Safeguarding incorporating Child Protection Policy
(T21)

A Broad Horizons Education Trust Policy

'Keeping Children Safe in Education' DfE (2026)

This policy was created to reflect the changes in national guidance as a consequence of the publication of revisions to 'Keeping Children Safe in Education' which will become statutory guidance on 1 September 2026. All schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

In accordance with the guidance, governing bodies and proprietors of independent schools and colleges should ensure that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

Policy Consultation & Review

This policy is available on our Trust website and is available on request from the Trust office. It is also available on each school's website. We also inform parents and carers about this policy when their children join one of our schools and through our newsletters. Each school within Broad Horizons Education Trust will have their own personalised Safeguarding Practice Document on their website and available through their school office, which is to be read in conjunction with this.

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

The policy is provided to all staff at induction alongside our Trust Staff Code of Conduct, 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 Trustees on an annual basis. This policy was agreed in principle by the Trustees on 9.7.25. It is due for review on 1.9.26

Signature:



Owen Jenkins CEO

Signature:



Chris Snudden Chair of Trustees

Date of Approval: July 2026

Contents

1. Purpose and Aims 3
2. Our Ethos 4
3. Roles and responsibilities 6
4. Training and Induction 12
5. Procedures for Managing Concerns 14
6. Specific Safeguarding Issues 17
Contextual Safeguarding 17
Children with special educational needs and disabilities or physical health issues 17
Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), County Lines and serious violence 18
So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage) 19
Preventing radicalisation and extremism 20
Child-on-child Abuse (including harassment and violence) 21
Modern Slavery 23
Safeguarding responses to children who are absent from education 23
Online Safety 25
Cybercrime 26
Children who are lesbian, gay, bisexual or questioning their gender 27
7. Recording and Information Sharing 27
Working with parents and carers 29
Child Protection Conferences 31
8. Safer Recruitment 31
9. Safer Working Practice 33
10. Managing Allegations against staff and volunteers 34
Allegations that may meet the harms threshold 34
Concerns that do not meet the harm threshold 39
11. Use of premises for non-school activities 40
12. Relevant policies 40
13. Statutory Framework 41
14. Appendices 42
Appendix 1 43
Draft Recording Form for Safeguarding Concerns 43
Appendix 2 Children's Advice and Duty Service Safeguarding process: 45
Appendix 3 Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting. 47
Appendix 4 Intimate Care 48

1. Purpose and Aims

1.1. The purpose of Broad Horizons Education Trust's (BHET) Safeguarding and Child Protection policy is to ensure every child who is a registered pupil at each of our schools is safe and protected from harm. At Broad Horizons Education Trust, we recognise that our schools and staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children. Our Trust fully recognises the contribution they can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our schools. The elements of our policy are prevention, protection and support.

1.2. 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 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 so as to enable children and young people at our schools to have the best outcomes

1.3. Please note that for the purpose of this policy, in line with Keeping Children Safe in Education the term 'Children' means everyone under the age of 18.

1.4. 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 schools.

1.5. At Broad Horizons Education Trust we also 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 long periods and/or on repeat occasions.

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

2. Our Ethos

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

2.2. The child's welfare is of paramount importance. Our Trust schools will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children within our schools will be able to talk freely to any member of staff at school if they are worried or concerned about something. The child's wishes and feelings are taken into account when determining what action to take and what services to provide. 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. In order to do this, they will receive suitable training

2.3. At Broad Horizons Education Trust we ensure that safeguarding and child protection is at the forefront and underpins all relevant aspects of process and policy development. We operate with the best interests of the child at their heart.

2.4. The systems we have in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

2.5. Throughout our broad and balanced curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and others to stay safe (this includes online).

2.6. The 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. This will enable pupils to learn about their rights and responsibilities and to behave and stay safe in a variety of contexts on and offline. It 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. Further details can be found in the school's Safeguarding Practice Document.

2.7. At Broad Horizons Education Trust 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 coordinated offer of early help when additional needs of children are identified. This may be through universal services and community-based early help, or the targeted early help level of Family Help. These may include if a child:

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

2.9. At Broad Horizons Education Trust 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 and UK GDPR and the Data (Use and Access) Act 2025
- School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014

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

2.11. At Broad Horizons Education Trust, we understand that where children have suffered abuse, neglect or exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. We also recognise that a child's experience of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in terms of barriers to attendance, learning, behaviour and mental health. Therefore, through training, staff will be made aware of how children's experiences can impact on their mental health, behaviour and education.

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

3. Roles and responsibilities

Safeguarding is everyone's responsibility

3.1. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has a role to play in safeguarding and child protection. This means that they should consider, at all times, what is in the best interests of the child.

3.2. However with the Trust there are specific roles and responsibilities as outlined below:

Role	Name	Contact details
CEO	Owen Jenkins	owen.jenkins@bhetrust.co.uk
Deputy CEO/EDE	Summer Turner	sturner@bhetrust.co.uk
Chair of Trustees	Chris Snudden	csnudden@bhetrust.co.uk
Named Safeguarding Trustee	Stevie Bramble	sbramble@bhetrust.co.uk
Safeguarding and Attendance Advisor (DSL)	Sally Bailey	sbailey@bhetrust.co.uk
Trust Mental Health Lead	Ben Clemmett	bclemmett@bhetrust.co.uk

Please see each individual school's 'Safeguarding Practice Document' on the school website for the relevant roles and responsibilities within the school and the contact details. The Designated Safeguarding Lead for each school can also be contacted via the school office.

The Governing Board/Board of Trustees

3.3. The Broad Horizons Education Trust Board of Trustees have a strategic leadership responsibility for the schools' safeguarding arrangements and is accountable for ensuring the effectiveness of this policy and our compliance with it. Although the Board takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named Trustee who champions safeguarding within the schools. The board will undertake appropriate safeguarding and child protection training to understand their safeguarding responsibilities, including relevant legislation and their role within the local safeguarding arrangements.

3.4. The Trust Board will ensure that:

- The safeguarding policy is in place and is reviewed annually and updated if needed, is available publicly via our trust and school websites; and has been written with reference to locally agreed multi-agency safeguarding arrangements put in place by the Norfolk Safeguarding Children Partnership.
- Each school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2026);
- A senior member of staff from the school leadership team is designated to take the lead responsibility for safeguarding and child protection as a Designated Safeguarding Lead (DSL) and that there will always be cover for this role, through at least one Alternate Designated Safeguarding Lead (ADSL). In line with KCISE26 the roles will be evidenced explicitly in the role holder's job description.
- All staff receive a safeguarding induction and training as detailed in section 4 of this policy.
- All staff undertake appropriate safeguarding and child protection training that is updated annually and includes online safety training
- In terms of filtering and monitoring there is consideration to the number of and age range of the children, those who are potentially at greater risk of harm, how often they access the IT system and with consideration of a proportional response to cost versus safeguarding risks. A review of its effectiveness is carried out at least once every academic year by the 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 (KCSIE 2026);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- Trustees will receive a safeguarding report at each meeting that will provide information on the safeguarding activity that has taken place across the schools with regards to safeguarding and attendance, as part of regular School Improvement Visits. It will not identify individual pupils but will include information relating to the following areas:
    - Governance, Leadership and Management
    - Training updates
    - Planning for Prevention
    - Recording and Case Management
    - Information Management
    - People and Teams
    - Working with Others

The Headteacher

3.5. At any Broad Horizons Education Trust School the Headteacher is responsible for:

- The effective safeguarding of children in the school and for developing a culture of safeguarding in all aspects of the school procedures
- Understanding the school's role within the local safeguarding arrangements.
- Identifying a senior member of staff from leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternate members of staff to act as the Alternate Designated Safeguarding Lead (ADSL) in the absence of the DSL to ensure there is always cover for the role;
- Ensuring that the DSL has sufficient time allocated to carry out this strategic leadership role and case management oversight. This will include DSL attendance at the termly Trust DSL Strategic Leadership Days.

- Ensuring that the policies and procedures adopted by the Board of Trustees, (particularly concerning referrals of cases of suspected abuse, neglect and exploitation) are understood, and 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.
- Ensure that safeguarding and child protection procedures are in place for when pupils are off site e.g. on a school trip/residential, attending an Alternative Provision, work experience or on a Part Time Timetable. They will ensure that the DSL is made aware in advance, to ensure that supervising staff are made aware of all essential information relating to the students in their care.

The Designated Safeguarding Lead

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 schools (including online safety and understanding the filtering and monitoring systems and processes in place). The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education' (2026).

3.7. The DSL will undertake training in line with KCSIE26 (page 186/187) to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.They will also undertake Norfolk Safeguarding Children's Partnership multi-agency training and Prevent awareness training. The training should provide DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care.

3.8. The DSL will have an understanding of the school's role within the local safeguarding arrangements. This includes providing a coordinated offer of family help when additional needs of children are identified and contributing to interagency plans to provide additional support to children. The DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other

interagency meetings and contribute to the assessment of children. subject to child protection plans.

3.9. There will be at least one DSL in each school trained in Early Help Assessment Plans (which is refreshed biennaly)

3.10. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, to keep up with any developments relevant to their role. All DSLs will receive regular safeguarding updates from the Trust Safeguarding and Attendance Advisor and will attend the termly Trust DSL Network Strategic Leadership Days, as part of their strategic leadership role within safeguarding. This will include national and local updates (from the LA and Local Safeguarding Children's Groups). DSLs/ADSLs will also access Norfolk County Council e-courier and Education Safeguarding Team News and disseminate national and local updates to staff.

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

3.12. The DSL will maintain records and child protection files ensuring that they are kept confidential and stored securely (see section 7 for more information.)

3.13. The DSL will take the lead responsibility for understanding the filtering and monitoring systems and processes in place at the school, supported by the Trust's central service teams.

3.14. The DSL will manage referrals:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required.

3.15. The DSL will work with others and:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;

- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; this includes taking part in Strategy discussions, interagency meetings and contributing to assessments;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member,
- liaise with staff (especially teachers, pastoral support staff, IT technicians, special educational needs co-ordinators (SENCOs), and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances, and
- work with the headteacher and relevant strategic leads, 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 at school or college. This includes:
- o ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- o 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, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

3.16. The DSL will raise awareness:

- and ensure each member of staff and regular volunteer has access to, and understands, the trust's safeguarding child protection policy and procedures and the school's Safeguarding Practice document, they need to follow;
- keep a log of staff induction and training, including the statutory reading
- and ensure the school's Safeguarding Practice document is reviewed annually (as a minimum) in line with the trust Safeguarding and Child Protection Policy and that

they are publicly available so that parents know that referrals about suspected abuse or neglect may be made and the role of the school in this,

- and link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Alternate Designated Safeguarding Lead (ADSL)

3.17. All of our schools have Alternate Designated Safeguarding Leads (ADSLs). Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated as outlined in KCSIE 26.

3.18. ADSLs will receive training as outlined in KCSIE 26.

3.19. To ensure continuity of safeguarding responsibilities, schools will implement cover arrangements for periods when the DSL is unavailable due to illness, leave, or other circumstances.

School community responsibilities

3.20. We will always challenge behaviours that create a hostile, intimidating, degrading, or humiliating environment.

4. Training and Induction

4.1. When new staff join the school they will be informed of the safeguarding arrangements in place. They will be given a copy of:

- Broad Horizons Education Trust Safeguarding and Child Protection Policy, which is to be read in conjunction with the school's Safeguarding Practice Document; the practice document informs them who the Designated Safeguarding Lead (DSL) and Alternate DSLs are within the school and their role.
- Broad Horizons Education Trust Staff Code of Conduct,
- Broad Horizons Education Trust Low Level Concerns Policy
- Part one of 'Keeping Children Safe in Education' 2026
- The Trust Anti-bullying Policy and school's behaviour policy (including school specific measures to prevent bullying) and the trust and school's safeguarding response for those pupils who go missing from education

4.2. All staff are expected to read these key documents and will sign to say they have understood these. We will remind staff that these documents have been provided as a reference tool to be used throughout the school year.

4.3. All new volunteers are recruited through the MyNewTerm system. On induction they will receive a copy of the above documents; albeit with a Volunteer Code of Conduct.

4.4. All staff and regular volunteers will be informed:

- how to record and report safeguarding concerns about children; and
- how to report concerns/allegations in relation to adults within the trust.

4.5. All BHET schools use CPOMS to record safeguarding concerns and staff are inducted in its use when they start at a school. In the event the member of staff cannot use CPOMs there are paper recording forms available from the DSL and the school office; regular volunteers and visitors will use the paper recording form to report concerns to the DSL. Paper forms will be uploaded into CPOMS.

4.6. This information is given annually and in in-year induction sessions.

4.7. As part of their induction, staff undertake the Home Office Prevent Awareness Course and all staff and regular volunteers receive safeguarding training within one term of joining the trust.

4.8. Staff training will reinforce the reading requirements above and through training and induction all staff and regular visitors will know:

- how to recognise indicators of concern and signs/symptoms of abuse;
- recognise that children are capable of abusing other children (including online)
- how to respond to 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 report and record this information;
- that we will not make promises to any child and we will not keep secrets;
- the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47

4.9. Staff 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. They also receive cyber-security training.

4.10. All staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to

provide them with relevant skills and knowledge to safeguard children effectively; the impact of training will be evaluated.

4.11. We actively encourage all our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Staff are encouraged to refer back to Part 1 of '*Keeping Children Safe in Education*' (2026), which provides links to guidance and additional advice/support on specific safeguarding issues such as:

- Child abduction and community safety issues;
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation;
- Children and the court system
- Children who are absent from education;
- Children with family members in prison;
- Cybercrime;
- Domestic abuse;
- Homelessness;
- Modern slavery and the National Referral Mechanism;
- Preventing radicalisation;
- Serious violence;
- Honour or faith-based abuse (including Female Genital Mutilation and Forced Marriage).

4.12. 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.

4.13. All visitors and temporary staff to our schools will be given a set of our safeguarding procedures; they will be informed of who the DSL and alternate staff members are and what the recording and reporting system is. This information will include what to do if they are concerned about an adult's behaviour whilst on site.

4.14. Our trust governing board will also undertake appropriate 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.

5. Procedures for Managing Concerns

5.1. Broad Horizons Education Trust 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. This guidance sets out the approach to keeping children in Norfolk safe and protected from harm. It is designed to ensure that across the continuum of need professionals consider that the right help is given to the right children at the right time and for the right duration.

5.2. Every member of staff and volunteers working with children at our schools are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members and volunteers 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, volunteers and visitors are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

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

5.5. The school Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our schools. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated safeguarding lead. Schools will endeavour to ensure that a DSL or ADSL is always available in person during school hours term time, or in exceptional circumstances by phone; however in the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. The senior member of staff can seek advice from the trained DSLs within the Central Team in the unlikely event that they are unable to reach a school trained DSL.

5.6. All concerns about a child or young person should be reported without delay and recorded on CPOMS (CPOMS is the Trust's choice of software for monitoring safeguarding, wellbeing and all pastoral issues and is used in all schools), or in

writing (if access to CPOMS is not available) using the agreed template (see Appendix 1).

5.7. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up, including dates and staff responsible
- a note of any action taken, decisions reached and the outcome

5.8. Following receipt of any information raising concern, the DSL (or ADSL) will consider what action to take which could include the Request for Support form or seeking 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 securely on CPOMS. NB/ See section 7 of this policy for further information related to record-keeping.

5.9. All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 2.

5.10. 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.

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

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

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

5.13. Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or Deputy CEO or if unavailable - the Trust Safeguarding and Attendance Advisor (TSAA). If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Norfolk CADS directly with their concerns.

5.14. DSLs will log any professional curiosity or challenge with other agencies on CPOMS and follow the Norfolk NSCP Resolving Disagreements Policy and Procedure. If they are considering raising a Stage 3 disagreement, they must inform the Trust Safeguarding Advisor (TSAA or the Deputy CEO in the absence of the TSAA).

6. Specific Safeguarding Issues

Contextual Safeguarding

6.1. At Broad Horizons Education Trust we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school environment. This is known as contextual safeguarding.

6.2. It is key that all school staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse, exploitation or serious violence in situations outside their families.

6.3. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious violence.

6.4. 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

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by such as bullying- without outwardly showing any signs;
- communication 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 the consequences of doing so.

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

6.7. At Broad Horizons Education Trust we also recognise that pupils who attend Alternative Provision will often have complex needs and due to this we are aware of the additional risk of harm these children may be vulnerable to.

6.8. At Broad Horizons Education Trust 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

6.9. At Broad Horizons Education Trust 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.

6.10. We recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator.

6.11. 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.

6.12. We understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money

from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

6.13. We understand that children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

6.14. 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. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them. In line with KCSIE, the definition of children includes everyone under the age of 18 and therefore we will avoid the adultification of our older teenage students. We recognise the experience of girls who are criminally exploited can be very different to that of boys and that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

6.15. At Broad Horizons Education Trust 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 the Children's Society Preventing Child Sexual Exploitation guidance for more information.

6.16. At Broad Horizons Education Trust, serious violence is seen as a continuing safeguarding concern. Staff are trained and alert to the signs a child may be at risk or involved in serious violence. We are 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, depending on the risk, implement a safety and support plan.

6.17. 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 the victims of exploitation.

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

6.18. At Broad Horizons Education Trust 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 multi-agency liaison with police and children's social care.

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

6.20. At Broad Horizons Education Trust 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: Contact 020 7008 0151 or email fmu@fco.gov.uk .

Preventing radicalisation and extremism

6.21. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Broad Horizons Education Trust, 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 schools 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)

6.22. At Broad Horizons Education Trust 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 any online element which facilitates, threatens and/or encourages abuse. 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. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm.

6.23. This form of abuse 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 or 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).

6.24. We understand that even if there are no reports in our settings 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 tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to.

6.25. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard.

6.26. Staff must never tolerate or dismiss concerns relating to child-on-child abuse and they will always challenge this. 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.

6.27. At Broad Horizons Education Trust 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.

6.28. At Broad Horizons Education Trust 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.

6.29. 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'. We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

6.30. 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.

6.31. We will seek consultations from the Harmful Sexual Behaviour (HSB) team as required, where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour so that we ensure we are offering the right support to the child(ren).

6.32. 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, attempted rape or a serious sexual assault whether his has happened recently or in the past. The assault does not have to have taken place in Norfolk, but the victim must live in Norfolk to access support. The SARC also has a helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on The Harbour Centre website.

6.33. 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.

6.34. Staff should be aware of the KCSIE definition of what consent is and be aware that:

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape

Modern Slavery

6.35. At Broad Horizons Education Trust 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

6.36. All staff should be aware that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school's response to persistently absent pupils, and children missing education (CME) supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. All staff should be aware of their safeguarding responsibilities in relation to attendance, to help identify the risk of abuse and to help prevent the risks of children going missing in the future.

6.37. At Broad Horizons Education Trust we adhere to the Working Together to Improve Attendance (2026) guidance. This guidance alongside the Trust Attendance Policy

and school Attendance Practice document outline the processes in relation to attendance; including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences. This includes when problems are first emerging but also where a child is already known to local authority children's social care and needs a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

6.38. At Broad Horizons education trust we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who are absent from education:

- An attendance register is taken at the start of the first session of each school day and once during the second session.
- We make every effort to contact parents and carers and follow up with the emergency contacts held.
- We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible.
- We understand we remain responsible for the safeguarding of all pupils who are placed in an alternative provision.
- When removing a child from roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files.
- 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. The recommendation in KCSIE 26 is:

  " …that local authorities, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers."

6.39. Staff will alert DSLs to any concerns raised regarding children who are absent from school.

6.40. The DSLs will liaise with and meet regularly with the Attendance Lead, SENCo 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.

6.41. Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education. Where a child is missing from education, the school will follow the local protocol

Further related information can be found in the Trust Attendance Policy and the school's Attendance Practice document

Online Safety

6.42. At Broad Horizons Education Trust 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.

6.43. We will ensure online safety is a running and interrelated theme throughout the curriculum and is reflected in relevant policies, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

6.44. The trust uses regularly updated and dedicated systems to filter internet content and monitor all student activity on school systems. Suspicious activity is immediately and automatically alerted to the designated safeguarding leads. It is important that all staff maintain high levels of awareness in relation to internet use and proactively monitor students' use of our systems, eyes and ears cannot be replaced by electronic systems. This is particularly relevant to the use of personal devices by students which cannot be monitored by school systems, as they are not connected to the school network and are the personal property of the student.

6.45. At Broad Horizons Education Trust we have due regard to the DfE filtering and monitoring standards. More details can be found in our policies on Online Safety and Mobile and Smart Technology which consider the 4Cs, content, contact, conduct and commerce and reflect the fact that many children have unlimited and unrestricted access to the internet via mobile phone networks.

6.46. We recognise that technology, and risks and harms related to the internet evolve and change rapidly. Therefore, we carry out an annual review of our approach to

online safety, supported by a risk assessment (on at least an annual basis) that considers and reflects the risks that children face in our setting. We also communicate with parents and carers to reinforce the importance of children being safe online.

6.47. Where schools use online remote education, the schools should be in regular contact with parents and carers. These communications should be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Cybercrime

6.48. 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.

6.49. Cyber-dependent crimes include:

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

6.50. Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead will consider a referral to the Cyber Choices programme. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Domestic Abuse

6.51. At Broad Horizons Education Trust 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.

6.52. We understand that children can be victims of domestic abuse. Where they see, hear or experience the effects of this, it can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

6.53. 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 offer support where the threshold for NIDAS support has not been met.

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

6.54. 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 policy, we are clear that bullying and disrespectful language or behaviour is never appropriate.

7. Recording and Information Sharing

7.1. Keeping Children Safe in Education (2026) states that:

> *"Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes."*

7.2. The DSL and senior leaders within the school will pay regard to Information sharing: advice for practitioners providing safeguarding services DfE (May 2024).

7.3. 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.

7.4. If staff are concerned about the welfare or safety of any child at our schools, they will record their concern on CPOMS, or on the agreed reporting form (Appendix 1) if for some reason CPOMS is unavailable. Any concerns should be passed to the DSL without delay, or an ADSL in their absence.

7.5. Any information recorded will be kept in a separate named file, on CPOMS (and in a secure cabinet if historic paper files exist which have not yet been uploaded to the system) and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential, unless there is a sibling in another BHET school where information sharing is appropriate under the local protocol.

7.6. Safeguarding and Child protection information will be kept up to date. NB/ See Point 5. Each school will keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This will ensure that in the event of the DSL's absence, an ADSL will be able to take on the safeguarding role and responsibility for the children with a clear understanding of the concerns and any agencies involved with the children and families.

7.7. Records will include a clear rationale of instances where referrals were or were not made to another agency such as the Children's Advice and Duty Service or the Prevent programme.

7.8. The DSL will keep a record (on CPOMS) of any information shared with professionals when working together to safeguard and promote the welfare of children (including verbally or within an email) along with the rationale for this. Any sensitive information should be shared in accordance with trust information sharing protocol and guidance.

7.9. CPOMS records will include invitations to child protection conferences, core groups and all other multi-agency meetings. They will also include any reports written for agencies.

7.10. When attending a multi-agency meeting (whether in person or virtually), the DSL will record on CPOMS a summary of the meeting, for their own records, in accordance with trust information sharing protocol and guidance. This will include, who was present, a signs of safety summary of what was discussed, including any relevant actions to be taken and outcomes; whether any professional curiosity or challenge was expressed during the meeting; and whether any future meetings will take place.

7.11. The DSL will work with other agencies to ensure that they receive a copy of the minutes taken within a meeting, to maintain a shared record of the decision-making and relevant plans. On receipt, these will be stored on CPOMS as an appropriately named PDF, so that they can easily be accessed within the child's record/document vault.

7.12. The safeguarding records will include a chronology and significant events in the child's life - including agency involvement and current agency status.

7.13. When a child leaves one of our schools, (including in year transfers) the DSL will make contact with the DSL at the new school and will ensure that the safeguarding and child protection file is forwarded to the receiving school. Where child protection files are transferred, the exporting school or college should 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.

7.14. 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 for historic paper files and/or evidence of recorded delivery, in addition to the CPOMS transfer record.

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

7.16. 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.

7.17. Whenever a child leaves a school outside of normal transition times, schools should follow Norfolk County Council Children Missing Education Procedures, if the destination is unknown, including informing the allocated social worker or Family Practitioner if there is one.

Working with parents and carers

7.18. Our trust schools are committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.19. When new pupils join our schools, 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 and trust 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.

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

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

7.22. 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).

7.23. 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.

7.24. At Broad Horizons Education Trust we are working in partnership with Norfolk Constabulary and Norfolk Children's Services to identify and provide appropriate support to pupils who have experienced domestic abuse 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 Designated Safeguarding Lead(s). On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with the 'Norfolk Operation Encompass Protocol'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

Child Protection Conferences

7.25. 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.

7.26. 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 an ADSL). 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.

7.27. 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 about school attendance. To complete such reports, all relevant information will be sought from staff working with the child in school.

7.28. 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.

8. Safer Recruitment

8.1. We will ensure that the Headteacher, Head Office HR Leads, the Safeguarding and Attendance Advisor and at least one member of the Board of Trustees (who hold governance responsibilities for the trust) have completed appropriate safer recruitment training. At all times the Headteacher and Board of Trustees 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.

8.2. At Broad Horizons Education Trust, as part of our safeguarding culture 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. The Trust HR department oversees the recruitment process.

8.3. We require details of a candidate's:

- personal details, current and former names, current address and national insurance number;
- details of their 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;
- qualifications, the awarding body and date of award;
- details of referees/references (see below for further information), and
- a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification

8.4. We also seek to secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer.

8.5. We do not accept testimonials or open references. The purpose of seeking references is to allow the trust as an employer to obtain factual information to support appointment decisions. References should be obtained before interview, where possible, this allows any concerns raised to be explored further with the referee and taken up with the candidate at interview. We also seek to secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer.

8.6. 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.

8.7. Broad Horizons Education Trust 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.

8.8. The Broad Horizons Education Trust Board of Trustees understands the legal requirements which must be carried out when appointing individuals to engage in regulated activity relating to children. The Trust HR department ensures that the

correct pre-appointment checks are carried out. These checks will help identify whether a person may be unsuitable to work with children (and in some cases is legally prohibited from working with children and/or working as a teacher).

8.9. We will undertake Disclosure and Barring Service checks, and other pre-employment checks as outlined in 'Keeping Children Safe in Education' to ensure we are recruiting and selecting the most suitable people to work with our children. All offers of appointment will be conditional until satisfactory completion of the **mandatory pre-employment checks.**

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

8.11. At Broad Horizons Education Trust 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 safeguarding vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviours. Further information about all of these processes can be found in our Recruitment and Selection policy.

9. Safer Working Practice

9.1. 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. Broad Horizons Education Trust recognise the importance of school leaders in creating the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.

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

9.3. 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. Under no circumstances should a volunteer or visitor on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

9.4. 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.

10. Managing Allegations against staff and volunteers

10.1. It is important that all staff understand the process and procedures to follow if they have a safeguarding concern about another adult working within our settings.

Allegations that may meet the harms threshold

10.2. 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.

10.3. 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) below. 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 and/or
- possibly committed a criminal offence against or related to a child and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- and/or behaved or may have behaved in a way that indicates they may not be suitable to work with children.

10.4. The 4th bullet point above recognises circumstances where a member of staff (including supply and trainee 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.

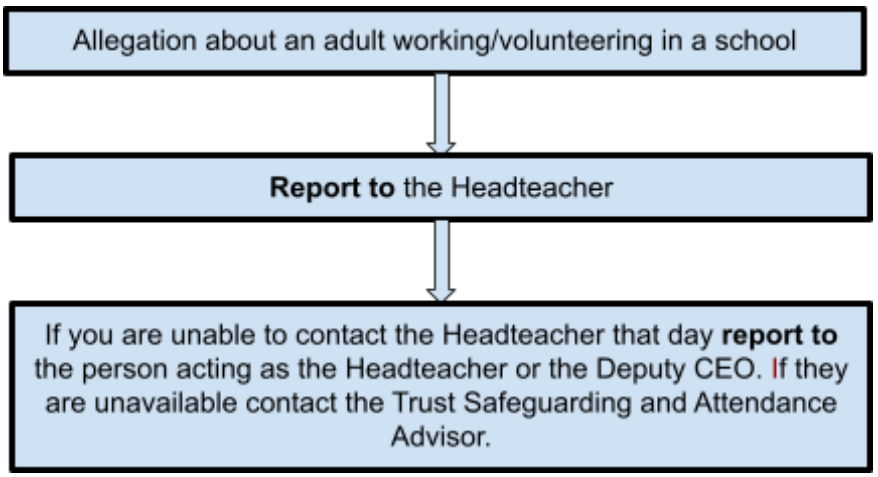
10.5. At Broad Horizons Education Trust we recognise our responsibility to report / refer allegations or behaviours of concern and / or harm to children by adults in positions of trust who are not employed by the School to the LADO service directly at lado@norfolk.gov.uk . These are adults such as those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

10.6. We will take all possible steps to safeguard our children and to ensure that the adults in our schools are safe to work with children. When concerns arise, we will always ensure that the procedures outlined in the local protocol Allegations Against Persons who Work with Children and Part 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. See Appendix 3 for further details.

Any concerns should be reported immediately using the reporting guidance below:

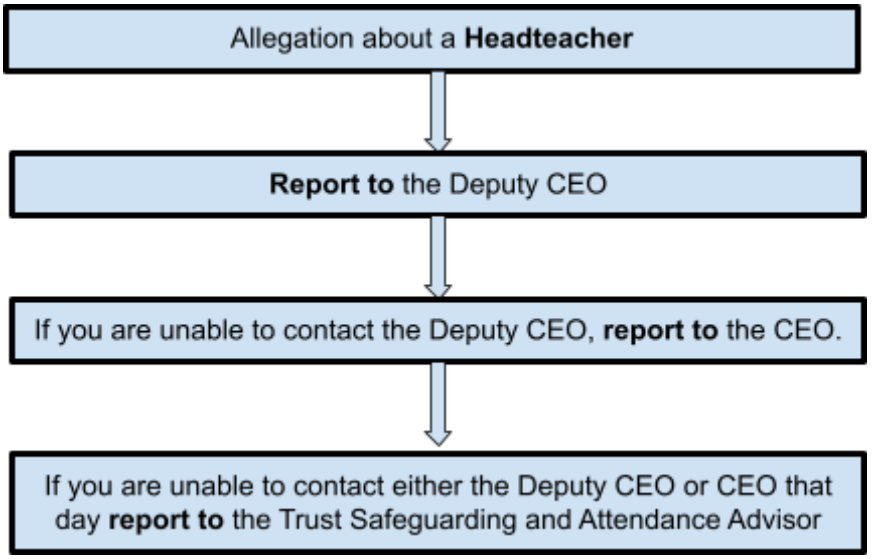
(a) Allegations relating to adults in schools

If an allegation is made or information about any adult who works/volunteers in one of our schools which indicates that they may be unsuitable to work/volunteer with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff, trainee teachers, contractors and volunteers. In the event that the Headteacher is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher, or the Deputy CEO. If the Deputy CEO is unavailable the member of staff can contact the Trust Safeguarding Advisor.



(b) Allegations relating to a Headteacher

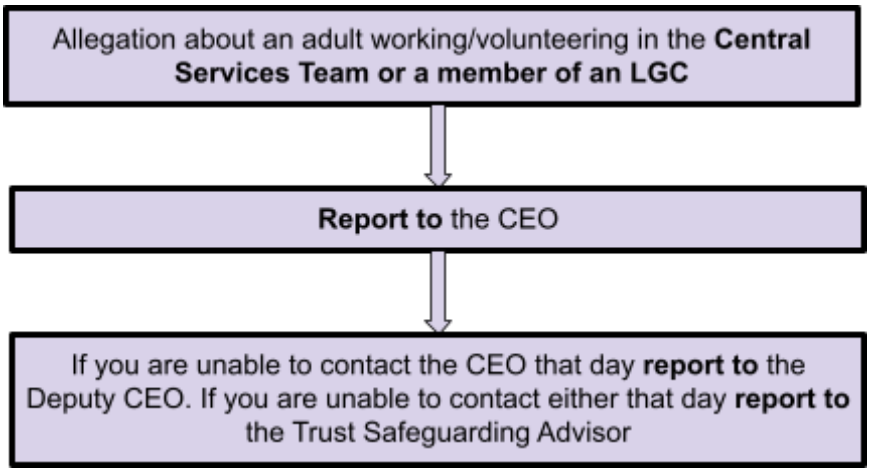
Should an allegation be made against the Headteacher, this will be reported to the Deputy CEO. In the event that they are not contactable that day, the information must be passed onto the CEO. In the event that they are not contactable on the day, the information should be passed to the Trust Safeguarding and Attendance Advisor. The Deputy CEO will inform the Chair of Trustees, with regards to case management where concerns have been raised in relation to a headteacher.



(c) Allegations relating to adults within Central Services or a member of a local governance committee (LGC)

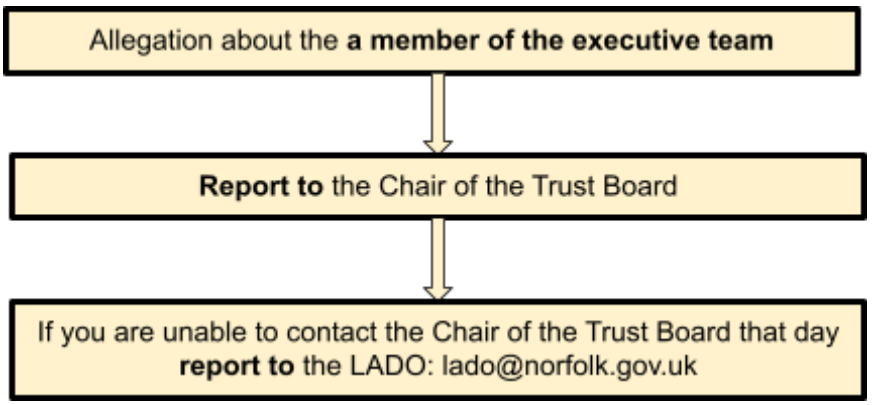
If an allegation is made or information is received about any adult who works/volunteers for the Central Services Team or is a member of an LGC, which indicates that they may be unsuitable to work/volunteer with children, the member of staff receiving the information should inform the CEO immediately. In the event that the CEO is not contactable on that day, the information must be passed to and

dealt with by the deputy CEO, or if unavailable the Trust Safeguarding and Attendance Advisor.



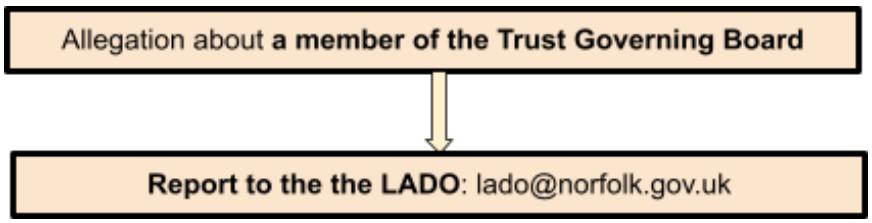
(d) Allegations relating to a member of the executive team

In the event that the allegation is about a member of the executive team, then the information must be passed onto and dealt with by the Chair of Trustees. In the event that the Chair of Trustees is not contactable on that day, then the information must be passed onto and dealt with by the LADO.



(e) Allegations relating to a member of the Trust Governing Board

In the event that the allegation is about a member of the Trust Governing Board, then the information must be passed onto the LADO.



10.7. The Headteacher, Deputy CEO, CEO, Trust Safeguarding Advisor or Chair of the Trust Board will seek advice from the LADO within one working day. No member of staff, the executive team or Chair of the Trust Board will undertake further investigations before receiving advice from the LADO.

10.8. 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 (including a trainee teacher) and the school is not their employer, we recognise that we still have responsibility to ensure allegations are dealt with properly. In order to achieve this, we will liaise with relevant parties including the LADO to determine a suitable outcome. Whilst the supply agency should be fully involved and co-operate with any enquiries from the LADO, police and/or children's services, we recognise that the 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.

10.9. Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher, Deputy CEO, CEO or Chair of the Trust Board should contact the LADO directly via email to lado@norfolk.gov.uk

10.10. 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 – the line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

10.11. 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

10.12. 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 consult with the Local Authority Education Duty Desk on 01603 307797. At Broad Horizons Education Trust, we refer to the definition within KCSIE which states that:

> *A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that is:*
>
> - *inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and*
> - *does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.*

10.13. At Broad Horizons Education Trust we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, trainee teachers, volunteers and contractors) are dealt with promptly and appropriately. Through training, staff are made aware of what low level concerns are and understand the importance of reporting these types of concerns in writing.

10.14. At Broad Horizons Education Trust staff report all low level concerns to the Head teacher. The Head teacher will always be the ultimate decision-maker in respect of all low-level concerns (in line with Trust policy).

10.15. The reporting of 'low level' concerns about a head teacher, member of central services, a member of the executive team, LGC or Trust Board is the same as in section 10 (b,c,d).

10.16. Through training and induction, we ensure that all staff understand the importance of self-referring, 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.

10.17. At Broad Horizons Education Trust 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. 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.

10.18. 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.

Further information can be found in the Broad Horizons Education Trust Low Level Concerns Policy and Staff Code of Conduct, which should be read in conjunction with this policy

11. Use of premises for non-school activities

11.1. 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 the DfE guidance Out-of-school settings: safeguarding guidance for providers are in place to keep children safe.

11.2. We will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). Safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

11.3. 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, included in section 12 above.

12. Relevant policies

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

- Trust Staff Code of Conduct
- Trust Low-Level Concerns Policy
- Trust Anti-bullying Policy
- School Behaviour Policy (which includes measures to prevent bullying - including cyberbullying, prejudice-based and discriminatory bullying)

- Recruitment & Selection (which adheres to Part 3 of Keeping Children Safe in Education')
- Whistleblowing
- Trust Attendance Policy
- Trust Online Safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Trust Supporting Children with medical conditions
- Trust First Aid
- Educational visits including overnight stays
- RSHE
- Trust Young Carers Statement
- Use of Reasonable Force and Other Restrictive Interventions Policy

13. 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 with Children
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (Feb 2022)
- What to do if you're worried a child is being abused DfE (March 2015)
- Information sharing: advice for practitioners providing safeguarding services
- The Prevent duty: Departmental advice for schools and childcare providers DfE (September 2023)
- The Prevent duty: safeguarding learners vulnerable to radicalisation (September 2023)
- Mandatory Reporting of Female Genital Mutilation- procedural information Home Office (January 2020)
- Multi-agency practice principles for responding to child exploitation and extra-familial harm
- Child sexual exploitation: guide for practitioners DFE (February 2017)
- Teaching online safety in school DfE (January 2023)
- Mental Health and Behaviour in Schools DfE (November 2018)
- Data protection: toolkit for schools DfE (2026)

- Promoting the education of children with a social worker (March 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 April 2023)

14. Appendices

Appendix 1

Enter your school name/logo here

Draft Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to [ENTER NAME OF DSL] if they have a safeguarding concern about a child in our school.
THIS FORM WILL BE UPLOADED AS AN INCIDENT ON CPOMS AND ALL ACTIONS WILL BE RECORDED ON CPOMS

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

Nature of concern/disclosure

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

Time & date of incident:

Who are you passing this information to?
Name:

Position:

[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]
[Make it clear if you have a raised a concern about a similar issue previously]

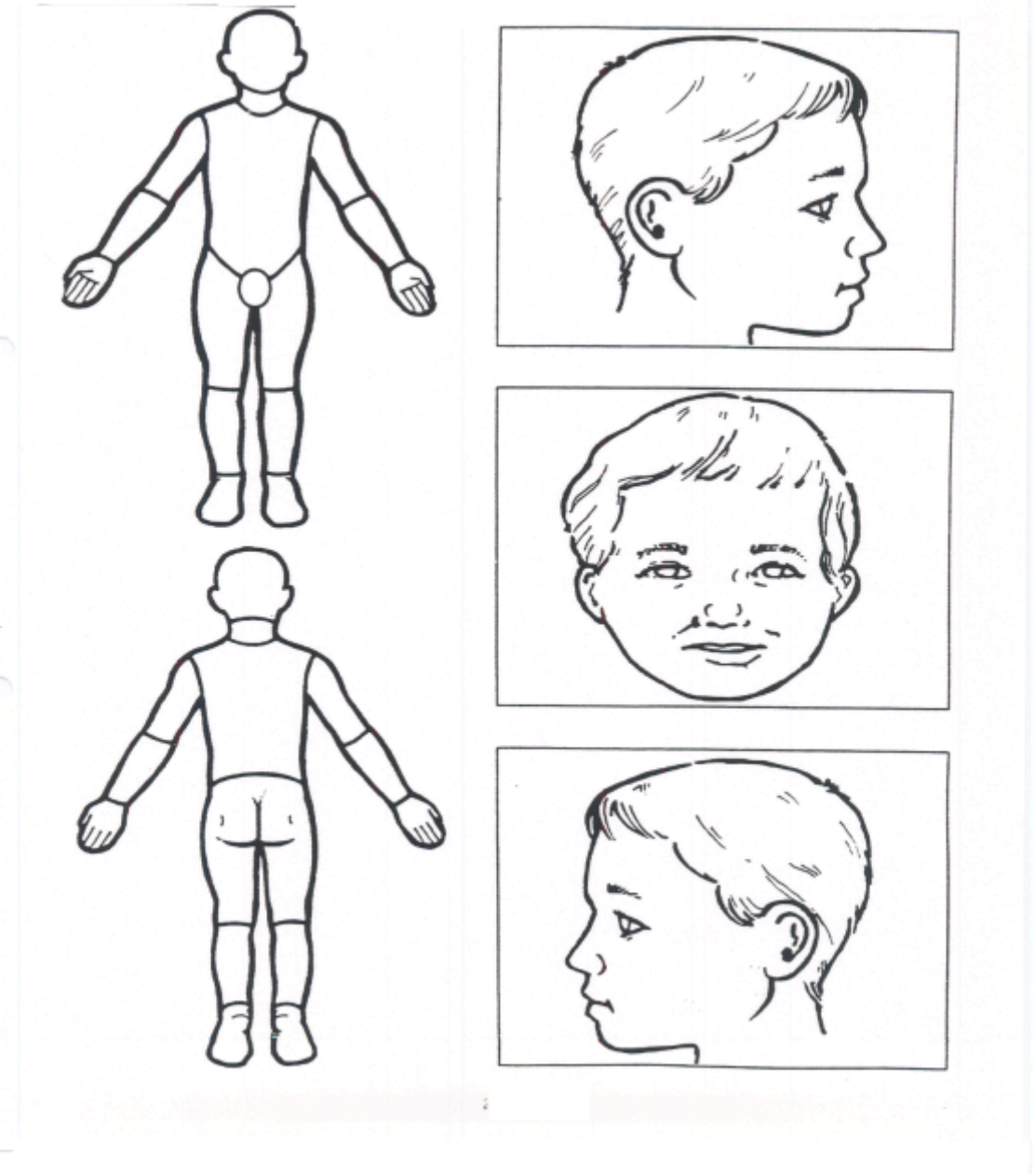
Your signature:

Time form completed:
Date:

Time form received by DSL

THIS FORM WILL BE UPLOADED AS AN INCIDENT ON CPOMS AND ALL ACTIONS WILL BE RECORDED ON CPOMS

Child



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

Appendix 2 Children's Advice and Duty Service Safeguarding process:

1. **Identify & Assess Risk**: Identify child at potential or actual risk.

2. **Consult DSL**: Report concerns to your organisation's Designated Safeguarding Lead and document them (e.g., 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 from the following options:

   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).

   To use the service, **members of the public** can call the Customer Service Centre number **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.

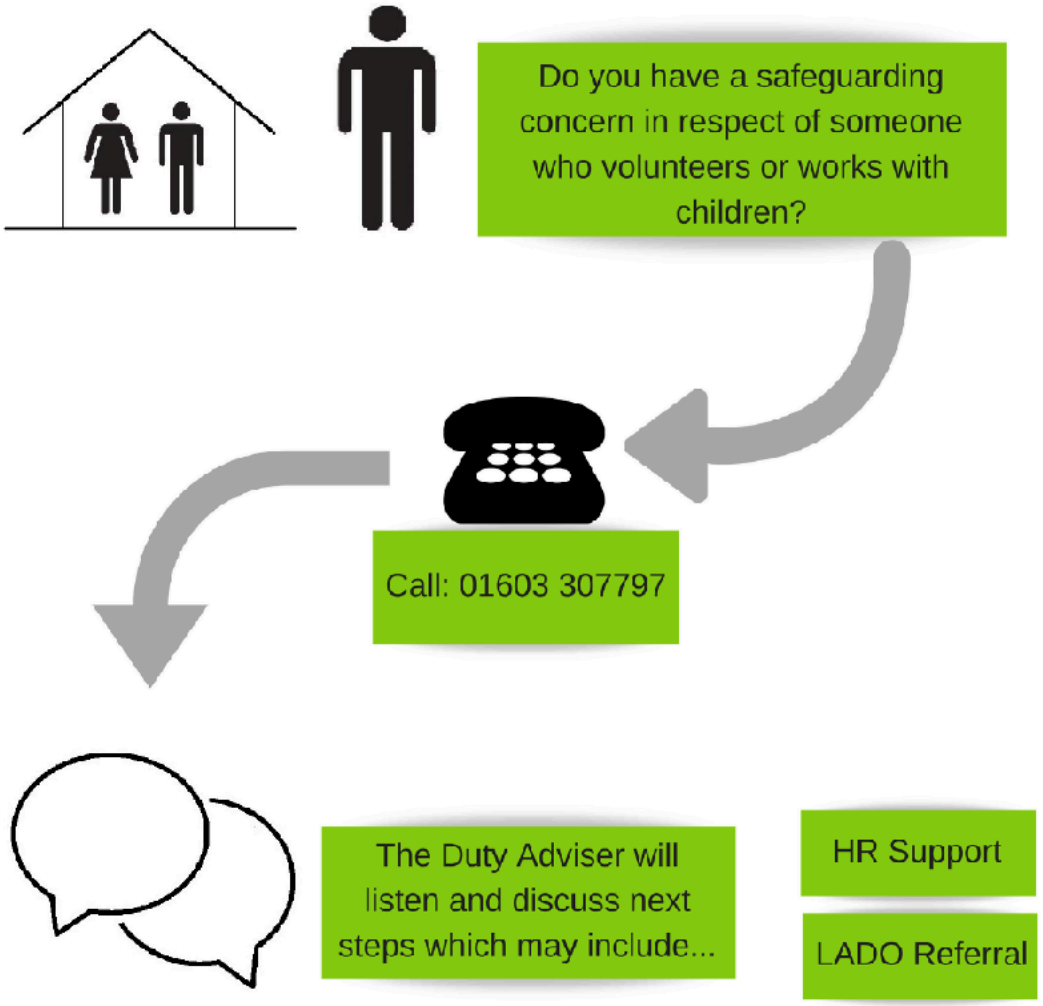
Appendix 3 Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting.

Norfolk County Council

Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk



Appendix 4 Intimate Care

The Trust is committed to ensuring that all staff responsible for intimate care of children and young people will undertake their duties in a professional manner at all times. This Trust takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

The Board of Trustees recognises its duties and responsibilities in relation to the Equality Act 2010 which requires that any child with an impairment that affects their ability to carry out normal day-to-day activities must not be discriminated against. We recognise that there is a need for children and young people to be treated with respect when intimate care is given. No child shall be attended to in a way that causes distress, embarrassment or pain.

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

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

Our approach to best practice:

- The management of all children with intimate care needs will be carefully planned.
- Where specialist equipment and facilities above that currently available in the school are required, every effort will be made to provide appropriate facilities in a timely fashion, following assessment by a Physiotherapist and/or Occupational Therapist. Where appropriate, staff will receive training in moving and handling.
- There is careful communication with any pupil who requires intimate care in line with their preferred means of communication to discuss needs and preferences.
- Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation.
- Pupils will be supported to achieve the highest level of independence possible, according to their individual condition and abilities
- Individual care plans will be drawn up for any pupil requiring regular intimate care
- Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures. When assistance is required, this should normally be undertaken by one member of staff, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken

and that, wherever possible, they are visible and/or audible. Intimate or personal care procedures should not involve more than one member of staff unless the pupil's intimate care plan specifies the reason for this. A signed record should be kept of all intimate and personal care tasks undertaken and, where these have been carried out in another room, should include times left and returned.Intimate and personal care should not be carried out by an adult that the child does not know.Staff should avoid any visually intrusive behaviour.

- Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the care plan
- The needs and wishes of children and parents will be taken into account wherever possible, within the constraints of staffing and equal opportunities legislation
- Where a care plan is not in place and a child has needed help with intimate care (in the case of a toilet 'accident') then parents/carers will be informed the same day. This information should be treated as confidential and communicated in person, via telephone or by sealed letter (not via the home school diary). Schools will signpost parents to universal services such as health visitors, school nurses, GPs or Just One Number, as appropriate.
- Intimate Care Checklists/Forms can be found on the BHET Inclusion and Safeguarding Hub
- Where regular intimate care is required, each school will obtain signed permission from parents/carers to provide the agreed intimate care. They will also keep a record of any other agencies involved in the child's care. An example of a permission form is provided on the BHET Inclusion & Safeguarding Hub
- Each school will also keep a record of the intimate care provided which will include the date, time, care provided, and by whom.

Child Protection:

The Board of Trustees and staff recognise that disabled children are particularly vulnerable to all forms of abuse. Child Protection and Multi-Agency Child Protection procedures will be adhered to at all times.

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

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

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