Safeguarding Children in Education:

Whole School Training

September 2026

Education Safeguarding Team

Contents

- Introduction
- What is a safeguarding concern?
- The legislative context of safeguarding
- Safeguarding culture and context
- Supporting and listening to children
- Safer working practice and allegations against adults
- Procedures in our setting

Welcome & session agreement

West Norfolk Academies Trust





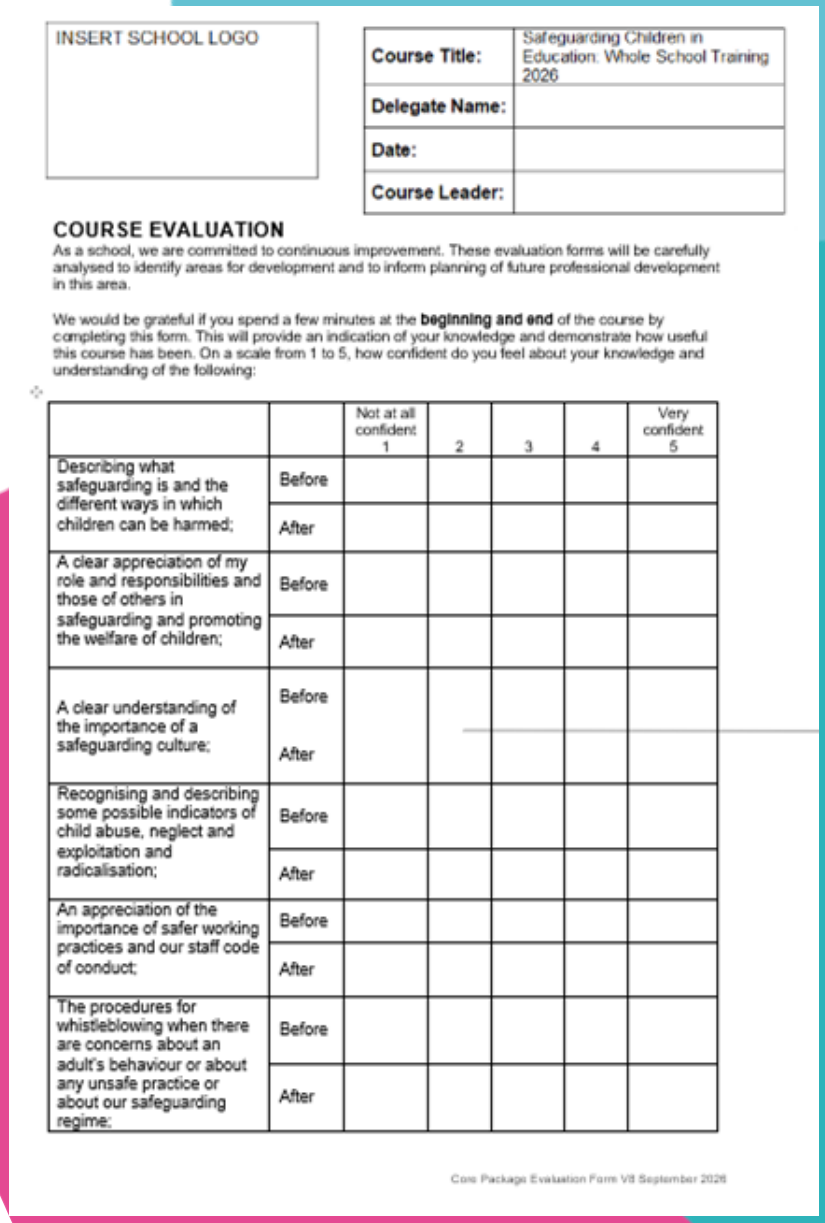




Learning Objectives

By the end of the session, we will be able to:

- Describe what safeguarding is and the different ways in which children can be harmed
- Understand our own roles and responsibilities and those of others in safeguarding and promoting the welfare of children
- Understand the importance of a culture of safeguarding
- Recognise and describe possible indicators of abuse, neglect, exploitation and radicalisation
- Identify the procedures for sharing concerns about another adult's behaviour or about any unsafe practice or safeguarding procedures (Whistleblowing)
- Outline what to do if we have concerns about a child in line with our setting's safeguarding policy



INSERT SCHOOL LOGO

Course Title:	Safeguarding Children in Education: Whole School Training 2026
Delegate Name:	
Date:	
Course Leader:	

COURSE EVALUATION

As a school, we are committed to continuous improvement. These evaluation forms will be carefully analysed to identify areas for development and to inform planning of future professional development in this area.

We would be grateful if you spend a few minutes at the **beginning and end** of the course by completing this form. This will provide an indication of your knowledge and demonstrate how useful this course has been. On a scale from 1 to 5, how confident do you feel about your knowledge and understanding of the following:

		Not at all confident 1	2	3	4	Very confident 5
Describing what safeguarding is and the different ways in which children can be harmed;	Before					
	After					
A clear appreciation of my role and responsibilities and those of others in safeguarding and promoting the welfare of children;	Before					
	After					
A clear understanding of the importance of a safeguarding culture;	Before					
	After					
Recognising and describing some possible indicators of child abuse, neglect and exploitation and radicalisation;	Before					
	After					
An appreciation of the importance of safer working practices and our staff code of conduct;	Before					
	After					
The procedures for whistleblowing when there are concerns about an adult's behaviour or about any unsafe practice or about our safeguarding regime;	Before					
	After					

Core Package Evaluation Form V8 September 2026

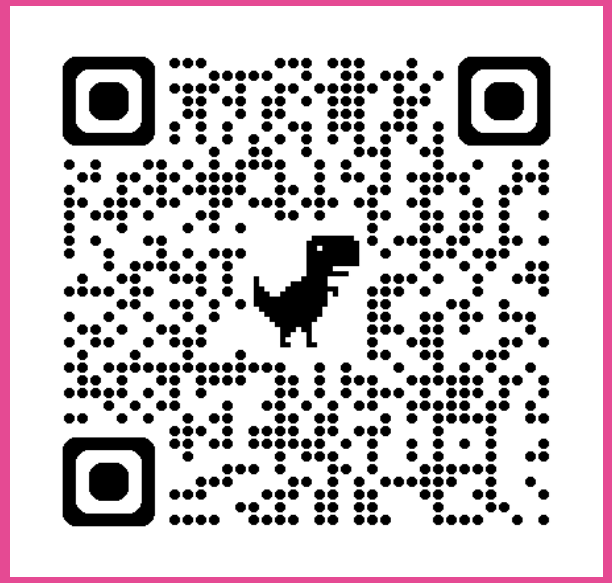
flourish

West Norfolk Academies Trust

What do I need to know?

1. When did you receive and read our school's safeguarding and child protection policy and procedures and our behaviour policy; do you understand them?
2. When did you receive and read the school's staff code of conduct (sometimes called the Staff Handbook); do you understand it?
3. When did you read at least Part 1 and 'Keeping Children Safe in Education?' Do you understand the contents?
4. Do you know who the Designated Safeguarding Leads in school are?
5. Do you know the agreed format to record concerns? How do you pass on your concerns?
6. Do you know how to report a concern about another adult's behaviour or about any unsafe practice or safeguarding procedures in our setting?
7. Would you be able to recognise the possible indicators of abuse, harm and exploitation?
8. Do you understand safeguarding responses to children who are absent education?
9. Do you understand the expectations, applicable roles and responsibilities in relation to filtering and monitoring?

Learning Activity 1





What is a safeguarding concern?

West Norfolk Academies Trust

Part One: Legislation

Understanding the legislation related to safeguarding children

Pages 8-13



Background & Legislation

Key documents frequently updated

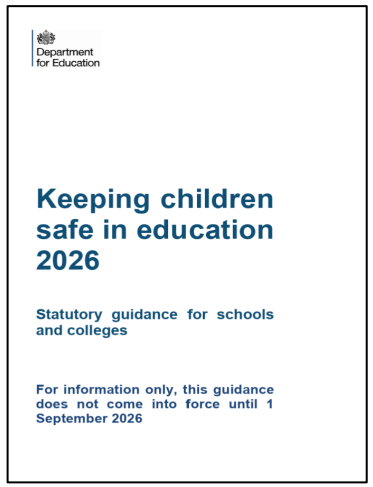
- **Working Together to Safeguard Children 2026**
- **What to do if you're worried a child is being abused 2015**
- **Information Sharing: Advice for practitioners 2024**
- **Keeping Children Safe in Education 2026**

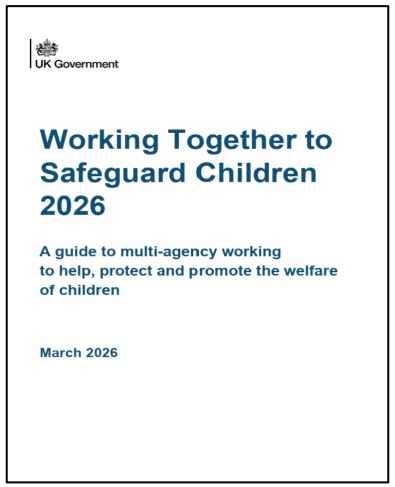
1989 - The Children Act
1999 - Protection of Children Act
2000 - Framework for the Assessment of Children in Need and their families
2002 - The Education Act (S 157 and 175)
2003 - Every Child Matters
2003 – Sexual Offences Act
2004 - The Children Act
2005 - Local Safeguarding Children Boards established
2006 - Safeguarding Vulnerable Groups Act
2007 - Safeguarding Children and Safer Recruitment in Education
2009 – The School Staffing (England) Regulations 2009
2011 – Munro Review of Child Protection
2012 – Protection of Freedoms Act
2017- Children and Social Work Act
2025- Online Safety Act
2026 – Children's Wellbeing and Schools Act

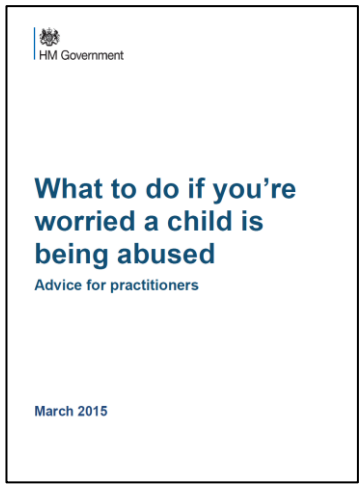
flourish

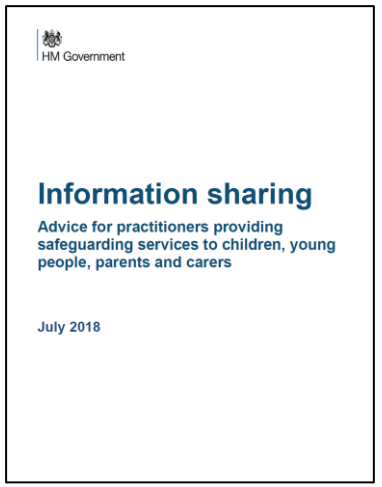
West Norfolk Academies Trust

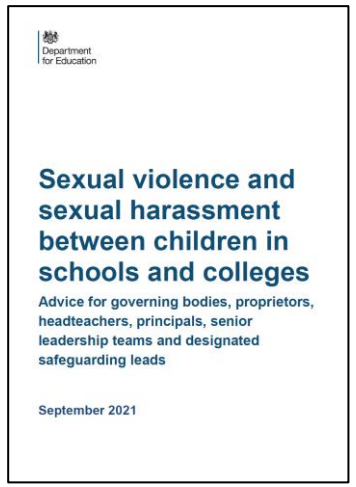
Guidance

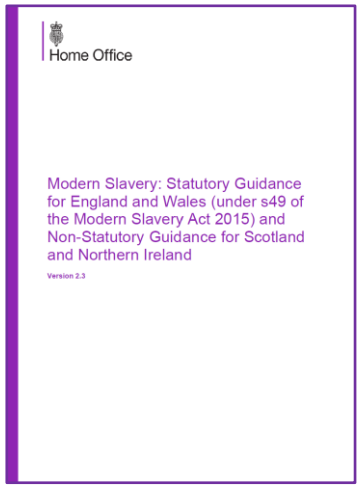

Department for Education
Keeping children safe in education 2026
Statutory guidance for schools and colleges
For information only, this guidance does not come into force until 1 September 2026

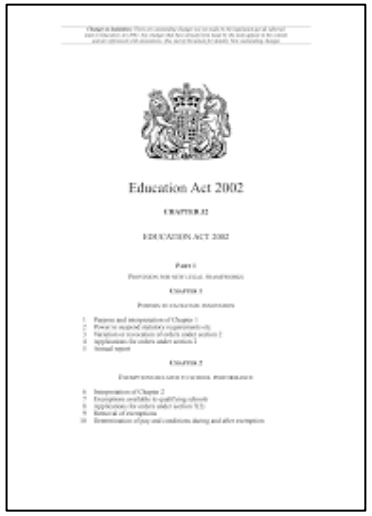

UK Government
Working Together to Safeguard Children 2026
A guide to multi-agency working to help, protect and promote the welfare of children
March 2026

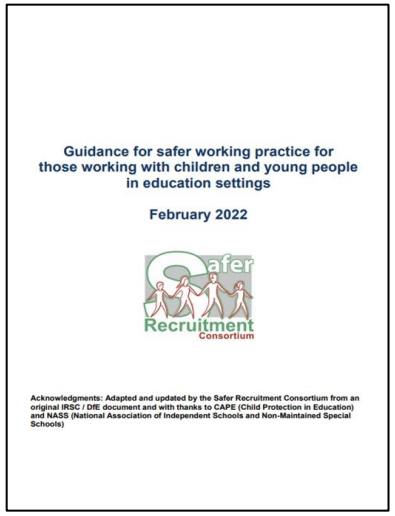

HM Government
What to do if you're worried a child is being abused
Advice for practitioners
March 2015


HM Government
Information sharing
Advice for practitioners providing safeguarding services to children, young people, parents and carers
July 2018

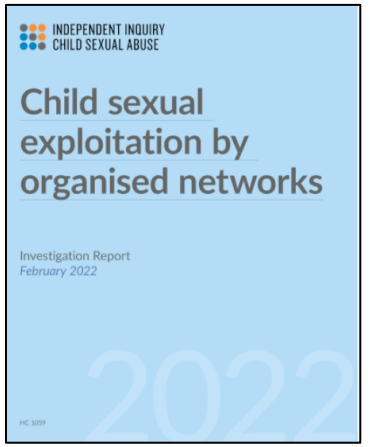

Department for Education
Sexual violence and sexual harassment between children in schools and colleges
Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads
September 2021

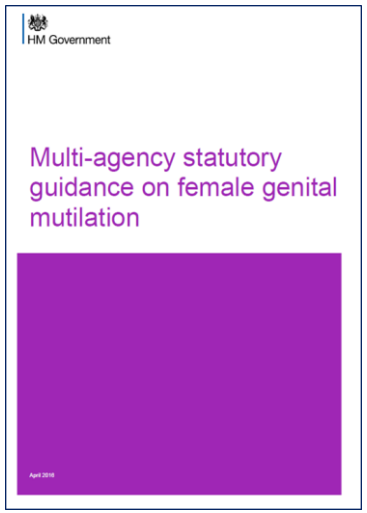

Home Office
Modern Slavery: Statutory Guidance for England and Wales (under s49 of the Modern Slavery Act 2015) and Non-Statutory Guidance for Scotland and Northern Ireland
Version 2.3

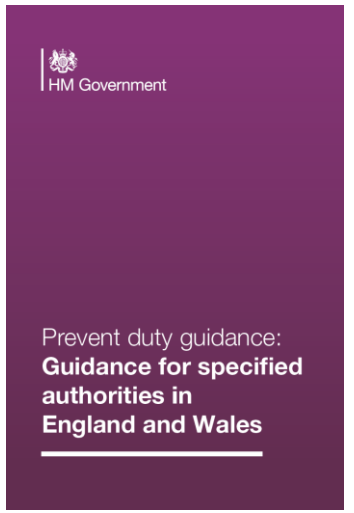

Education Act 2002


Guidance for safer working practice for those working with children and young people in education settings
February 2022
Safer Recruitment Consortium
Acknowledgments: Adapted and updated by the Safer Recruitment Consortium from an original IRSC / DfE document and with thanks to CAPE (Child Protection in Education) and NASS (National Association of Independent Schools and Non-Maintained Special Schools)


APPROPRIATE LANGUAGE:
CHILD SEXUAL AND/OR CRIMINAL EXPLOITATION
GUIDANCE FOR PROFESSIONALS
NPCC


INDEPENDENT INQUIRY CHILD SEXUAL ABUSE
Child sexual exploitation by organised networks
Investigation Report
February 2022
2022


HM Government
Multi-agency statutory guidance on female genital mutilation


HM Government
Prevent duty guidance:
Guidance for specified authorities in England and Wales

Education Act 2002



Education Act 2002

Maintained schools

Section 175 (2): A governing board of a maintained school shall make arrangements for ensuring that the functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

Section 157 places
the same responsibilities on the management of all other schools, including academies, free schools and independent schools.

flourish

West Norfolk Academies Trust

Disqualification under the Childcare Act 2006

This Act relates mainly to Primary School staff and those delivering childcare. The date of the employment self disclaimer for covered staff is stored on the SCR. Staff should report offences to leaders as part of employment including changes to their original disclaimer.

Section 76(2) of the 2006 act, provides that a person who is disqualified under the 2018 regulations may not:

- provide relevant childcare provision in EYFS or for children under 8 years in childcare
- be directly concerned in the management of such provision

Under section 76(3) schools are prohibited from employing a disqualified person in connection with relevant childcare provision in the settings set out in the relevant offences which relate to harm, violence

flourish

West Norfolk Academies Trust

Keeping Children Safe in Education 2026



Summary

Part One

Safeguarding information for **all** staff

Part Two

The management of safeguarding

Part Three

Safer recruitment

Part Four

Allegations made against/ Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

Part Five

Child-on-child sexual harassment and sexual violence

Annexes

A: Further information

B: Role of the Designated Safeguarding Lead

C: Summary of changes from 2025

West Norfolk Academies Trust

flourish

West Norfolk Academies Trust

KCSiE Key changes for 2026

Summary	• Section 3 of the Early Years Foundation Stage (EYFS) statutory framework should be read alongside Keeping Children Safe in Education where children aged 0 to 5 attend school-based nurseries or reception classes. • Added a section regarding the use of “nudes and semi-nudes” throughout KCSIE with an explainer.
Part one Safeguarding information for all staff	• Updated to distinguish between **community-based early help** and **targeted early help** delivered through Family Help. • Expands examples of when children may benefit from support before statutory intervention, including universal services and community-based Early Help, or the targeted early help level of Family Help. The following have been added - is **pregnant and/or is a parent** themselves - has exhibited **early signs of abusive, violent and/or harmful behaviours** - has been repeatedly removed from the classroom, **experienced multiple suspensions**, is on a **part-time timetable**, is at **risk of being permanently excluded** from schools, colleges and in Alternative Provision or a Pupil Referral Unit -is at risk of being radicalised into terrorism • Added “**modern slavery**” into indicators of harm and abuse staff should be aware of. • Added “including physical, sexual, and emotional abuse, stalking” into harms relating to domestic abuse in their own intimate relationships (teenage relationship abuse) and “financial exploitation” into considerations for criminal exploitation.

KCSiE Key changes for 2026

Part one Safeguarding information for all staff continued….	• Clarified that emotional abuse may include verbal abuse (e.g., criticism, belittling, name-calling). • Expanded child-on-child abuse content to emphasise that: it is **a safeguarding issue for both victim and alleged perpetrator**, it is preventable and it may involve serious physical harm or threats involving weapons. • **Mental health** section has been substantially updated including a list of potential warning signs that mental health concerns may develop into safeguarding concerns. • **Serious violence** section has been substantially updated to reinforce a safeguarding approach and importance of early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge with links for practical guidance on targeted interventions such as mentoring. • Clarifies that headteachers or principals will consider whether a referral to LADO is required where there is a concern or allegation about a staff member. • **Trainee teachers** are now explicitly included in information about reporting and managing safeguarding concerns about staff.
Annex A	Further information about specific harms and abuse have been updated throughout including guidance relating to Operation Encompass duties.

flourish

West Norfolk Academies Trust

KCSiE Volunteer changes for 2026

The Crime and Policing Act 2026 updated KCSIE rules to remove the "supervision exemption," preventing unsafe individuals from volunteering simply because a staff member is present.

Volunteering more than 3 days in a 30-day period (or overnight) is now classed as "regulated activity," even if supervised.

Volunteers must pass an Enhanced DBS and children's barred list check before starting. It is now a criminal offence for barred individuals to take these roles or for schools to knowingly permit them.

Working Together to Safeguard Children 2026

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- preventing impairment of children's mental and physical health or development
- promoting the upbringing of children with their birth parents, or otherwise their family, whenever possible and where this is in the best interests of the children
- protecting children from maltreatment, whether that is within or outside the home, including online
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Norfolk Safeguarding Children Partnership

Every Local Authority in the country must have a Multi-Agency Safeguarding Agreement **(MASA)** in partnership with the Police and Health. In Norfolk, the Norfolk Safeguarding Children Partnership (NSCP) is led by the 3 safeguarding partners who work together with other local agencies including the voluntary sector to make sure that children are protected from harm and that their welfare is promoted.

The NSCP has robust independent scrutiny arrangements to ensure that people working with children carry out their safeguarding responsibilities as required by the law.

All of the work is underpinned by the government document Working Together to Safeguard Children.



Universal services

- JON
- School pastoral support
- GP and Pharmacies
- SaLT - Speech and Language Therapy
- Public Libraries
- Charities and support groups



Community based early help

- Specific visits by to local community hub or school run sessions
- School & Community Team
- EHAP online ‘request for Support portal’
- CADS

Learning activity 2

Name as many factors that you can, that mean a child may benefit from:

- Universal services
- Community based early help

Discuss in your groups and feedback.

West Norfolk Academies Trust

Is disabled or has certain health conditions and has specific additional needs

Has special educational needs (whether they have a statutory EHCP or not)

Has a mental health need

Is a young carer

Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

Is misusing alcohol and other drugs themselves

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, colleges and in Alternative Provision or a Pupil Referral Unit



Has exhibited early signs of abusive, violent and/or harmful behaviours

Is frequently missing/goes missing from education, home or care

Is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage

Is pregnant and or is a parent themselves

Is at risk of being radicalised or exploited

Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

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 a privately fostered child.

Norfolk Safeguarding Framework

Universal Services
Supporting families to resolve their own low-level needs through provision of information, advice and guidance and access to community/universal services.

Community based early help working with other organisations to develop & strengthen support for families at the earliest opportunity through an Early Help Assessment & Plan or school led plan.

Targeted Early Help and statutory services under section 17
Targeted case holding, to help families overcome more complex persistent challenges and worries.

Statutory services under section 47
Statutory case holding intervention where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm.

Early Help

Call to CADS

Request for Support form

Section 31 (care and supervision) where there is legislation granting local authority power to place a child in care.

Section 20 (duty to accommodate) voluntary agreement with parents/carers for a child in need to be placed into care

Part Two: Context & culture

To understand the importance of contextual factors and describe a culture of safeguarding

Pages 14-15

Learning activity 3

Q1. Match each safeguarding element to its primary role in promoting a safe culture:

1. Safer recruitment
2. Attendance monitoring
3. Teaching online safety
4. Whistleblowing process

A. Empowers children to recognize and report risks independently
B. Empowers staff to challenge poor practice or misconduct without fear
C. Prevents unsuitable individuals from working with children
D. Identifies potential early warning signs of neglect or harm outside of school

Q2. List as many other factors of safeguarding in an education setting

West Norfolk Academies Trust

Learning activity 3

Q2 answers



Anti-bullying Policy & Behaviour management

Attendance, exclusions & children absent from education and transition arrangements

SEND and inclusion

Curriculum including online safety

The environment including buildings and security

Safer recruitment & selection

Health and Safety

Child Protection

Whistle-blowing

Governance

A 'listening' school

flourish

West Norfolk Academies Trust



The context of safeguarding

Staff are in a position, to identify concerns early and provide help to children to prevent things escalating.

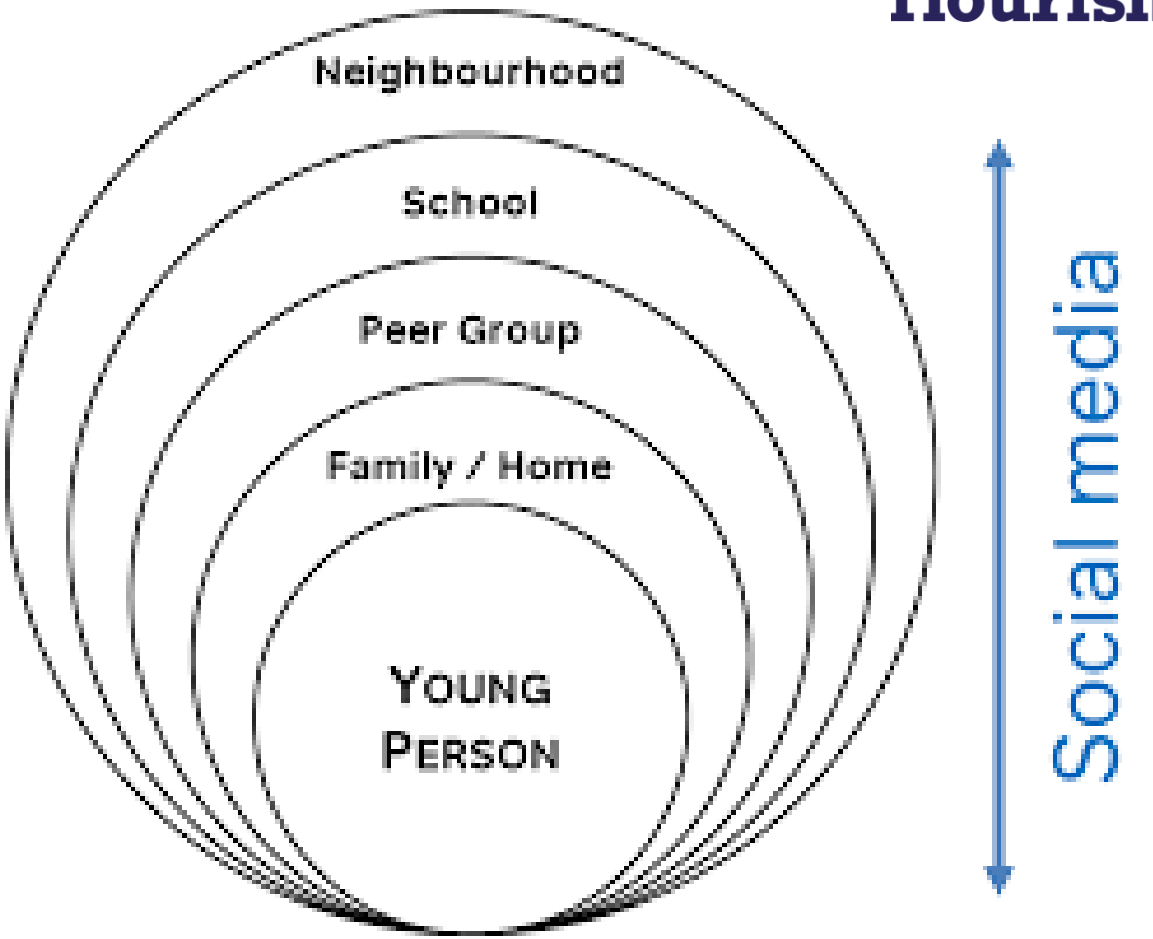
For some children school or college is the only safe place in their daily lives.

We may be the first people that children tell about their experiences of abuse.

We need to work with colleagues in other agencies to promote the welfare of children and protect them from harm.

West Norfolk Academies Trust

flourish



Contextual safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

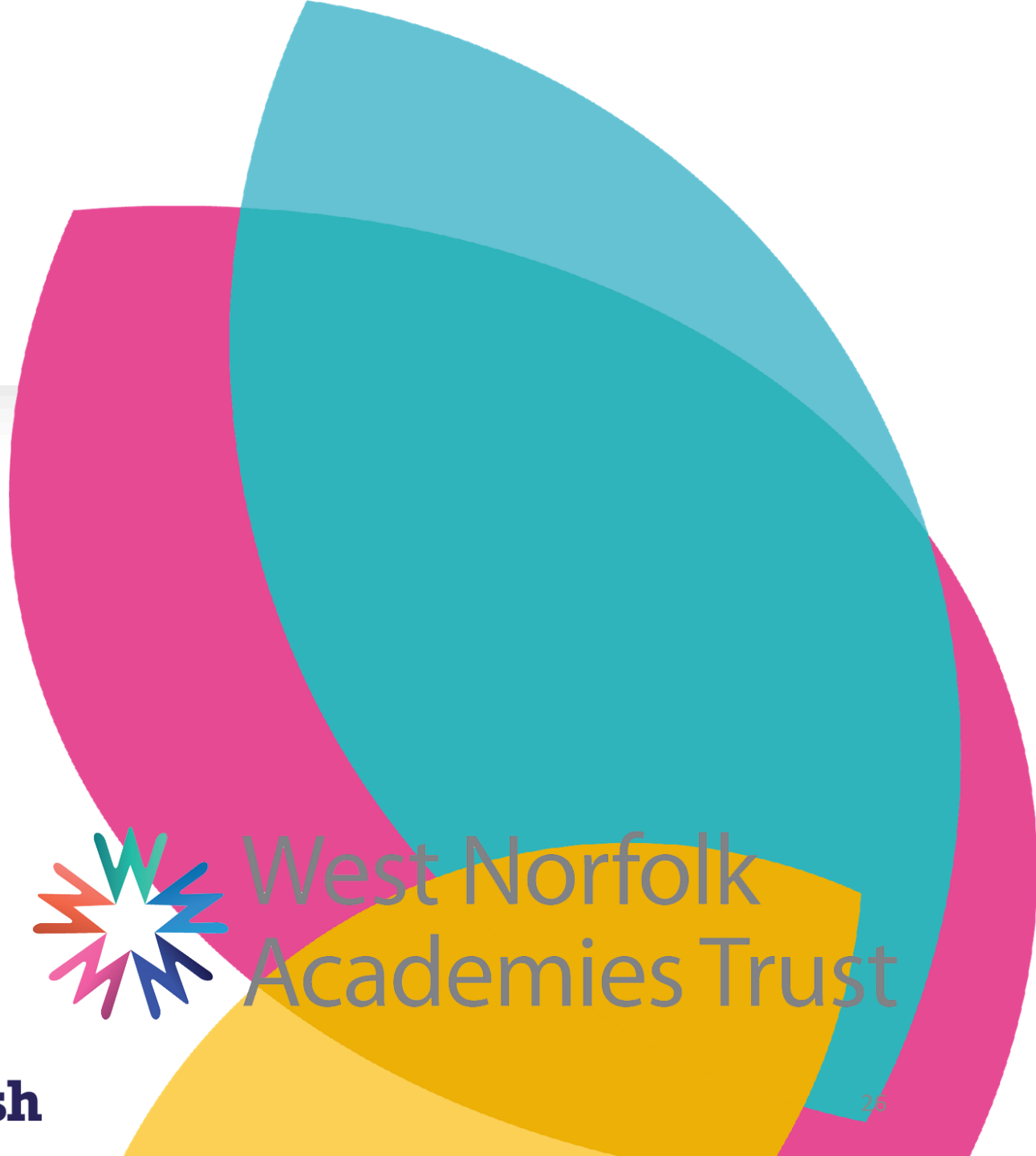
Contextual safeguarding, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.

Intra-familial

Abuse, harm and /or neglect which happens within the home that the child lives.

Extra-familial

This take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.



West Norfolk Academies Trust

flourish

A culture of safeguarding



flourish

West Norfolk Academies Trust

Child centred and trauma informed approach

Part Three: Recognition & identification of abuse

To give definitions of abuse and harm and some possible signs it may be happening

Pages 16-43

flourish

West Norfolk Academies Trust

What is abuse?

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects.

Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.



flourish

Working Together to Safeguard Children (2026)

West Norfolk Academies Trust

Recognising concerns

All staff should be aware of the indicators of abuse, neglect, exploitation and modern slavery, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and **online**.

Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

Keeping Children Safe in Education 2026

flourish

West Norfolk Academies Trust

Learning Activity 4

West Norfolk Academies Trust

Read the case study on pages 53-54 of the resource book

1. What are the indicators of abuse?
2. Using the case studies - what types of abuse are the indicators showing?



Highlight or underline the evidence/indicators of abuse

Jared is 8 years old and lives with his mum, dad and three older siblings (Liam, Alice and Fiona) in a three-bedroomed terraced house on a housing estate.

This is Jared's story:

My favourite thing is watching wrestling on telly…sometimes me and Liam watch the cage fighting…I want to be a cage fighter when I grow up…I practice on Alice, but she doesn't like it

We sometimes do wrestling in the school playground. I get in to trouble but I don't care. My dad says that I need to know how to look after myself and I don't want the others calling me a wimp. They used to call me names like smelly and stinky, but they don't cause now no one does. I stood up for myself.

I can't be bothered to go to school, and my dad says that I don't have to go if I don't want…it's all boring and it won't help me in real life. Sometimes my dad takes me on fencing jobs to the airport instead of going to school and the people give me tips – it's great

Sometimes I sneak out at night to meet my mate Danny, and they don't notice that I have gone until ages after. My cousin works in the pizza take-away, and he passes us stuff out of the back door, so me and Danny get a real feast. I sneak back in the house when it's late and go up to my bedroom and I get away with it without anyone noticing.

I once got caught though because me and Danny thought it would be fun to steal some of Liam's cider and we got drunk and forgot to go home. A policeman found us, took us home and gave my mum and dad a warning. They were not very pleased

Sometimes at the weekend I stay at Danny's house, and it is great. I like it there because they have nice beds with soft sheets on them – they all got a bed each and they don't have to share like we do. I do not tell mum that I stayed at Danny's. I didn't know what was going on, when I woke up, I thought that it was still night, cos it was dark and I realised it was because they had curtains up at the bedroom windows…

Training resources on childhood neglect: family case studies - GOV.UK



Highlight or underline evidence/indicators of abuse

Megan is 12 years old and lives at home with her dad, step mum and sisters Holly, aged 15 and Ruth, aged 18. They live in a two-bedroom house, so all three siblings share the same bedroom.

This is Megan's story:

I really love school. I have my friends and I really like my teachers. I wish I could stay at school longer. Sometimes I feel lonely but only when I can't join in because I don't get to do what my friends do. I feel bad when I lie about why I can't go out with them or go shopping. I don't like my step mum, she is only nice to me when my dad is there. My sisters call me 'odd' and never let me in the bedroom so I always have to be downstairs with my step mum.

I've run away three times now, but every time I've had to go home because I get so cold and frightened. My step mum said she didn't know why I bothered coming home, but she made sure dad didn't hear her. Dad asks me why I run away but he doesn't listen to me, not properly. He just tells my sisters to look after me, but they don't even like me.

My step mum and sisters always go out without me. They don't even take me to the dentist. I told my teacher about my bedroom and she phoned home, even though I didn't want her to. It didn't make any difference my step mum told me to stop telling lies and if it was that bad, I should sell it out myself. I hate her, all I want is them to care about me.'

Discuss in groups and feedback.

Types of abuse

NSCP Priorities

In June 2025 the NSCP agreed to prioritise safeguarding reform (Families First), child exploitation and child sexual abuse as key areas for learning and improvement. Priorities are selected based on data and performance intelligence, including learning from local and national child safeguarding practice reviews. We also continue to be committed to developing trauma informed leadership and practice and the workforce development group will keep this as a priority in their work. On 1 April 2026, the NSCP formally joined with the Norfolk Safeguarding Adult Board to prioritise transitional safeguarding.

- **Child Exploitation**
- **Child Sexual Abuse**
- **Families First Partnership Programme**
- **Father Inclusive Practice**
- **Transitional Safeguarding**
- **Trauma Informed Practice**

flourish

West Norfolk Academies Trust

CCE – Child Criminal Exploitation

Keeping Children Safe in Education 2026

West Norfolk Academies Trust

flourish

Possible indicators of exploitation

Child criminal exploitation

- Frequently absent from school
- Going missing from home, staying out late and travelling for unexplained reasons
- In a relationship or peer group who are older than them
- Being angry, aggressive or violent
- Being isolated or withdrawn
- Having unexplained money and buying new things
- Spending more time online and being
- Self-harming or feeling emotionally unwell
- Misusing substances
- Unexplained injuries and refusing to seek medical help
- Carrying weapons

NSPCC



Child sexual exploitation

- Unhealthy or inappropriate relationships
- Being secretive.
- Significant changes in mood or character
- A sudden change in family relationships/dynamics
- Having money or things they can't or won't explain
- Physical injuries, like bruises or bleeding in their genital or anal area
- Misusing substances
- Sexually transmitted infections
- Pregnancy

Child exploitation



Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity.

It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organized network or gang, and the victim may identify as being part of this group.

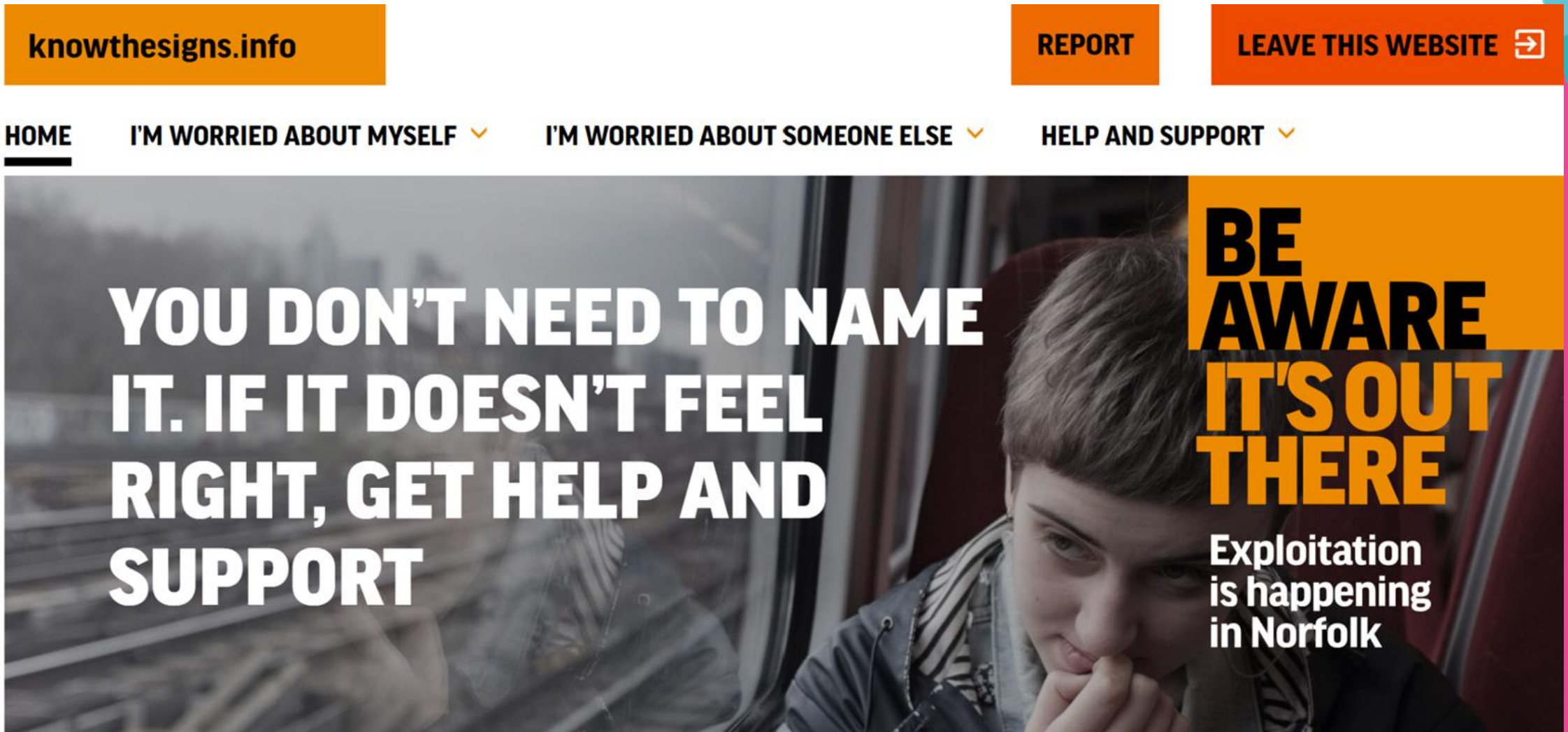
CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

‘Know the signs’ campaign

West Norfolk Academies Trust

Support is available and can be accessed via the website.



flouris

Serious violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be **associated with criminal exploitation**. Staff should **report any concerns about a child carrying or using a weapon** (or expressing intent to do so) to the designated safeguarding lead (or a deputy), who will assess the risk and take appropriate action. Where relevant this will include any action needed to de-escalate peer conflict.

Schools play a **key role in protecting children from violence**, safeguarding victims, as well as those who may be at risk of, or are involved in violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. **These risks are higher for children with disrupted education** (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to **be alert to when children might be at highest risk around the school day** (for example immediately after school)..

Early, evidence-based support for those considered at risk, as well as in **'teachable moments'** when issues emerge is vital.

flourish

Keeping Children Safe in Education 2026

West Norfolk Academies Trust

A positive force in education

Pol-Ed®

Pol-Ed is a PSHE and Citizenship educational programme that provides schools with free lessons, assemblies and resources covering a range of topic areas.
All Pol-Ed lessons are focused on topics in which the police have credibility and expertise, and sit under one of 4 umbrella topic areas.

Relationships	Keeping Safe	Understanding the Law	Well-being

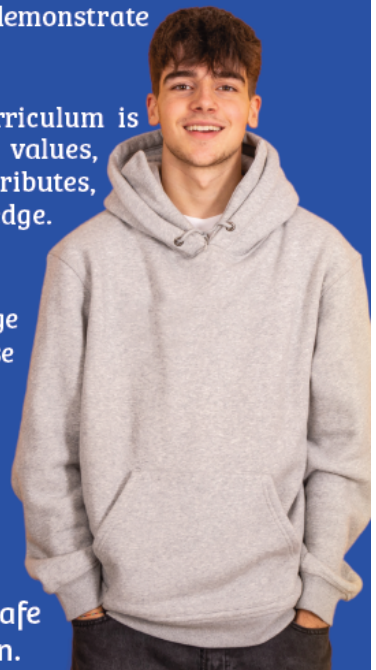
The Pol-Ed lessons and assemblies have been designed by PSHE specialists with content provided by West Yorkshire Police and partner forces' subject experts to maximise impact and usability.

Our materials cover a wide range of the PSHE Association's Programme Of Study to address priority topics such as sexual violence and harassment, child-on-child abuse and the perception that young people have of the police.

Our secondary lessons have a flexible 20/40/60 minute delivery model to meet different curriculum approaches.

We incorporate a wide range of assessment opportunities so students can demonstrate their progress.

The Pol-Ed curriculum is built around values, skills and attributes, not just knowledge.



Pol-Ed is completely **free** to your school, with our large range of expertly planned resources ready for you to use with your pupils today.

Our website - pol-ed.co.uk - has easy access and functionality for all teachers in your setting with a reporting mechanism to highlight which lessons have been delivered.

Pol-Ed's ultimate aim is to help you #KeepChildrenSafe and work together to be #APositiveForceInEducation.

NORFOLK CONSTABULARY



flourish

West Norfolk Academies Trust

CSE – Child Sexual Exploitation

Keeping Children Safe in Education 2026

West Norfolk Academies Trust

flourish

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.



Indicators of sexual harassment

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes.
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence), and
- online sexual harassment.

Schools and colleges should be considering when any of this crosses a line into sexual violence.

Responding to reports of sexual violence or sexual harassment

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse **(whether these concerns are thought to have taken place on or off-site)** they should speak to their designated safeguarding lead (or a deputy). As part of this, schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school).

Keeping Children Safe in Education 2026

The initial response to a report from a child is incredibly important.

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can lead to a **culture of unacceptable behaviour**.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Mandatory Reporting Requirements for those undertaking Teaching Work

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.



flourish

West Norfolk Academies Trust

Support for sexual harassment

West Norfolk Academies Trust

Shore is part of The Lucy Faithfull Foundation, a charity working to prevent all forms of child sexual abuse. Shore was launched in 2023 to provide a safe and anonymous place for young people to get help and support.



Learning Activity 5

Q1. What are the categories of abuse?

Q2. Using the headings on page 51 of the resource book. Populate the table with examples of possible indicators of abuse/harm.

Discuss in groups and feedback.

Type of harm	Possible Indicators
Abuse	
Neglect	
Exploitation	
Serious violence	

Domestic Abuse

Keeping Children Safe in Education 2026

Domestic abuse

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
- Emotional

Children can be victims of domestic abuse. They may **see, hear, or experience the effects of abuse** at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.



Keeping Children Safe in Education 2026

flourish

West Norfolk Academies Trust

Possible indicators a child may have experienced domestic abuse

Psychological effects

- aggression and challenging behaviour
- depression
- anxiety - including worrying about a parent's or carer's safety
- changes in mood
- difficulty interacting with others
- withdrawal
- fearfulness, including fear of conflict

Relationship effects

- not having a strong bond with their parents or carers
- hoping an abused parent will leave for safety reasons
- worrying about what might happen if their parents or carers separate
- being afraid of their parents or carers.

Developmental effects

Traumatic childhood experiences such as domestic abuse can affect a child's brain development. This may impact:

- executive functioning skills
- brain architecture
- and lead to overactive stress responses

West Norfolk Academies Trust

flourish

NIDAS Domestic Abuse Champion

What is a NIDAS Domestic Abuse Champion?

Norfolk Integrated Domestic Abuse Service

Who is the Champion in your setting?

Robyn Fisher



- They are the key domestic abuse contact for your settings
- They are responsible for disseminating current information about domestic abuse within your setting
- They will raise awareness of domestic abuse and the services available

Parental Conflict

- Parental conflict can be reoccurring disagreements with our loved ones which are around the ‘normal’ family issues such as finances, parenting styles, housework, etc.

- These disagreements cannot seem to be resolved healthily, and they linger within the family network creating uncomfortable environment for children to live in.

- It is highly likely this type of environment will create behavioural changes within children causing distress to them as it can be very confusing for a child.

- This will affect their ability to understand how a healthy relationship functions and the learning of resolving conflict in a secure form.

West Norfolk Academies Trust

Impact parental conflict has on children

- Harm children's outcomes, even when parents manage to sustain positive parent-child relationships

Put children at more risk of:

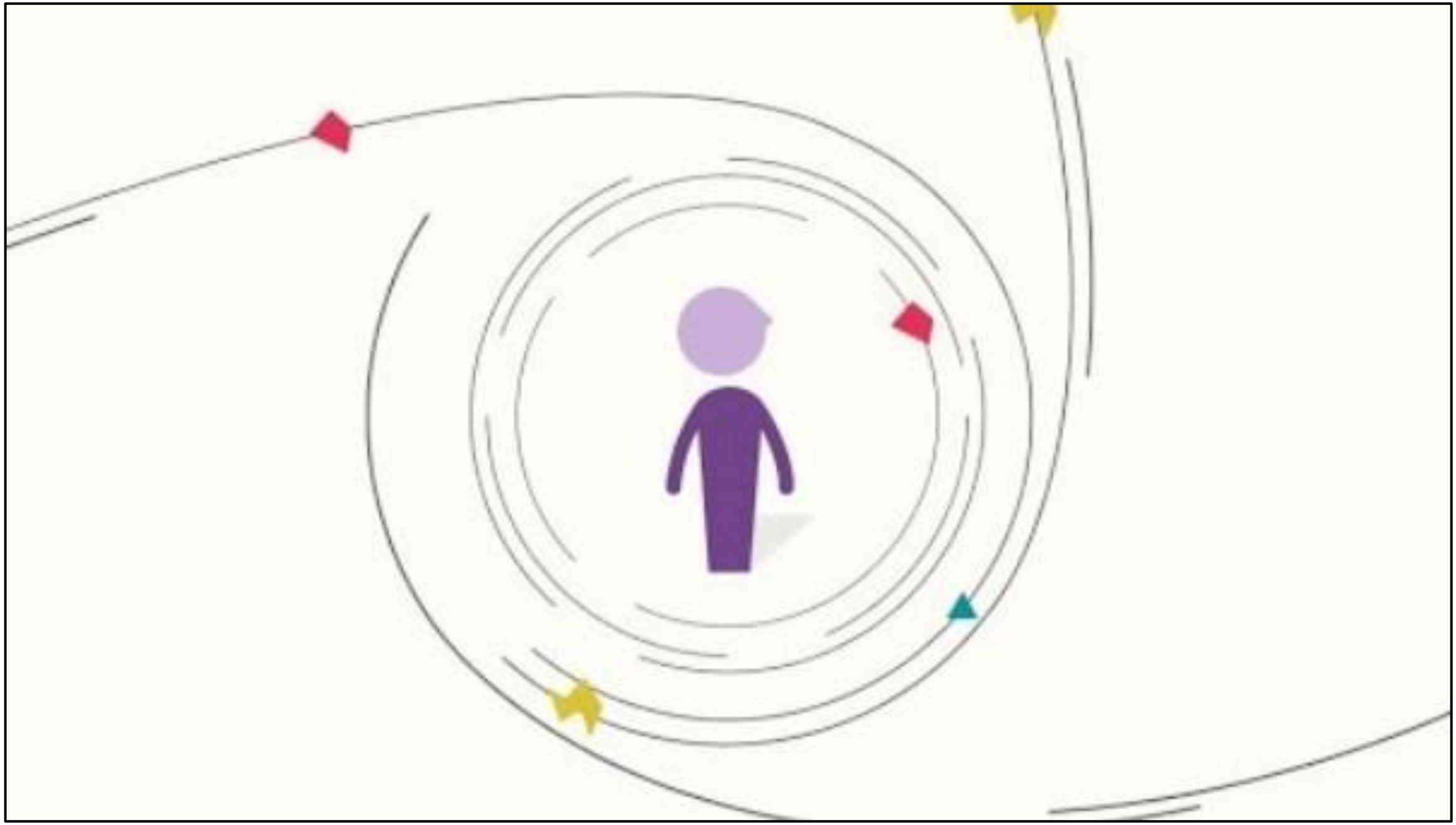
- Having problems with school and learning
- Negative peer relationships
- Physical health problems
- Smoking and substance misuse
- Mental health and wellbeing challenges

The risks can also have an effect on long-term life outcomes such as:

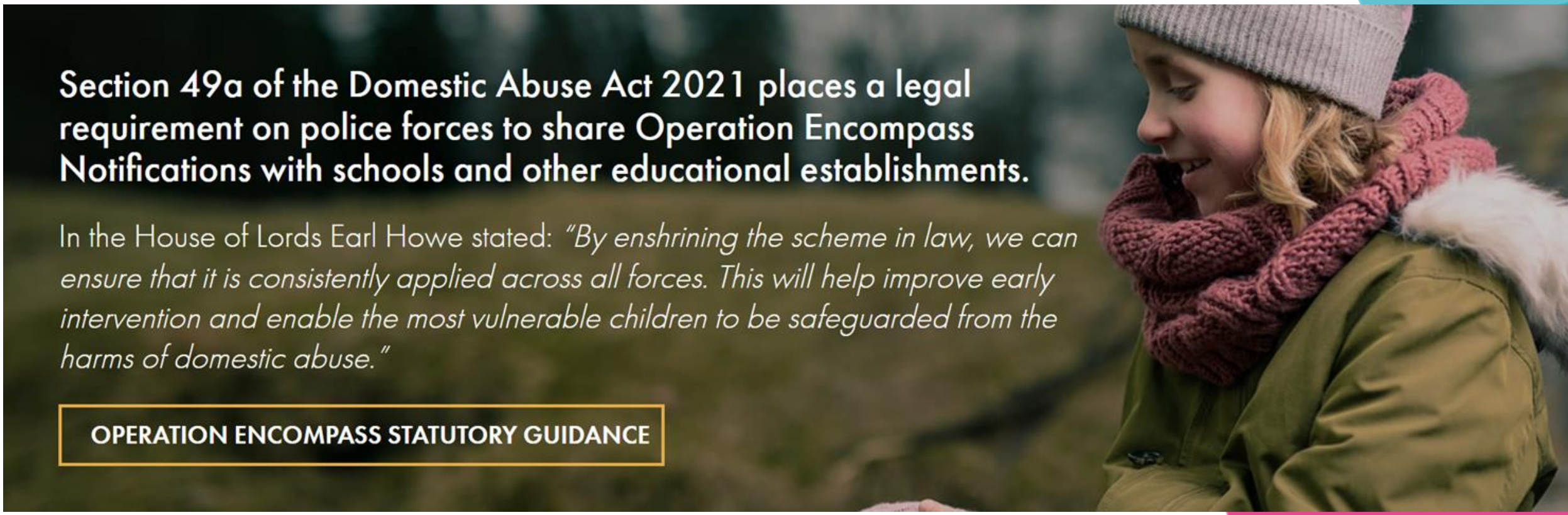
- Poor future relationship chances
- Reduced academic attainment
- Lower employability
- Heightened interpersonal violence
- Depression and anxiety



West Norfolk Academies Trust



Operation Encompass



Operation Encompass







Every classroom and public areas should display these posters.

They can be found here.

National support services

ManKind Initiative

Confidential helpline is available for male victims of domestic abuse and domestic violence across the UK, providing information, support and signposting

galop

Galop is the UK's LGBT+ anti-abuse charity. We work with and for LGBT+ victims and survivors of abuse and violence.

Refuge
For women and children. Against domestic violence.

We can support you to increase your safety. Support offered to find a refuge place, or other specialist services.

suzy lamplugh trust LIVE LIFE SAFE

Our mission is to reduce the risk and prevalence of abuse, aggression, and violence - with a specific focus on stalking and harassment - through **education, campaigning, and support**.

Dewis Choice offers free advice and support for older victims who have experienced domestic abuse

VS VICTIM SUPPORT

Guidance for victims of domestic abuse and children & young people victims

KARMA NIRVANA

Specialist charity for victims and survivors. Committed to ending Honour Based Abuse in the UK.

THE HIDEOUT
UNTIL CHILDREN AND YOUNG PEOPLE ARE SAFE

Support offered to children and young people living with domestic abuse

flourish

For help call the National Domestic Violence Helpline on 0808 2000 247 (24 hrs). If you are in immediate danger, call 999 and ask for the Police.

Radicalisation and Extremism

Keeping Children Safe in Education 2026

West Norfolk Academies Trust

flourish

Prevent duty guidance:
Guidance for specified authorities in England and Wales

- **Extremism** is defined as the support or promotion of an ideology based on violence, hatred or intolerance that aims to:
- deny or destroy the fundamental rights and freedoms of others
- •undermine or overturn the UK's system of democracy and democratic rights
- •intentionally create an environment that permits or enables others to achieve either of the above.

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

•**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

flourish

West Norfolk Academies Trust

Indicators

- **Outward appearance**
- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups



Online behaviour

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

Radicalisation and extremism





Extremism risk in Norfolk

theguardian.com/uk-news/article/2024/aug/14/woman-53-jailed-over-blow-the-mosque-up-facebook-post-after-southport-riots

okMarks

UK ▶ UK politics Education Media Society Law Scotland Wales Northern Ireland

UK news

Woman, 53, jailed over 'blow the mosque up' Facebook post after Southport riots

'Keyboard warrior' Julie Sweeney sentenced to 15 months on busy day for rioting cases in England's courts

Mark Brown *North of England correspondent*

Wed 14 Aug 2024 18.38 BST

Share



At Chester crown court, Julie Sweeney pleaded guilty to sending a communication to convey a threat of death or serious harm. Photograph: Cheshire Constabulary/PA

A 53-year-old woman who lived a "quiet, sheltered" life has been jailed for 15 months for posting a comment on Facebook which said: "Blow the mosque

Far right

'We're all scared': NHS doctor reveals impact of far-right riots on staff

Hospital worker from Egypt expresses safety fears, doubts about staying in UK and sense of being unappreciated

UK riots live: latest updates

As told to **Jem Bartholomew**

Wed 7 Aug 2024 06.00 BST

Share



An anti-immigration rally in Weymouth on Sunday. Photograph: Anadolu/Getty Images

West Norfolk Academies Trust

flourish

Martyn's Law

The Terrorism (Protection of Premises) Act 2025, also known as Martyn's Law, received Royal Assent on Thursday 3 April 2025.

This Act delivers the Government's manifesto commitment to strengthen the security of public premises and events.



Figen Murray, mother of Martyn Hett, who was killed in the Manchester Arena attack. Her campaigning has been crucial in driving this Act forward.

flourish

West Norfolk Academies Trust

Neglect

Keeping Children Safe in Education 2026

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate (caregivers)
- ensure access to appropriate medical care or treatment
- provide suitable education

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs



Working Together to Safeguard Children 2026

Possible indicators of neglect

Poor appearance or hygiene

- being smelly or dirty
- being hungry or not given money for food
- having unwashed clothes
- having the wrong clothing, such as no warm clothes in winter

Health and development

- medical or dental issues
- missed medical appointments, such as for vaccinations
- poor language or social skills
- regular illness or infections
- repeated accidental injuries
- thin or swollen tummy
- tiredness
- untreated injuries
- weight or growth issues.

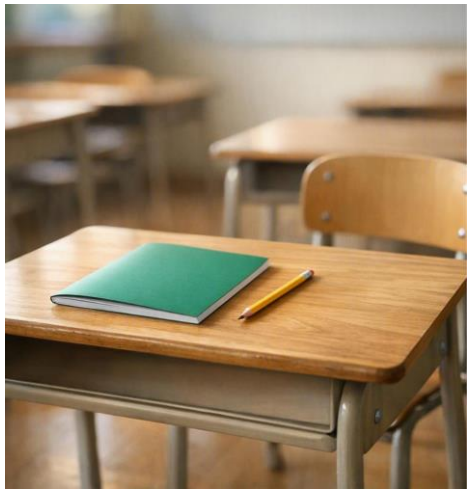


Changes in behaviour

- becoming clingy
- becoming aggressive
- being withdrawn, depressed or anxious
- changes in eating habits
- displaying obsessive behaviour
- finding it hard to concentrate or take part in activities
- missing school
- showing signs of self-harm
- misusing substances

Educational neglect

A parent or carer's failure to ensure a child receives a suitable education.



Key Signs and Indicators

1. Poor Attendance: Regular absence dropping into persistent (80%–90%) or severe (below 50%) categories, or a child being missing from education.

1. Home Environment: Lack of daily routine, unmanaged barriers to attendance (like missing uniform, transport, or gear), and an unpredictable home structure.

1. Disengagement: Caregivers showing a lack of concern about the child missing social or developmental milestones and refusing support from school staff.

KCSiE Allergies and medical changes for 2026

A medical or allergy incident on its own does not automatically require a referral to local safeguarding partners.

A referral is only required if the incident indicates the child is at increased risk of neglect, abuse, or exploitation (whether within or outside the family) as a result of their medical condition.

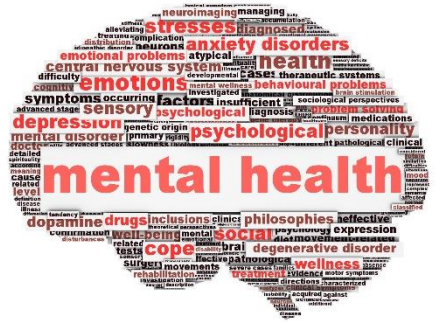
Key Risk Indicators:

- Parents/carers repeatedly withholding essential medical or allergy information from the school.
- A child being repeatedly sent to school without necessary medication, putting their health at risk.

Mental Health

Keeping Children Safe in Education 2026

Mental health



All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are **well placed to observe children day-to-day** and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be **potential warning signs** which education staff are well placed to recognise. These could include:

- significant changes in behaviour
- ongoing difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

flourish

West Norfolk Academies Trust

Child on child abuse

All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond.

All staff should be aware that child-on-child abuse is a safeguarding issue for **both the victim and alleged perpetrator.** As well as knowing how to respond to concerns, **all** staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.



Keeping Children Safe in Education 2026

Indicators

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
- Serious physical assault and harm, or the threat of harm with a weapon
- Consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes

Online safety and impact



All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.

Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the nonconsensual making or sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

As part of an age and stage appropriate curriculum children should understand online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to see help.

The DSL should take the lead responsibility for understanding the filtering and monitoring systems and processes in place.

<u>All staff should have an understanding of these</u>

Deepfake technology – Dangers of AI

A deepfake is an image, video, sound, voice, or GIF which has been manipulated by a computer to superimpose someone's face, body or voice onto something else. This could be done with or without the subject's consent.



Video deepfakes are the most common type. People who create these videos use artificial intelligence to replace someone's face or body in existing video footage. Examples include making a celebrity say something controversial or a news anchor reporting fabricated stories. In some video deepfakes, a voice actor will imitate the celebrity or original audio to provide the new voice. Alternatively, the creator might also use voice cloning.

Cyberbullying, harassment and abuse

Perpetrators might also use deepfakes to bully others by creating videos meant to mock, intimidate or embarrass them. The nature of deepfakes might make the bullying more severe for the victim.

We have had students have been victims of sextortion and extorted **in our school.**

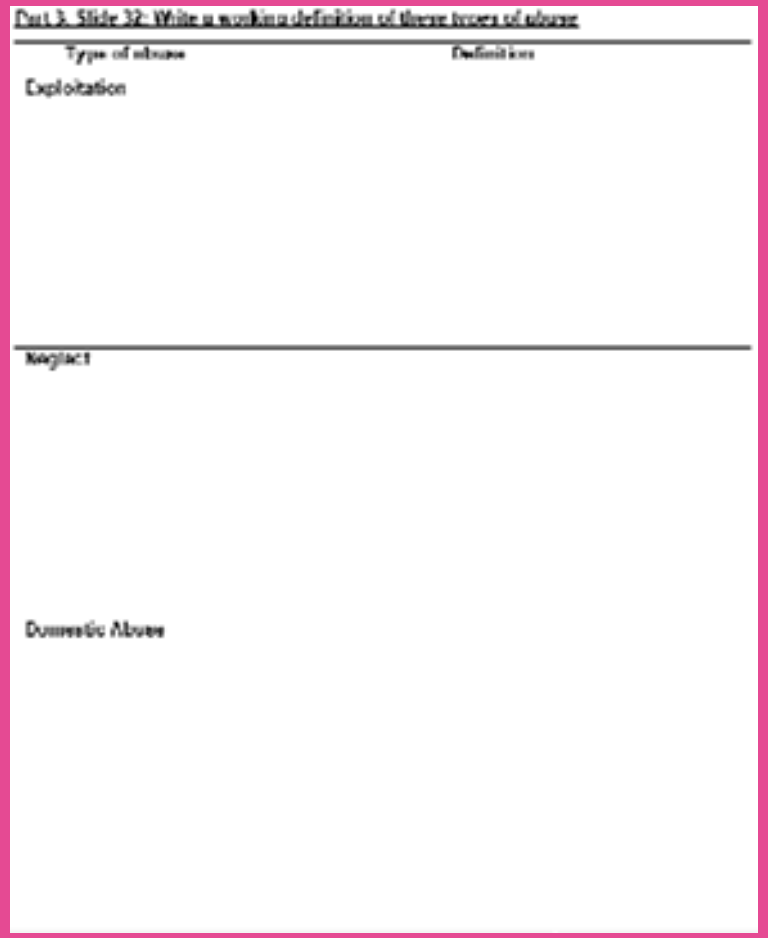
Learning Activity 6

In your groups, write a working definition of these three types of abuse:

- CCE - exploitation
- Neglect
- Domestic abuse

Use the template on page 52 of the resource book





Part 3. Slide 32: Write a working definition of these types of abuse

Type of abuse	Definition
Exploitation	
Neglect	
Domestic Abuse	

Discuss in groups and feedback

Part Four: Concerns & disclosures

To recognise and manage concerns and deal with disclosures

Page 43-47

Learning activity 7



How do you gather the voice of children?

How would you gather the voice of non-verbal children, children with SEND or disabilities?

Why is the child's voice important?



Children feel listened to;

- When children are involved in devising their own plans, targets and learning they are generally more successful
- We get to hear about their experiences and viewpoints
- Children can develop their own story about what is happening in their lives

What could happen if children and young people are not listened to?

- Children are less safe
- Children are less happy, and their wellbeing is lower
- Children become less visible; adult needs can dominate
- Assumptions are made about children's lives;
- Knowledge about children is limited to their relationships with adults

Managing disclosures

All staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

Managing disclosures



Shorter video

High speed training - 39 secs



What are the key points made in this video about how to manage disclosures?

NSPCC - 2 mins 13 secs

West Norfolk Academies Trust

The role of staff in safeguarding children

If staff have any concerns about a child's welfare, they should act on them immediately

flourish

West Norfolk Academies Trust



DOs



DON'Ts

Activity: What are the 'DON'Ts'

Recognise **Reassure** **Respond** **Report** **Record** **Re-refer and challenge if the situation does not seem to be improving**	

Part Five:

Safer working practice & concerns/ allegations against adults

To identify the procedures for sharing concerns about another adult's behaviour or about any unsafe practice or safeguarding procedures

Pages 47-50

flourish

West Norfolk Academies Trust

Learning activity 8

Look at the table on page 55 of the resource book.

Discuss why these situations could potentially make you vulnerable and what strategies you use to minimise risk.

Discuss in groups and feedback.

Scenario	Who is at risk/vulnerable?	How can the risk be mitigated?
Working 1:1 with a child		
Administering first aid		
Restraining a child Residential trips Transporting a child in your own car		
When you have not received appropriate training		
Providing intimate care When a child seeks affection		

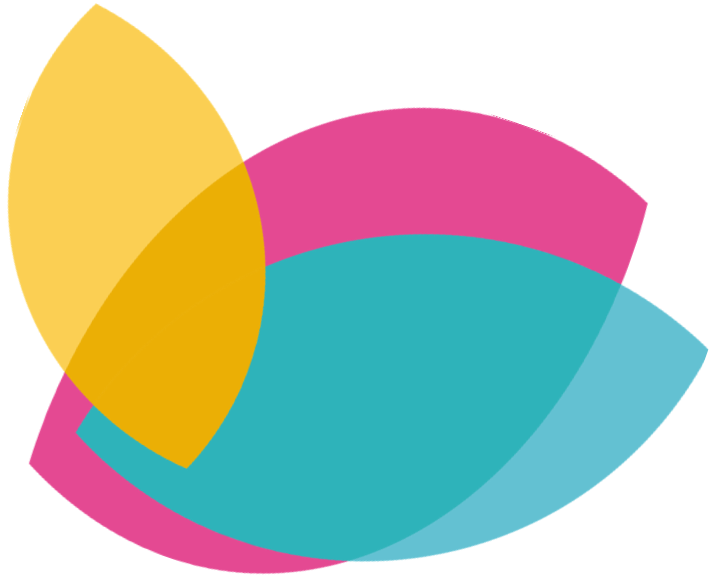
Allegations/concerns against staff

Schools and colleges should have their own procedures for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors.



This part of the guidance has two sections covering the two levels of allegation/concern:

- **Allegations that may meet the harms threshold**
- **Allegation/concerns that do not meet the harms threshold – referred to as 'low level concerns'**



Allegations that may meet the harms threshold

This is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college.



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

West Norfolk Academies Trust

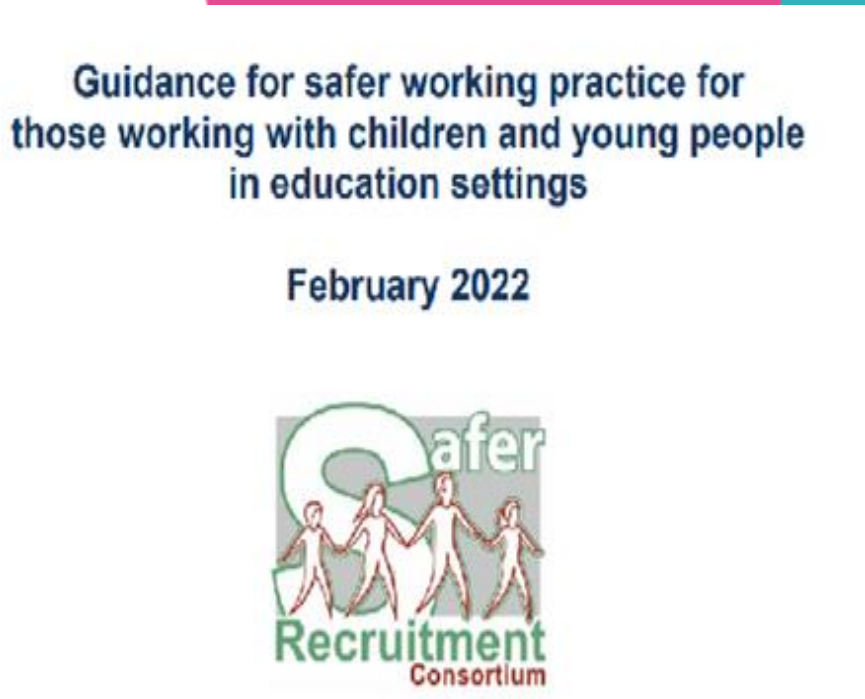
What is a low-level concern?

The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold.

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



Keeping Children Safe in Education 2026

Reporting low-level concerns

Staff need to report **low level concerns** according to the setting's procedures. This may be to the headteacher or chair of governors (if the concern is about the headteacher).

Keeping Children Safe in Education states that staff can report low level concerns to a DSL. If this is the setting's procedure, then the DSL should inform the headteacher of all the low-level concerns in a timely fashion.

The headteacher should be the ultimate decision maker in respect of all low-level concerns.

Keeping Children Safe in Education 2026

flourish

A person's suitability to work with children



Any member of staff or volunteer who does not feel confident to raise their concerns within school should contact the Local Authority Designated Officer (LADO) or call the NSPCC Whistleblowing Helpline.

Voice your concerns, suspicions or uneasiness as soon as possible directly to the Headteacher or to the Chair of Governors.

Pinpoint what practice is concerning you and why. Don't think *"What if I'm wrong?"* think *"What if I'm right?"*

0800 028 0285

help@nspcc.org.uk

West Norfolk Academies Trust

Sexual Offences Act (2003)

The specific offence for those in a position of trust:

Under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child.


Sexual Offences Act 2003

CHAPTER 42

CONTENTS

flourish

West Norfolk Academies Trust

Part Six: Our safeguarding procedures

To understand what to do if we have concerns about a child in line with our setting's safeguarding policy

Our Lockdown Procedures





West Norfolk Academies Trust

flourish

Our Lockdown procedures

Notification of Lockdown

All staff and students will be notified that Lockdown procedures are to take immediate effect on hearing **the agreed sound and signal. For example 5 short bursts of the school bell.**

Procedure

All students, staff and visitors will follow the **CLOSE** procedure as initiated by teaching staff:

Close all windows and doors

Lock up and secure areas/classrooms that can be secured

Out of sight and minimize or stop all movement and activities. PE classes outside must make their way to the nearest indoor secure point in school (classroom/hall/changing rooms)

Stay silent and avoid drawing any unnecessary attention

Endure and be aware that you may be in the Lockdown situation for a significant period of time.

When did you receive and read our school's safeguarding and child protection policy and procedures and our behaviour policy?

Do you understand them?





West Norfolk Academies Trust

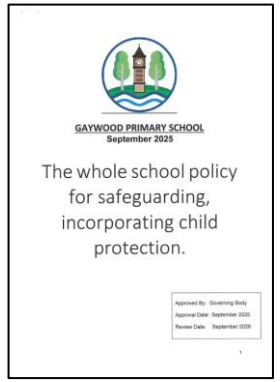
flourish

Our safeguarding policy

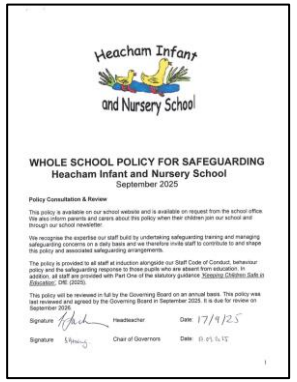
This is updated yearly and can be found on our school websites.


WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Clenchwarton Primary School
September 2025

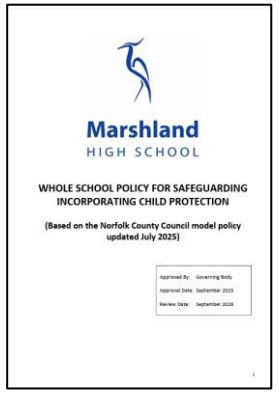

GAYWOOD PRIMARY SCHOOL
September 2025

The whole school policy for safeguarding, incorporating child protection.


Heacham Infant and Nursery School

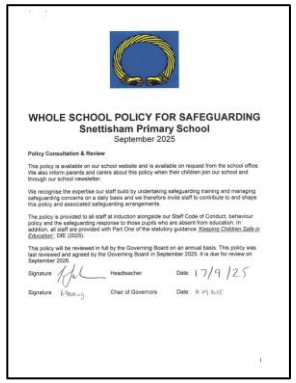
WHOLE SCHOOL POLICY FOR SAFEGUARDING
Heacham Infant and Nursery School
September 2025

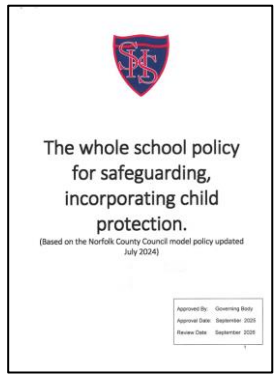

WHOLE SCHOOL POLICY FOR SAFEGUARDING
Heacham Junior School
September 2025


Marshland
HIGH SCHOOL

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

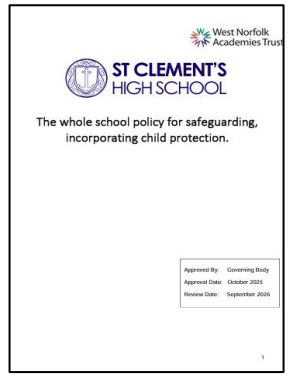
(Based on the Norfolk County Council model policy updated July 2025)


WHOLE SCHOOL POLICY FOR SAFEGUARDING
Snettisham Primary School
September 2025


The whole school policy for safeguarding, incorporating child protection.

(Based on the Norfolk County Council model policy updated July 2024)


WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

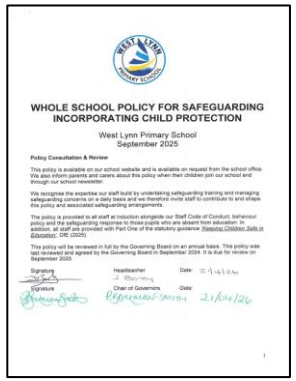

West Norfolk Academies Trust

ST CLEMENT'S HIGH SCHOOL

The whole school policy for safeguarding, incorporating child protection.


WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Walpole Cross Keys Primary School
September 2025


WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

West Lynn Primary School
September 2025

West Norfolk Academies Trust

flourish

Our behaviour policy

We record behaviour incidents on Bromcom.



When did you receive and read the school's staff code of conduct (sometimes called the Staff Handbook)?

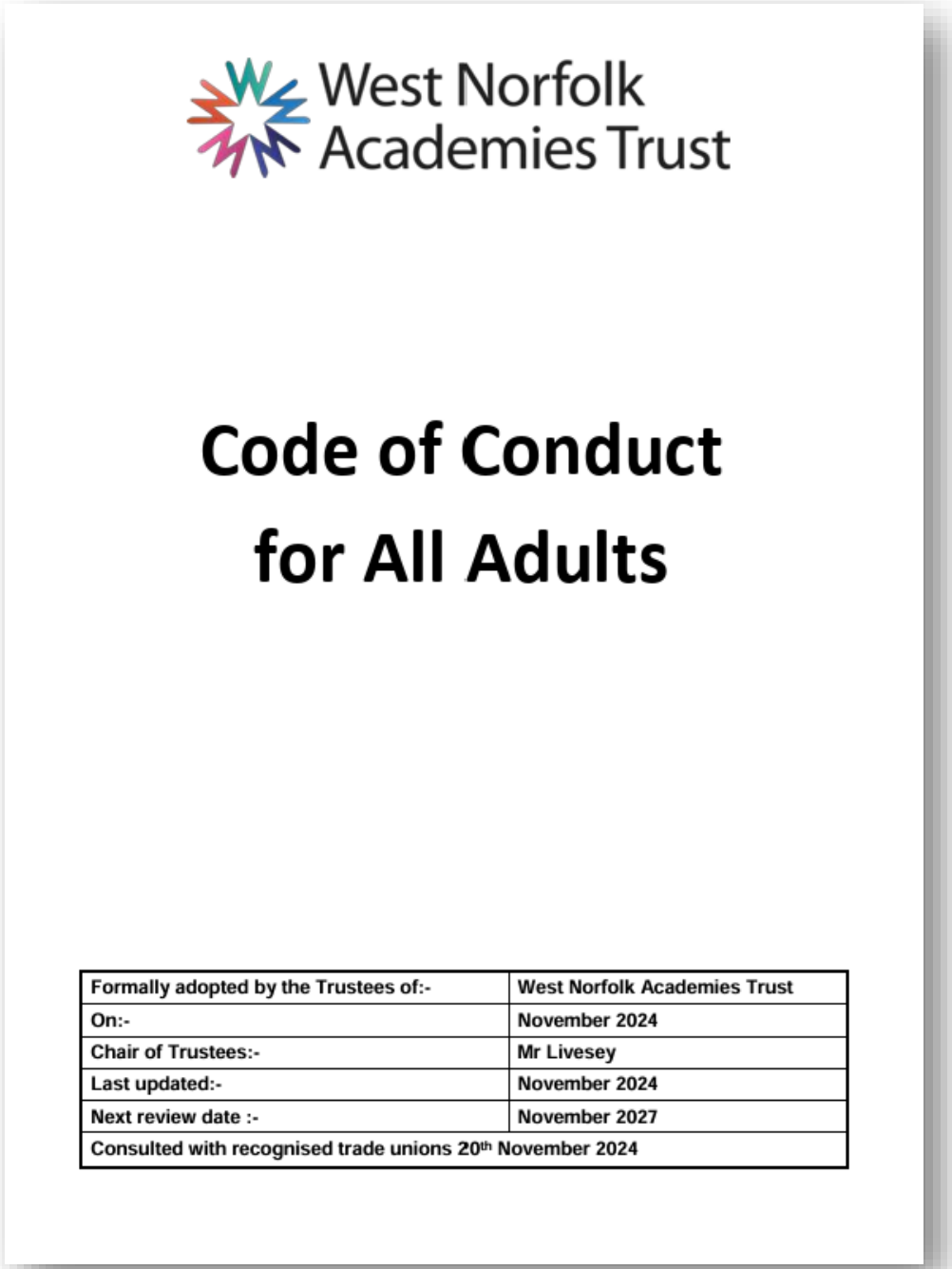
Do you understand it?

Our code of conduct policy

Everyone must read the code of conduct policy.

You will be asked to confirm you have read this.

It can be found here

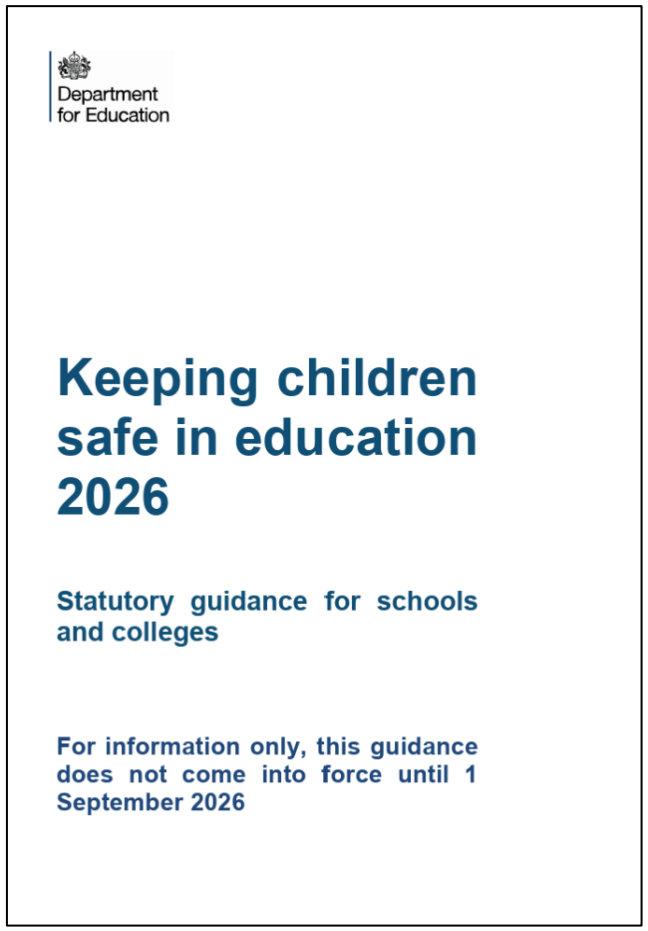

West Norfolk Academies Trust

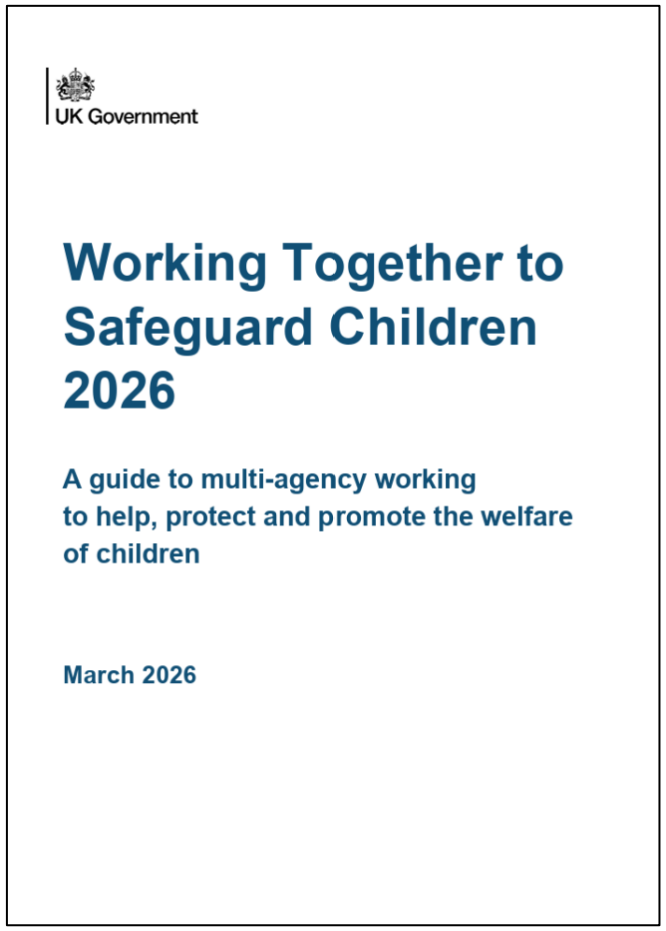
Code of Conduct for All Adults

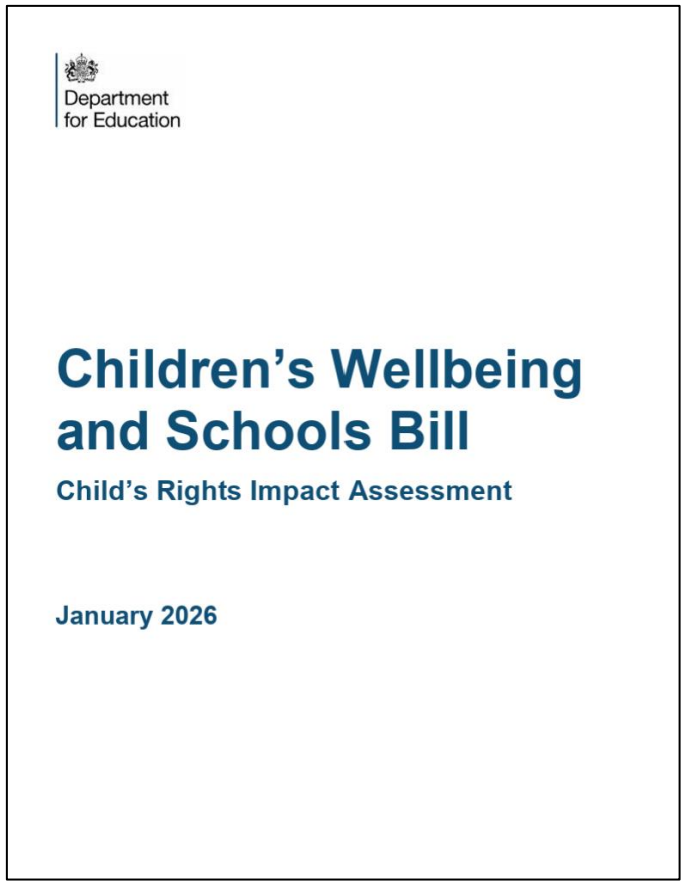
Formally adopted by the Trustees of:-	West Norfolk Academies Trust
On:-	November 2024
Chair of Trustees:-	Mr Livesey
Last updated:-	November 2024
Next review date :-	November 2027
Consulted with recognised trade unions 20th November 2024	

When did you read at least Part 1 of ‘Keeping Children Safe in Education?’

Do you understand the contents?


Department for Education
Keeping children safe in education 2026
Statutory guidance for schools and colleges
For information only, this guidance does not come into force until 1 September 2026


UK Government
Working Together to Safeguard Children 2026
A guide to multi-agency working to help, protect and promote the welfare of children
March 2026


Department for Education
Children's Wellbeing and Schools Bill
Child's Rights Impact Assessment
January 2026

Do you know who the Designated Safeguarding Leads in school are?

Annex C: Role of the designated safeguarding lead

Governing bodies and proprietors should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. 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.

The role of the designated safeguarding lead and deputies

West Norfolk Academies Trust

flourish

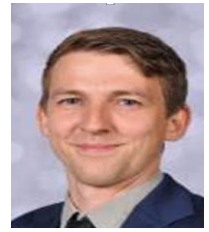
Our Trust Safeguarding Lead

- Liaise with the Lead DSL in schools
- Liaise with Clare Farrelly
- Lead half termly meetings with Lead DSLs
- QA safeguarding in schools
- Attend the LSCG termly on behalf of the NSCP
- Attend Norfolk's Trust safeguarding leads meetings with NCC every term lead by Lucy Canning
- Report to Trustees and develop the Trust safeguarding plan



Ms Rachel Bazeley-Smith
Trust Secondary
Safeguarding Lead

Our lead DSLs is:		Our Deputy DSL's are:						
Marshland	James Crawley 	Craig Jansen 	Olly Mackett 	Sarah Swindburn 	Chris Teanby 	Sarah Pettifar 		
		Sarah Hobbs 	Kim Palmer 	Ryan Sedgley 	Charmaine Stearne 	Maisie Chandler 	Eleanor Hilton 	
Smithdon	Dan Ward 	Sarah Robinson 	Jamie Warner- 	Alysha Moat 	Sarah Green 	Sally Collins 	Cheryl Clarke 	
Springwood	Niki Smith 	Rosanna Freeman 	Andy Johnson 	Nick Wills 	Richard Thompson 	Barbara Daw 	Rebecca Davies-Mays 	Kaye Bunting 
Terrington St Clements	Chris Wood 	Luke Feaviour 	Emily Cawston 	Karen Street 	Robyn Fisher 	Nigel Willingham 		

Our lead DSLs are:		Our Deputy DSL‘s are:			
Clenchwarton, West Lynn and Walpole Cross keys	Billy Overton 	Rachel Daws 	Dan Ryan 		
Gaywood	Trish Young 	Lara Wardill 	Neil Mindham 	Elliot Whiting 	Chloe Sneath 
Heacham Infant, Heacham Junior and Snettisham	Louise Jackson 	Ellie Jones 	Maria Woodget 	Ash Kirwan 	Will Emmens Await Pic
Windmill schools	Emma Hunt 	Petra Marlow 	Katharine Davies 	Caroline Lock 	Kelly Farthing 

Do you know the agreed format to record concerns?

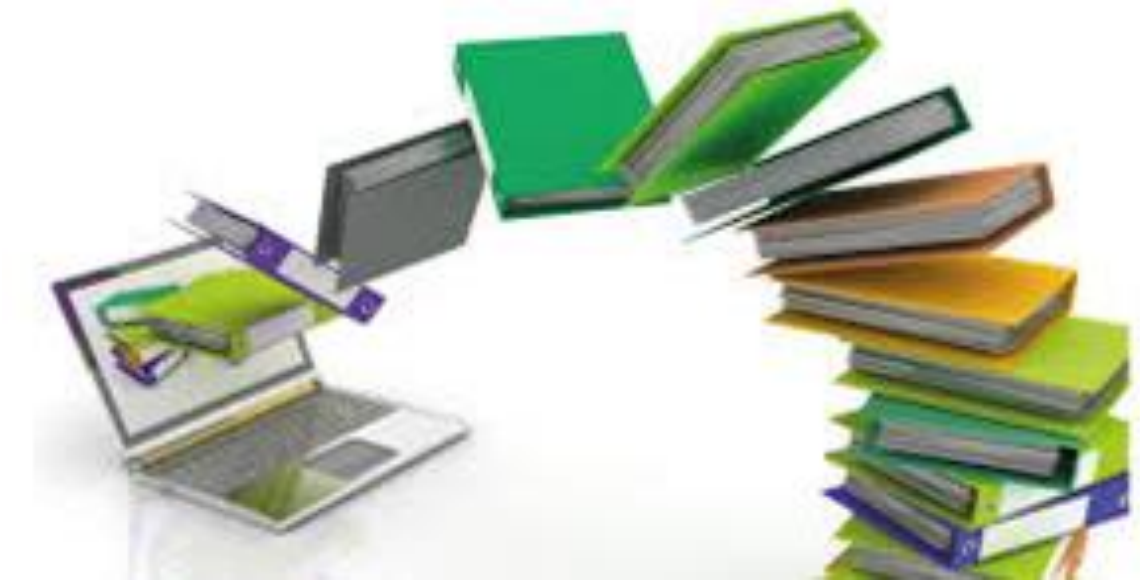
How do you pass on your concerns?



West Norfolk Academies Trust

flourish

Record Keeping



All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

flourish

West Norfolk Academies Trust

Reporting concerns about children

Staff need to report any concerns about staff to the headteacher or Lead DSL IMMEDIATELY.

We do this via CPOMS.

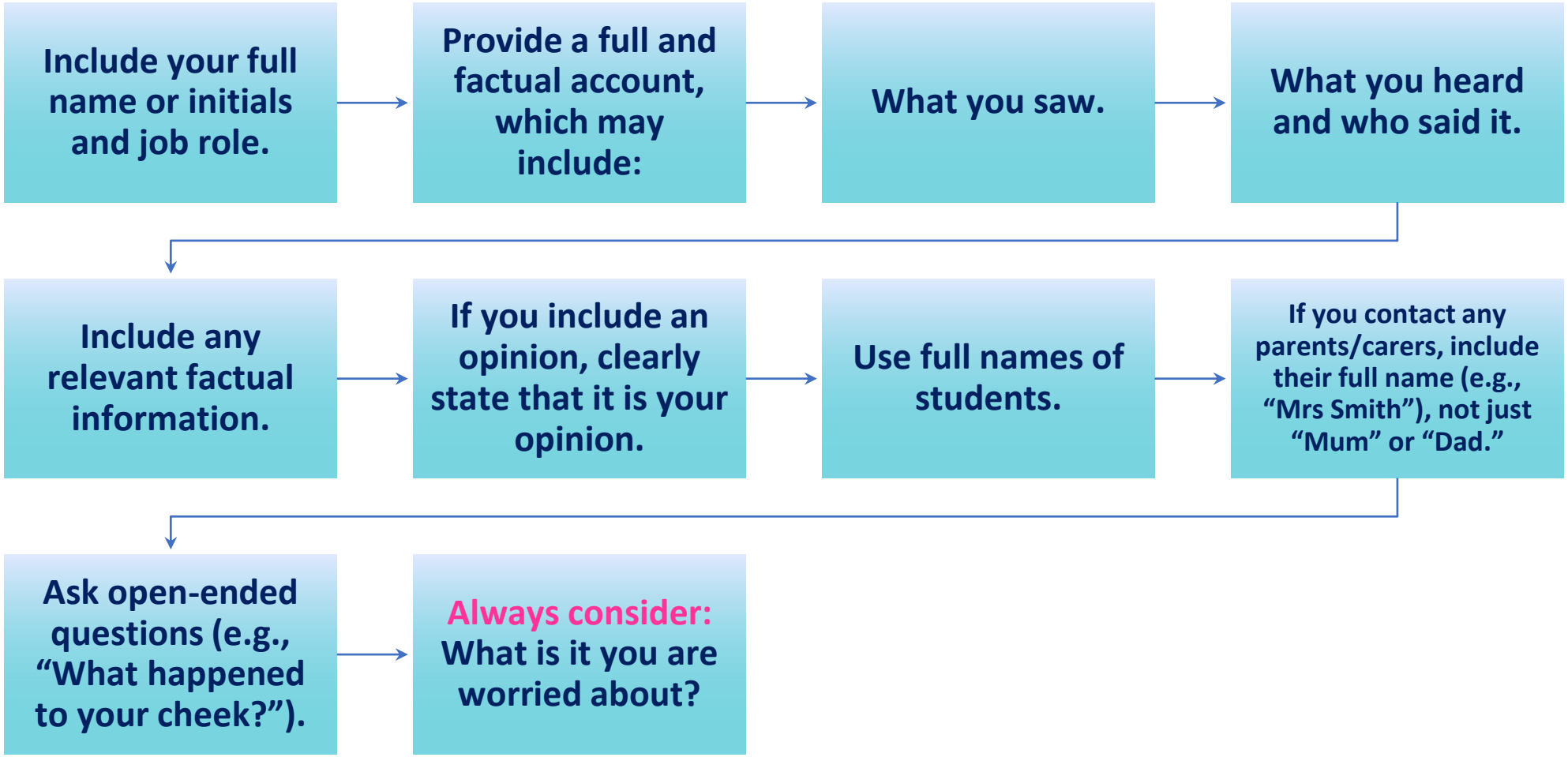
If you are really worried about a child TALK as well as reporting to a DSL.





flourish

When logging a concern, please ensure you:



flourish

West Norfolk Academies Trust

Important on logging concerns on CPOMS

CPOMS should be used solely for logging safeguarding concerns.

Linking students in concerns:

- Only link students directly involved in the incident (e.g., victim and perpetrator in bullying cases).
- Witnesses should be mentioned in the body of the text (using full names) rather than being linked.
- Concerns follow students to their next destination, so avoid linking students unless their involvement is direct and relevant.
- If you're unsure, it’s better to leave students out of the linked section — we can add them later if needed.

flourish

West Norfolk Academies Trust

Do you know how to report a concern about another adult's behaviour or about any unsafe practice or safeguarding procedures in our setting?



West Norfolk Academies Trust

flourish

Reporting concerns about adults

Staff need to report any concerns about staff to the headteacher or Lead DSL IMMEDIATELY. The headteacher should be the ultimate decision maker in respect of all concerns.

Or if the concerns is about the Headteacher to the Chair of the Trustees, Roger Livesey via the Clerk to Trustees:

clerk@wnat.co.uk

CPOMS StaffSafe

West Norfolk Academies Trust

flourish

Would you be able to recognise the possible indicators of abuse, harm and exploitation?





West Norfolk Academies Trust

flourish

Categories of abuse/harm

Neglect

The persistent failure to meet a child's basic needs, for example:

- Maternal substance abuse invitro
- Food
- Clothing
- Shelter
- Failing to protect from harm or danger
- Inadequate supervision
- Failure to give access to appropriate medical care or treatment

.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

Forcing or enticing a child or young person to take part in sexual activities. Including CSE. For example:

<u>Penetration</u>

- Oral
- Rape
- Anal

<u>Non-penetrative</u>

- Kissing
- Masturbation
- Rubbing
- Touching outside of clothing
- Producing sexual images
- Watching sexual activities
- Grooming
- Encouraging children to behave in sexually inappropriate ways

Emotional Abuse

Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child.

- humiliating or constantly criticising a child
- threatening, shouting at a child or calling them names
- making the child the subject of jokes, or using sarcasm to hurt a child
- blaming and scapegoating
- making a child perform degrading acts
- not recognising a child's own individuality or trying to control their lives
- pushing a child too hard or not recognising their limitations
- exposing a child to upsetting events or situations, like domestic abuse or drug taking
- failing to promote a child's social dev
- not allowing them to have friends
- persistently ignoring them
- being absent
- manipulating a child
- never saying anything kind, expressing positive feelings or congratulating a child on successes
- never showing any emotions in interactions with a child, also known as emotional neglect.

Physical Abuse

May involve:

- Hitting
- Shaking
- Throwing
- Poisoning
- Burning
- Drowning
- Suffocating
- A parent fabricates the symptoms of or deliberately induces illness in a child
- FGM

FGM has or is:

- ‘the partial or total removal of the female genitalia… for cultural or other non-therapeutic reasons. (WHO).

Radicalisation

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

- Right Wing
- Islamic extremism

Extremism is:

- Vocal or active opposition to fundamental British values
- Calls for the death of members of our armed forces

Our British values:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths and beliefs

Exploitation

Child Criminal Exploitation (CCE) is where an individual or group uses their position of power to take advantage of a child under 18 and coerces, controls, manipulates or deceives them into criminal activity. This could be:

- In exchange for something the victim needs or wants such as money, clothes, mobile phones
- For the financial gain or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

County Lines is a term used to describe the involvement of organised criminal networks and street gangs in moving illegal drugs from cities to other parts of the UK. In Norfolk, eg London.

Signs and indicators

Neglect

- Tired/listless
- Unkempt
- Poor hygiene
- Untreated medical conditions
- Medical appointments missed
- Constantly hungry or stealing food
- Over eats when food is available
- Poor growth
- Poor/late attendance
- Being regularly left alone or unsupervised
- Dressed inappropriately for the weather condition
- Having few friends and/or being withdrawn
- Ill equipped for school

Sexual Abuse

- Age-inappropriate sexual behaviour/knowledge/ promiscuity
- Wary of adults
- Running away from home
- Eating disorders
- Depression
- Self-harm
- Unexplained gifts/ money
- Stomach pains when walking or sitting
- Bedwetting
- Recurrent genital discharge
- Sexually transmitted diseases

Emotional Abuse

- Failure to thrive
- Attention seeking
- Over ready to relate to others
- Low self esteem
- Apathy
- Depression/self-harm
- Drink/drug/solvent abuse
- Persistently being overprotective
- Constantly shouting at, threatening, or demeaning a child
- Withholding love and affection
- Regularly humiliating a child

Physical Abuse

- If a child regularly has injuries, there seems to be a pattern to the injuries or the explanation doesn't match the injuries, then this should be reported.

- Physical abuse symptoms include:
- bruises
- broken or fractured bones
- burns or scalds
- bite marks.

- It can also include other injuries and health problems, such as:
- scarring
- the effects of poisoning, such as vomiting, drowsiness or seizures
- breathing problems from drowning, suffocation or poisoning.

Radicalisation

- <u>Emotional</u>
- Angry
- Withdrawn
- More confidence/arrogance
- Depressed
- Upset and/or short tempered

<u>Verbal</u>

- Using extremist narratives/language
- Fixation on a concerning topic
- Asking inappropriate questions
- Change in use of words
- Speech that sounds scripted
- Using insulting to derogatory names for another group

<u>Physical</u>

- Loss of interest in usual friends and activities
- Possessing or accessing extremist materials
- Concerning internet searches
- Change of routine
- Drawing inappropriate/unknown symbols
- Attempts to recruit others to the group/cause

Exploitation

- unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- changes in emotional well-being
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late; and subsequently found in areas away from their home
- children who regularly miss school or education or do not take part in education
- have been the victim or perpetrator of serious violence (e.g., knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing.

Vulnerabilities

Neglect

Parent factors

- Lacking in support from family or friends
- Substance misuse problems
- A history of domestic abuse, including sexual violence or exploitation
- Emotional volatility or having problems managing anger
- Mental health problems which have a significant impact on the tasks of parenting
- Lack of engagement with services
- Mental health or substance misuse problem which has a significant impact on the tasks of parenting
- Chronic parental stress
- The parent or carer experienced abuse or neglect as a child.

Child factors

- 1Boys and young men may be less likely to disclose sexual exploitation
- disabled children and young people are more vulnerable to child abuse or neglect

Sexual Abuse

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

Emotional Abuse

- Children who are emotionally abused are often suffering another type of abuse or neglect at the same time – but this isn't always the case.
-
- When a family is going through a tough time, parents and carers might find it difficult to provide a safe and loving home for their children. This can happen when families are experiencing:
- relationship problems
- family arguments
- money problems
- unemployment
- mental health issues
- poverty
- addiction to drugs or alcohol
- domestic abuse.

Physical Abuse

- Risk factors:
- Being physically dependent on others.
- Low self-esteem.
- Previous history of abuse.
- Child factors:
- very young children
- children with disabilities and health problems
- children who have already been, or are currently being, abused and/or neglected
- Parental factors:
- parents who are young when child is born
- parents who are poorly informed about parenting
- mental health issues, especially untreated (e.g. depression, antisocial personality disorder, substance abuse and related disorders)
- Other contextual factors:
- single parent households
- intimate-partner violence
- emotional and financial stress
- Environmental factors
- poverty
- social isolation
- violence in the community

Radicalisation

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

Exploitation

- Living in a household where there has been neglect and/or abuse
- Witnessing or being involved in domestic abuse and violence in relationships
- Having parents or carers who experience substance misuse and/or who have mental health issues
- High levels of poverty in the family home and immediate environment
- A lack of positive relationships and role models
- Homelessness
- Living in care or leaving care
- Having learning disabilities and specific needs
- Having mental health problems
- Substance misuse
- Not having or attending education, training or employment
- Involved in anti-social or offending behaviour and/or having contact with peers who are being exploited or are involved in offending behaviour
- Association with gangs either through relatives, peers or intimate relationships
- Exposure to or experience of, violent crime

Do you understand safeguarding responses to children who are absent education?



West Norfolk Academies Trust

flourish

Attendance and safeguarding

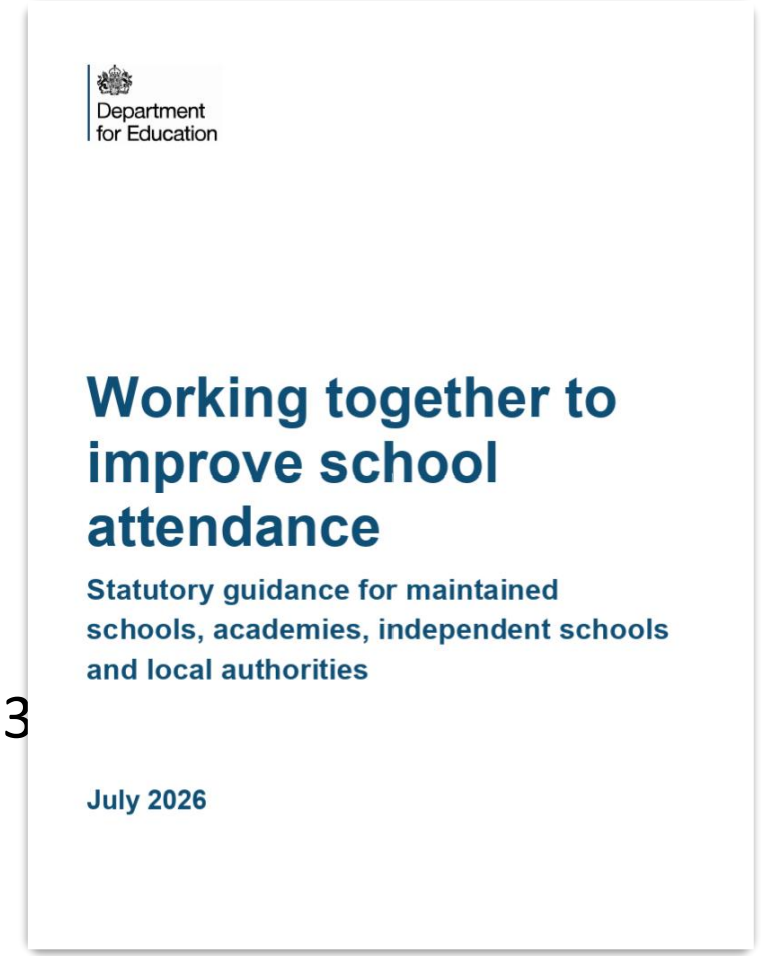
There is a clear link between good school attendance and wider school culture.

There is a clear link between regular absence from school and extra-familial harms, including crime.

Attendance is linked to improving pupil welfare and linked to other whole school strategies such as combating bullying (para. 73

We must as a school:

- Build strong relationships and joint work with families (paragraphs 17-24)
- Closely monitor education off site (paragraphs 41-42)
- Support for pupils who are absent due to ill health or their SEND (paragraphs 53-63)



West Norfolk Academies Trust

flourish

Attendance is everyone's responsibility

1. Taking an attendance with in the first 10 minutes of a lesson, every lesson
2. MYCAS app and truancy call to contact with parents and carers if a pupil not present
3. Holding at least two emergency contact numbers for each of the pupils on our roll
4. Alert DSLs to any concerns raised regarding pupil/s who are absent from school
5. DSLs meet regularly with the Attendance Lead, SENDCo and other members of the pastoral team
6. When removing a pupil from roll we inform the Local Authority and pass on all safeguarding files within 5 days
7. Home visits when 10 days absence
8. Calls to 101 or CADS if no response from home visits and or if absent and we are concerned

Boy, 4, died alone in Hackney flat two weeks after his mother's death

Coroner calls for changes in how schools treat cases of absent children following tragic death of Chadrack Mulo

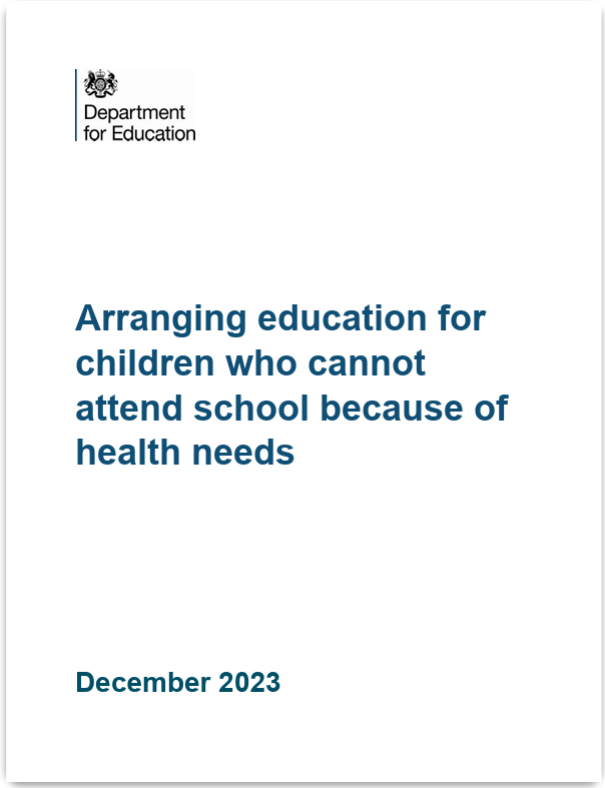


Chadrack Mulo was found clinging to his mother's body. She had died suddenly in October from an epileptic fit. Photograph: Facebook

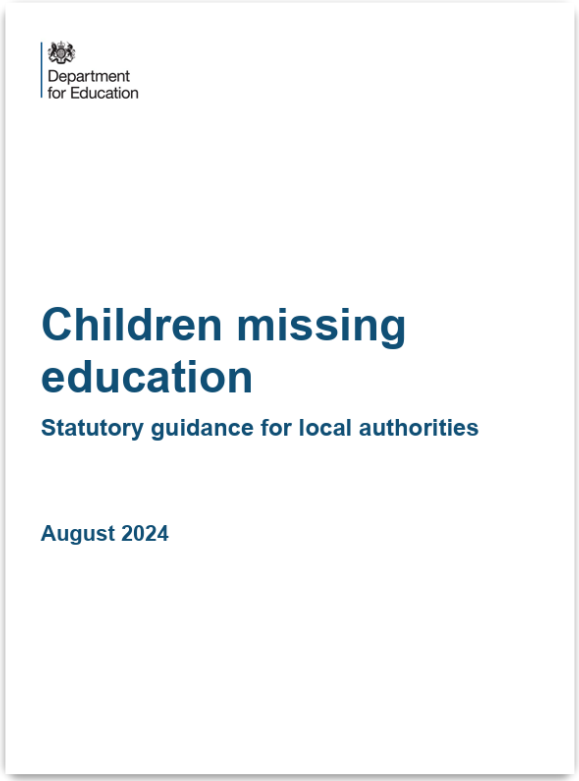
West Norfolk Academies Trust

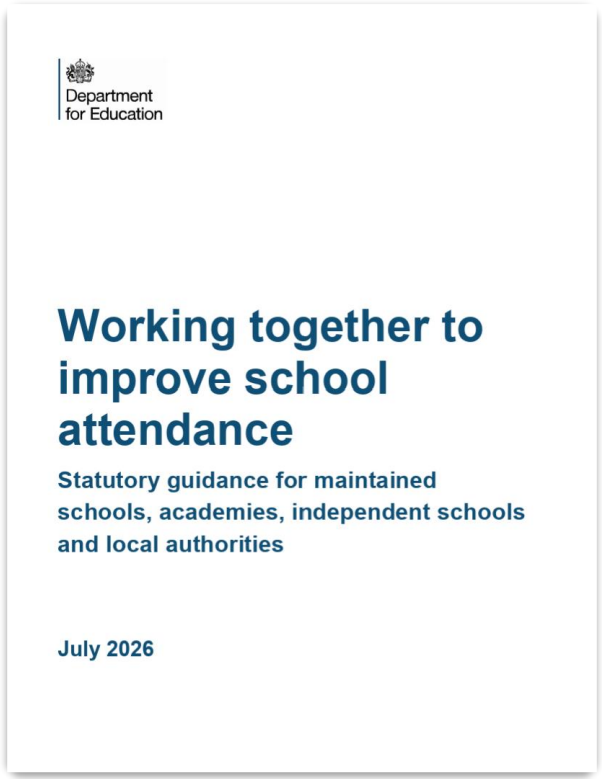
flourish

Attendance













West Norfolk Academies Trust

flourish

Do you have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring?





West Norfolk Academies Trust

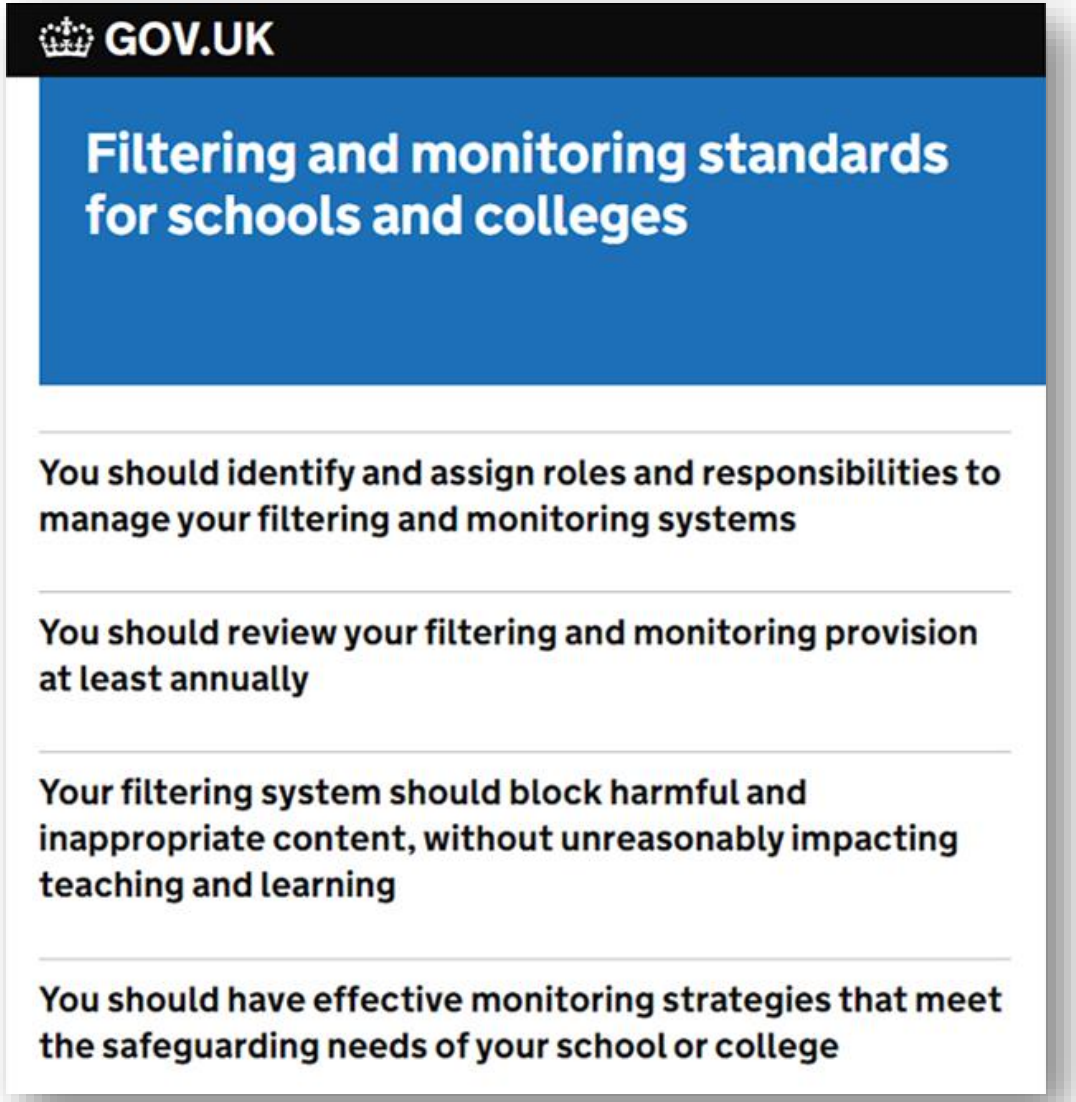
flourish

Filtering and monitoring

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.

The DSL should take the lead responsibility for understanding the filtering and monitoring systems and processes in place.

All staff should understand our systems and processes



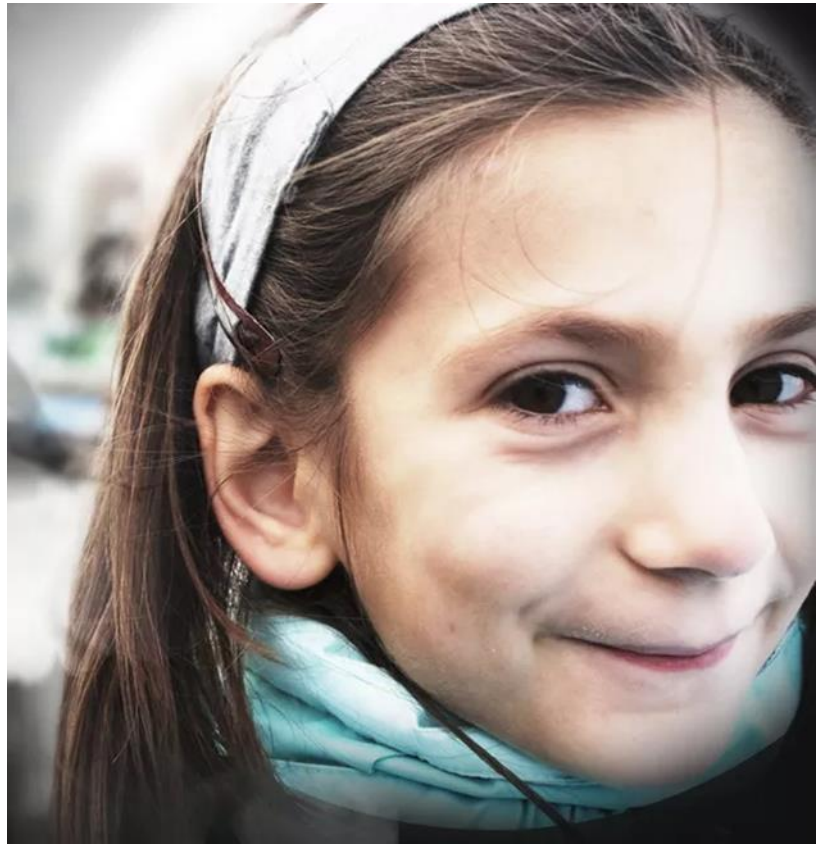
flourish

West Norfolk Academies Trust

Filtering and monitoring is everyone's responsibility

Children can also abuse other children online; this can take the form of:

- Abusive messages
- Harassing
- Misogynistic/misandrist messages
- Non-consensual sharing of indecent images, especially around chat groups
- The sharing of abusive images and pornography to those who do not want to receive such content



Frankie Thomas: The tragic pupil death all schools must learn from

The parents of a child who died by suicide after accessing inappropriate material at school explain why they are campaigning to make the government, Ofsted and schools aware of the importance of ensuring that e-filtering and monitoring systems are working properly

14th October 2022, 5:00am

West Norfolk Academies Trust

flourish

Filtering is…

…stopping Illegal or inappropriate online content before it gets to students.



We use **Smoothwall** for this.

The **Smoothwall web filter**, filters out the good from the bad websites based on our categories that we choose to block. So that blocks the students getting to inappropriate content on the internet.

West Norfolk Academies Trust

flourish

Monitoring is…



There are different types of monitoring:

a. **Physical Monitoring** - staff directly supervising children using IT devices physically using Impero. We should be physically monitoring as part of our safeguarding culture.
b. **Monitoring our filtering provider Smoothwall log file** information that details and attributes websites access and search term usage against individuals.
c. **Active/Pro-active** technology monitoring services where Active monitoring where a system generates alerts for the school to act upon.
d. **Pro-active monitoring** where alerts are managed or supported by a specialist third-party provider and may offer support with intervention.

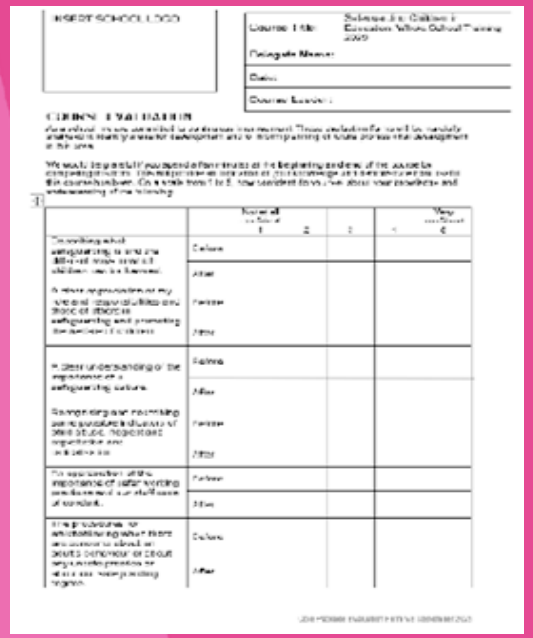
Impero only monitors and alerts. It does not block or filter anything.

West Norfolk Academies Trust

flourish

Evaluation

Complete after section and second page before you go today



Quiz

Complete when you receive the link



Any questions?

Always remember: ‘Safeguarding is everyone’s responsibility.’

West Norfolk Academies Trust