with Children Procedures are found on the Norfolk Safeguarding Children Partnership website. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

12.10 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. The school must also consider whether to refer the case to the Secretary of State (via the

Teaching Regulation Agency) if a teacher is dismissed or the setting ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first.

Concerns that do not meet the Harm Threshold

12.11 The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the thresholds as stated above. In Norfolk the 'low level' concern process is to consider consulting with the Local Authority Education Duty Desk on 01603 307797. We recognise a low-level concern to be something which is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

12.12 At Norwich School we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including trainee teachers, supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

12.13 Staff are aware what low-level concerns are and understand the importance of reporting these types of concerns, preferably in person but can be recorded in writing in CPOMS using the 'DSL-only' category. At Norwich School staff report all low-level concerns to the DSL or to the Head. If reported to the DSL, then the DSL will inform the Headteacher of the concern in a timely fashion to discuss appropriate steps. Low level concerns will be recorded in writing by the Head of HR on the file of the individual.

12.14 We address unprofessional behaviour and support individuals to correct it at an early stage as per our Staff Code of Conduct. This includes encouraging staff to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

12.15 At Norwich School we understand the importance of recording low-level concerns and the actions taken in light of these being reported. The records are kept confidential and stored securely by HR. We will review the records we hold to identify potential patterns and take action. This could be through a disciplinary process but also by referring to the Local Authority Education Duty Desk on 01603 307797. Please note, where a child, parent/carer or staff member makes an allegation of harm, this will not be considered as a 'low level' concern without consultation with the Local Authority Education Duty Desk or the LADO service directly.

12.16 We recognise that low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

13. Use of Premises for Non-School / College Activities

13.1 Where we hire or rent out our facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we ensure that appropriate arrangements as per DfE guidance (September 2023) [After-school clubs, community activities and tuition: safeguarding guidance for providers](#) are in place to keep children safe.

13.2 We will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, as a condition of use and occupation of the premises (including inspecting these as needed); and that failure to comply with this would lead to termination of the agreement.

13.3 If an allegation is made relating to an incident that happened when an individual or organisation was using school premises for non-school/college activities, we will follow the safeguarding policies and procedures, as set out above.

14. Relevant Policies

14.1 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 / guidelines / areas of school life are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Attendance
- Behaviour Support and Intervention
- Counselling
- Pastoral Care and Pupil Welfare
- Recruitment
- Whistleblowing
- Online Safety and Acceptable Use Agreements
- Health and Safety
- Equity, Diversity and Inclusion
- Meeting the needs of pupils with medical conditions
- First aid and medical provision
- Educational visits including overnight stays
- Pupil Personal Development (including RSHE)
- Prevent
- Visitors

15. Statutory Framework

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

- [Working Together to Safeguard Children](#) DfE (2026)
- [Keeping Children Safe in Education](#) DfE (2026)
- [Working Together to Improve School Attendance](#) DfE (2026)
- [Norfolk Safeguarding Children Partnership procedures](#)
- [Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons Who Work / Volunteer with Children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (2022)
- [What to do if you're worried a child is being abused](#) DfE (2015)
- [Information sharing: advice for practitioners providing safeguarding services](#) DfE (2024)
- [The Prevent duty: Departmental advice for schools and childcare providers](#) DfE (2023)
- [The Prevent duty: safeguarding learners vulnerable to radicalisation](#) (September 2023)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (2020)
- [Multi-agency practice principles for responding to child exploitation and extra-familial harm](#)
- [Child sexual exploitation: guide for practitioners](#) DfE (2017)
- [Teaching online safety in school](#) DfE (2023)
- [Mental Health and Behaviour in Schools](#) DfE (2018)
- [Data protection: toolkit for schools](#) DfE (2026)
- [Promoting the education of children with a social worker](#) (2025)
- [Preventing youth violence and gang involvement](#)
- [Criminal exploitation of children and vulnerable adults: county lines](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Domestic Abuse Act 2021 Statutory Guidance](#) Home Office (2023)
- [Norfolk Joint Agency Protocol for Domestic Abuse – Notifications to Schools'](#)
- [When to call the Police: a guide for schools and colleges, National Police Chiefs Council](#)
- [Cyber security standards for schools and colleges.GOV.UK](#) DfE (2022)
- [After-school clubs, community activities and tuition: safeguarding guidance for providers](#) DfE (2023)
- [Domestic Abuse Act 2021 Statutory Guidance](#) (Home Office April 2023)

Document control

Document title:	Safeguarding and Child Protection Policy
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Authorised by:	Governing Board
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External documents referenced:	• Working Together to Safeguard Children DfE (2026) • Keeping Children Safe in Education DfE (2026) • Working Together to Improve School Attendance DfE (2026) • Norfolk Safeguarding Children Partnership procedures • Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons Who Work / Volunteer with Children • Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (2022)

	• What to do if you're worried a child is being abused DfE (2015) • Information sharing: advice for practitioners providing safeguarding services DfE (2024) • The Prevent duty: Departmental advice for schools and childcare providers DfE (2023) • The Prevent duty: safeguarding learners vulnerable to radicalisation (September 2023) • Mandatory Reporting of Female Genital Mutilation-procedural information Home Office (2020) • Multi-agency practice principles for responding to child exploitation and extra-familial harm • Child sexual exploitation: guide for practitioners DfE (2017) • Teaching online safety in school DfE (2023) • Mental Health and Behaviour in Schools DfE (2018) • Data protection: toolkit for schools DfE (2026) • Promoting the education of children with a social worker (2025) • Preventing youth violence and gang involvement • Criminal exploitation of children and vulnerable adults: county lines • Relationships Education, Relationships and Sex Education (RSE) and Health Education Domestic Abuse Act 2021 Statutory Guidance Home Office (2023) • Norfolk Joint Agency Protocol for Domestic Abuse – Notifications to Schools' • When to call the Police: a guide for schools and colleges, National Police Chiefs Council • Cyber security standards for schools and colleges.GOV.UK DfE (2022) • After-school clubs, community activities and tuition: safeguarding guidance for providers DfE (2023) • Domestic Abuse Act 2021 Statutory Guidance (Home Office April 2023)
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APPENDIX 1 - Annual Update Summary: Michaelmas 2026

Version number	Date issued	Author/key contact	Changes	Section
6.1			2.7 & 12.2 – year updated from 2023 to 2026	2.7 & 12.2
6	Michaelmas 2026	Nicky Fairweather	All references to ' <i>Keeping Children Safe in Education</i> ' (2025) have been removed and replaced with reference to ' <i>Keeping Children Safe in Education</i> ' (2026).	Throughout
			All references to ' <i>Working Together to Safeguard Children</i> ' (2025) have been removed and replaced with reference to ' <i>Working Together to Safeguard Children</i> ' (2026).	Throughout
			All references to ' <i>Working Together to Improve School Attendance</i> ' (2024) have been removed and replaced with reference to ' <i>Working Together to Improve School Attendance</i> ' (2026).	Throughout
			Added section numbering references as per local authority model policy	Throughout
			Removed reference to Annex A – all staff now expected to read KCSIE Part 1	Throughout
			Anasua Sarkar Roy sole safeguarding governor since retirement of Tracy Yates	3
			Safeguarding Officer - Bex McIntosh return from mat leave	3
			Addition of exploitation, serious violence and modern slavery.	2.5
			Addition of further indicators that a child may benefit from a coordinated offer of early help.	2.8
			Addition of reference to <u>Data (Use and Access) Act 2025</u> – 'data protection laws'.	2.9
			Addition of governors' responsibilities to ensure that appropriate filtering and monitoring arrangements are in place and annually reviewed by SLT member responsible for filtering and monitoring. Further addition of governors' responsibilities to ensure cyber security systems are in place.	3.3
			Addition of serious violence into considerations of extra-familial harm.	6.1
			Addition of further factors to consider in relation to children with SEND.	6.2

			Removal of link to Criminal exploitation of children and vulnerable adults: county lines guidance.	6.9
			New paragraph relating to serious violence.	6.10
			Addition of suspected serious violence for referral to Children's Advice and Duty Service (CADS).	6.11
			Updated link for multi-agency statutory guidance for dealing with forced marriage.	6.12
			Updated title of section to child-on-child abuse (including harassment and violence).	6.16
			Addition of indicators of child-on-child abuse.	6.16
			Replaced "indecent", "nude, semi-nude" and "also known as sexting or youth produced sexual imagery" with "making or sharing of nudes or semi-nudes".	6.16
			Removal of reference to Norfolk Harbour Centre help line being available 24/7. The helpline is now available Monday to Friday 9am-5pm.	6.23
			Addition into mental health section, that in some cases, mental health concerns can develop into safeguarding concerns.	6.27
			Change to language in line with <u>Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026)</u> .	6.38
			Addition of inclusion of a summary with safeguarding file transfer.	7.4
			Addition of seeking clarification with previous setting if there are gaps in the safeguarding record.	7.8
			Addition of trainee teachers.	12.2
			Addition of trainee teachers.	12.7
			Addition of trainee teachers.	12.12
			Addition of link to current guidance <u>Out-of-school settings: safeguarding guidance for providers</u> .	13.1
			Updates to statutory framework section to reflect current guidance.	15
			Addition of updated Children's Advice and Duty Service flowchart process.	Appendix 3

Appendix 2 - Safeguarding Poster for 2026/27


NORWICH SCHOOL

**Norwich Senior School
Safeguarding Team
2026-27**

We all have a legal duty to safeguard and promote the welfare of children; at Norwich School we take this responsibility very seriously.


Mrs Fairweather
Principal
Deputy Head
DSL*


Mrs Valpiet
Head of Welfare
DDSL*


Mrs Parsons
Head of Learning
Support (SEND/CO)
DDSL*


Mrs Wyndham
Assistant Head
(Fourth Form)
DDSL*


Mr Curtis
Assistant
Head (Fifth
Form)
DDSL*


Mr Sims
Assistant Head
(Sixth Form)
DDSL*


Ms Adams
Deputy Head
of Sixth Form
DDSL*

*Designated Safeguarding Lead / Deputy Designated Safeguarding Lead

If you have any concerns about a pupil at Norwich School please contact Mrs Fairweather or any member of the Safeguarding Team as soon as you can. Please pass on any concern you have, however small it may seem.

You may be concerned about the physical or emotional safety of a pupil, you may have noticed a change in their mood or behaviour, or they may have spoken to you in a way that has caused you to worry.

If you have a concern about the behaviour of any member of staff we encourage you to get in contact with Mrs Fairweather or with Mr Griffiths, Head. If you are concerned about the Head you should get in touch with Dr Wood, Chair of Governors.

You can contact any member of the Safeguarding Team via the school e-mail system or by sending a message via Teams.

The Norwich School Safeguarding and Child Protection Policy is available on the website or on the hub.

Safeguarding

Worried for yourself or someone else?

All Norwich School staff are trained to listen. Please do speak with someone.

IF A FRIEND TELLS YOU SOMETHING DIFFICULT

Acknowledge the fears and worries they might be going through. Assure them of your love and support and that you're thinking of them. Offer to accompany them to speak to an adult together.

What might be a worry

Life can be tough for any of us sometimes; maybe you or a friend are:

- Struggling with low mood
- Finding relationships at home difficult
- Having challenges in a romantic relationship or friendship
- Having a difficult relationship with food
- Experiencing difficult feelings and how to deal with them

Who can you talk to?

- Your tutor
- Your Head of House
- A prefect
- Any teacher you know and trust
- A member of the Safeguarding Team
- The Safeguarding or Wellbeing Team in Number 71

CONFIDENTIALITY

Your privacy and confidentiality are important. You will always be involved in any decisions regarding your safety.

GET IN TOUCH

You can always email or send a message in Teams Chat.

SAFEGUARDING TEAM

These staff are safeguarding trained. You can contact them or another staff member can get in touch on your behalf:

- Mrs Fairweather
- Mrs Valpiet
- Mrs Wyndham
- Mr Sims
- Mr Curtis
- Miss Adams
- Mrs Parsons

PROBLEM? **WHISPER IT**

If you have seen or heard anything that has made you feel uncomfortable, report it anonymously on Whisper.

To report your concern go to the School Handbook, which is pinned in your Year Group MS Team. Alternatively, click on the Whisper logo at the bottom of the home page of the school website - www.norwich-school.org.uk

**Norwich Lower School
Safeguarding Team
2026-27**


NORWICH SCHOOL

We all have a legal duty to safeguard and promote the welfare of children; at Norwich School we take this responsibility very seriously.


Shaun Frise
Deputy Head
(Pastoral)
Lower School
DDSL*


Emma Parsons
Assistant Head
(SEND/CO and Pastoral Care)
Lower School
DDSL* for EYFS**


Nicky Fairweather
Principal Deputy Head
DSL*


Georgie Valpiet
Head of Welfare
DDSL*


Gill Parsons
Head of Learning Support
(SEND/CO)
DDSL*

*Designated Safeguarding Lead / Deputy Designated Safeguarding Lead
** Early Years Foundation Stage

If you have any concerns about a pupil at Norwich School please contact Mrs Fairweather or any member of the Safeguarding Team as soon as you can. Please pass on any concern you have, however small it may seem.

You may be concerned about the physical or emotional safety of a pupil, you may have noticed a change in their mood or behaviour, or they may have spoken to you in a way that has caused you to worry.

If you have a concern about the behaviour of any member of staff we encourage you to get in contact with Mrs Fairweather or with Mr Griffiths, Head. If you are concerned about the Head you should get in touch with Dr Wood, Chair of Governors.

You can contact any member of the Safeguarding Team via the school e-mail system or by sending a message via Teams.

The Norwich School Safeguarding and Child Protection Policy is available on the website or on the hub.

APPENDIX 3 – Norfolk County Council referral guidance

[Safeguarding process PDF here](#)

1. **Identify & Assess Risk:** Identify child at potential or actual risk.
2. **Consult DSL:** Report concerns direct to DSL/DDSL document via CPOMS and follow advice regarding contacting CADS or completing a [Request for Support](#).'
3. **Immediate Protection:** If the child is in immediate danger, call 999.
4. **Contact CADS if child protection or immediate safeguarding concerns.**
5. **Professionals call 0344 800 8021 and choose option:**
 - **Press 1** – if the child or young person is currently being supported by a Social Worker or Family Practitioner.
 - **Press 2** – if your call relates to Child Exploitation.
 - **Press 3** – if your call relates to Domestic Abuse.
 - **Press 0** – for Child Protection and immediate safeguarding concerns. (If the lines are busy and your call is not answered within 40 minutes, a call back option will be offered).**Members of the public can call 0344 800 8020.**
6. **Request Support for Universal, Community based Early Help and Family Help Complete a [Request for Support form](#):**

Targeted early help and community-based support can be accessed via Request for support - Norfolk County Council. Early Help is designed to support children, young people, and families experiencing difficulties that may affect their wellbeing, development, or ability to flourish.

Consent: Inform parents/carers of the concerns and gain consent for support from Early Help services, prior to a call or completing a Request for Support unless doing so places the child at further risk.

Universal services and community-based early help

Universal outcomes and community based early help provide preventative support for children and families of all ages, strengthening resilience, improving outcomes, and reducing the risk of needs escalating. Delivered as a coordinated local system rather than a single service, this support is offered through universal provision such as education, health, and wider community services.

It includes services like Best Start Family Hubs, youth, and housing support, and after school provision.

Best Start Family Hubs offer a clear pathway from pregnancy to age 19 (or 25 for young people with SEND), bringing together multi agency partners to provide accessible, ongoing community support and to safeguard families, including those transferring from targeted or specialist services.

Family Help – targeted early help, safeguarding, and promoting the welfare of children.

Family Help is offered where universal services and community based early help have not achieved sufficient or sustained improvement, or where a child and family present with multiple, complex, or escalating needs. Delivered through a coordinated, multi-agency approach led by Children's Services and its partners, Family Help provides structured support to address identified risks and concerns. Family Help will only be initiated

where there is an agreed Family Plan, or a Graded Care Profile (GCP) in cases of neglect, which has been shared with CADS.

Family Help is a voluntary, consent based approach that supports families to build capacity, improve outcomes, and reduce risks, including families in kinship arrangements and those requiring additional support during pregnancy, with the aim of preventing the need for statutory child protection intervention.

Consent: Inform parents/carers of the concerns and gain consent for support from Early Help services, prior to a call or completing a Request for Support unless doing so places the child at further risk.

7. **CADS:** A member of the team responds to the call or Request for Support and decides on next steps.
8. **Information Gathering:** MASH partners (police, health, social care) share information if required.
9. **Outcome & Action:**
Information, advice, and guidance
Community based Early Help
Family Help
10. **Feedback:** Following a call CADS provides feedback to the referrer regarding the outcome.

Appendix 4. CPOMS Guidance

We use CPOMS to record observations around pupil behaviour, attitude, wellbeing and any safeguarding concerns. This helps us to develop robust knowledge of each individual.

Key-Users are Lower School Form Tutors, Heads of House and Deputy Heads of Section in the Senior School, and members of the Safeguarding Team. These staff need to use two-factor authentication. All incidents should be viewed only on a need-to-know basis.

All other users are **Non-Key Users** who should not use two-factor authentication.

Any Norwich School staff member can add an 'incident'. CPOMS is accessible from The Hub. Please record any event or conversation that is of interest, is atypical or could be helpful for future reference.

The following guidance should be followed:

- Wherever possible one main category and up to one sub-category should be assigned (ask yourself what is at the heart of the matter?).
- Professional language should be used (consider that a log could become part of a data subject access request).
- Observations should be recorded objectively and factually.
- Full names to be used rather than initials, and job roles of any external professionals included.
- Records of communications with parents / guardians should be added to CPOMS. The content of emails can be copied into an incident, including date and timestamp.
- For lengthy logs, a one or two sentence summary at the top is helpful.
- Other pupils can be 'linked' as appropriate. In cases where multiple pupils are involved, be careful to add relevant updates as actions on relevant pupil records (relevant for Key Users). Ensure the incident is logged against the most relevant pupil. Where multiple pupils are 'linked' Senior School Tutors of linked pupils need to be manually added via 'Alert Staff Members' otherwise they will not be able to view the alert.
- If appropriate, assign an incident as 'No Further Action' or 'Closed'. [N.B. a pupil will remain as 'monitored' when an incident is closed.
- Please note that CPOMS is for factual logging purposes to keep relevant staff informed. It is not for general communication between colleagues.

Staff are 'alerted' to incidents for pupils when they have responsibility for their wellbeing and progress:

- An email will inform a user that they have been alerted to an incident.
- Incidents can be viewed only within CPOMS, from a user's homepage.
- For Non-Key Users, an incident is no longer accessible once submitted.
- Incidents can be shared with Non-Key Users via 'Alert Staff Members'. [When viewing incidents, Key Users should alert Non-Key Users (where it is not the tutor) where actions are likely - this may well be the member of staff who has submitted the incident].

- An incident will remain open on a user's homepage as long as the user does not click 'mark as read'. This allows further actions to be added where necessary.
- For the majority of incidents, the Tutor should take and record the initial action.
- Where there is time pressure, or uncertainty about how to proceed, a Tutor should seek support from House or Section colleagues.

Additional notes to be aware of:

- Safeguarding concerns should be logged as promptly as possible.
- 'Child Protection': viewable by the Safeguarding Team only (team alerted).
- 'Confidential Note': viewable by the Safeguarding Team (relevant Assistant Head - Fourth / Fifth / Sixth Form - and DSL alerted).
- 'DSL (NF) only': viewable only by the DSL (DSL alerted).
- Incidents are 'viewable' and can be searched for by staff with key user access.

Best Practice Example 'incident' - clear, concise, factual

Mrs Williams (parent/carer of Tommy) approached me outside the West Doors of the Cathedral after school. She appeared visibly upset. She expressed frustration that Tommy had not been offered a place in the choir following the recent auditions. She did not use threatening or abusive language. I acknowledged her concerns and explained that I would speak with colleagues to clarify the decision-making process before responding further. We agreed that I would follow up by email, with a phone call available if she wished. The conversation was brief and concluded calmly.

Action: Speak with Jane Smith (Head of Music) on 24/02/2026 before sending email response to Mrs Williams. Log outcome once actioned.

Example 'incident' - confused, lacking specific detail, irrelevant content

Today a parent stopped me after school, was very angry at their child not getting into the choir. I asked them if their child had auditioned, and they said they did not because they did not receive a letter about this, even though the rest of the class had. I said that I had asked the class teacher to ensure each child had a letter and that she must have overlooked Tommy by mistake. I said I was very sorry that they had not had one as Tommy is a wonderful singer and I often praise him for his excellent singing during assembly. I said that I would make sure this does not happen again as this did not happen last year when it was choir auditions. Mum agreed that it did not happen last year and asked if he could be considered for the choir this year even though he has not auditioned. Mum thanked me for my help and left- she understood that Tommy will not be allowed to join the choir this year.

Action: Mrs Smith- why did Tommy not receive a letter?