Child Protection and Safeguarding Local Procedures

Aurora White House School

Please refer to Main Policy A1 Child Protection and Safeguarding Policy

Important contacts:

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Service Lead	Arabella Hardy	Arabella.Hardy@theauroragroup.co.uk 07884 748104/01953 887217
Designated Safeguarding Lead (DSL) & Young Carers Champion	David Clarke	David.Clarke@theauroragroup.co.uk 01953 887217
Young Carers Champion & DDSL	Georgia Moore	georgia.moore@theauroragroup.co.uk 01953 887217
Online Safety Lead & DDSL	Beth Cubberley	Beth.Cubberley@theauroragroup.co.uk 01953 887217

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Deputy DSLS		All available on 01953 887217
	Zoe Cameron	Zoe.Cameron@theauroragroup.co.uk
	Dean Ismail	Dean.Ismail@theauroragroup.co.uk
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	Marina Kruger	marina.kruger@theauroragroup.co.uk
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	Lisa Boyle	lisa.boyle@theauroragroup.co.uk
	Rachel Elliott	Rachel.Elliott@theauroragroup.co.uk
	Alison Mead	alison.mead@theauroragroup.co.uk
Out of office hours contact:		01953 887217 (answerphone)
Local Authority Designated Officer (LADO)	Local Authority Duty Desk	Host Local Authority LADO@norfolk.gov.uk 01603 307797 LADO@suffolk.gov.uk 0300 123 2044

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Operations Director	Tony Wray	Tony.Wray@theauroragroup.co.uk 07471 527872
Aurora Safeguarding Lead	Kim Welsh	kim.welsh@theauroragroup.co.uk 07392 872786
Aurora Quality Assurance Director	Lesley Dalgleish	Lesley.Dalgleish@theauroragroup.co.uk 07884 748 859
Channel helpline		020 7340 7264
How to report child abuse to the Local Council		https://www.gov.uk/report-child-abuse-to-local-council
Norfolk Children's Services		0344 800 8020 (public) 0344 800 8021 (professional)
Norfolk Police		101 –non emergency 999 -emergency
PREVENT		Referrals - Preventreferrals-NC@norfolk.police.uk Enquiries- prevent@norfolk.police.uk

In the event of an allegation against the Service Lead, you should contact the Operations Director. An allegation against an Operations Director should be reported to the Chief Operations Officer.

18. Local Procedures

Norfolk Safeguarding:

Locally agreed multi-agency procedures with Norfolk Safeguarding Children Partnership are as per the attached CADS flowchart.

Norfolk Continuum of Needs Guidance Norfolk Guidance to Understanding Continuum of Needs | NSCP | PWWC (norfolklscp.org.uk)

Suffolk Social Services

Telephone referral - Customer First on 0808 800 4005

Online MARF via the portal - Child Safeguarding Concern (MARF) (suffolk.gov.uk)

Professional referral - Professional Consultation Line on 0345 6061499 to speak with a MASH social worker

For any safeguarding concerns in relation to FGM Aurora Eccles will contact the Police. Dependent on urgency via 999 or 101.

For any Sexting concerns ordinarily a Children's Services Referral will be made, however if deemed appropriate in the set of circumstances then a referral will be made to the Police.

We encourage our students to report any concerns and help them to feel supported. We have an on-site Clinical Team who work closely with Education & the Engagement Team to ensure effective communication in every student's best interests. We also have lockable student sharing boxes to encourage those students to share their concerns if they feel more comfortable in writing concerns down.

Appendix 4 states: Please see section 18 where our local procedures highlight the issues below which have been risk assessed as most relevant to our service and any specific local support and procedures which apply – As we are a special needs service our children are more vulnerable to all forms of abuse. Communication barriers and negative experiences of education/care in the past may also make it harder for our children/families to disclose concerns. As such we use a range of approaches such as team meetings and briefings, progress reviews and ongoing work to develop strong and supportive relationships to review possible risks and signs of abuse.

Non-collection of children

If a child is not collected at the end of the session/day, please see ECS 14.4 Supervision of Students Policy Missing pupils/children

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, please see ECS 14 Missing Child Procedure Policy

Viewing of Students personal mobile phones

Staff will not look at students' phones, even with permission from the parents to do so, unless there is an urgent safeguarding reason to do so and permission is first sought from the DSL or a member of

SLT. If a student tries to show school staff something on their phone, if appropriate in the circumstances, they will refer to the parent/carer to look and report back to school with what they have seen. Student mobile phones are parents' responsibility.

Ensuring e-Safety for people who use our services

Curriculum

E-safety must be a focus in all areas of the curriculum and employees must reinforce e-safety messages in the use of IT across the curriculum;

In lessons where internet use is pre-planned, it is best practice that students are guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.

Where it is acceptable for people who use our services to freely search the internet, e.g. using search engines, employees must be vigilant in monitoring the content of the websites the young people visit.

It is accepted that from time to time, for good educational reasons, students may need to research topics (e.g. racism, drugs, and discrimination) that would normally result in internet searches being blocked. In such a situation, employees can request that the IT technician/Manager can temporarily remove those sites from the filtered list for the period of study. Any request to do so, are auditable, with clear reasons for the need.

Students must be taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information

Students must be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet.

Use of digital and video images

When using digital images, employees inform and educate students about the risks associated with the taking, use, sharing, publication and distribution of images. In particular, they recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.

Employees are allowed to take digital / video images to support educational aims, but must follow Aurora policies concerning the sharing, distribution and publication of those images. Those images must only be taken on Aurora equipment; the unauthorised personal equipment of employees must not be used for such purposes.

Care must be taken when taking digital / video images that people who use our services are appropriately dressed and are not participating in activities that might bring the individuals or The Aurora Group into disrepute.

People who use our services must not take, use, share, publish or distribute images of others without their permission

Photographs published on the website, or elsewhere that include people who use our services will be selected carefully and will comply with good practice guidance on the use of such images.

Written permission from parents or carers or where the resident is over 18, consent will be sought from the individual and will be obtained before photographs of students are published on The Aurora Group website and other Aurora social media.

People who use our services work can only be published with the permission of the individual, parent or carers, if identifiable.

Unsuitable and inappropriate activity

Users shall NOT visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:

 Child sexual abuse images

 Promotion or conduct of illegal acts, e.g. under the child protection, obscenity, computer misuse and fraud legislation

 Adult material that potentially breaches the Obscene Publications Act in the UK

 Criminally racist material in UK

 Pornography

 Promotion of any kind of discrimination

 Promotion of racial or religious hatred

 Threatening behaviour, including promotion of physical violence or mental harm

 Any other information which may be offensive to colleagues or breaches the integrity of the ethos of the Group or brings the Group into disrepute

 Using Aurora systems to run a private business

 Use systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by The Aurora Group.

 Uploading, downloading or transmitting commercial software or any copyrighted materials belonging to third parties, without the necessary licensing permissions

 Revealing or publicising confidential or proprietary information (e.g. financial / personal information, databases, computer / network access codes and passwords)

 Creating or propagating computer viruses or other harmful files

 Carrying out sustained or instantaneous high volume network traffic (downloading / uploading files) that causes network congestion and hinders others in their use of the internet

 File sharing

 On-line gambling

Users MAY visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:

 On-line gaming (educational)

 On-line gaming (non-educational)

 On-line shopping / commerce

 Use of social networking sites

 Use of video broadcasting e.g. YouTube

Within context and with permission of teacher/tutor or Line Manager.

During the Admissions process pupils and parents are sent an agreement form to read and sign, this sets out clearly the expectations and consequences with regards to the use and misuse of school ICT equipment in school. (See Appendix A)

Filtering

We provide filtered Internet which is actively monitored for searches and activity which might be a breach of good conduct and/or a safeguarding concern. This allows us to safeguard through real-time interactions and reporting.

The management tool we use is called SENSO. Alert notifications of any trigger words used in website and local searches, documents or chats which might indicate a safeguarding concern, are received by the DSL and the Principal. Who will then consider for action and follow up with staff and student's if necessary. This allows us to monitor, manage and safeguard our IT estate and users.

Home Visits and Welfare Visits

As defined in the Group's home visit & welfare policy (A83), a home visit might be conducted to ensure that we are fulfilling our safeguarding responsibilities. Norfolk County Council do not give specific guidance about welfare visits, including how many or how often home visits should be undertaken. The decision regarding frequency of welfare visits should be considered on a case-by-case basis determined by the safeguarding risk. This should be discussed with the DSL and Headteacher to consider regular, reasonable, and practical arrangements that adequately safeguard that student whilst they are absent during the school day. Some factors to take into consideration in terms of assessing the risks are current and historical safeguarding concerns, contextual factors about the student and their family, or if other are professionals working with the family and available family network.

APPENDIX A:

PUPIL'S AGREEMENT WITH THE SCHOOL IN THE USE OF SCHOOL ICT EQUIPMENT

The pupil agrees to respect the use of hardware and software.

The pupil will not tamper with prearranged settings.

The pupil will report any malfunction to the ICT teacher immediately.

The pupil will adhere to the instructions given for the use of ICT equipment and not attempt any action which could jeopardise the functioning of the equipment. Unguided experimentation is not acceptable.

The pupil will not attempt to run their own software on the school computers.

The pupil will take all feasible precautions to ensure that they do not introduce a virus to the school computers.

Use of the Net - The pupil will use the Internet and e-mail appropriately. Deliberate attempts to download or view inappropriate material will result in an immediate and lengthy ban from all ICT equipment in the school.

The pupil will respect the work of other pupils and not attempt to modify it or otherwise damage it. Where computers are password protected pupils will refrain from attempting to 'hack' or otherwise gain illicit entry to files or documents.

Computers are in the school for all to use. Abuse causes 'downtime', inconvenience and expense.

The school will attempt to ensure that all ICT equipment is maintained and in good working order.

Malfunction and accidental damage does occur. Problems which could be avoided therefore create undue pressure on staff time and frustration on the part of other pupils who wish to use the ICT facilities appropriately.

Pupil's Name:

I have read with my son/daughter the above form and agree that we will assist the school in encouraging appropriate use of ICT equipment.

Parent's Signature:

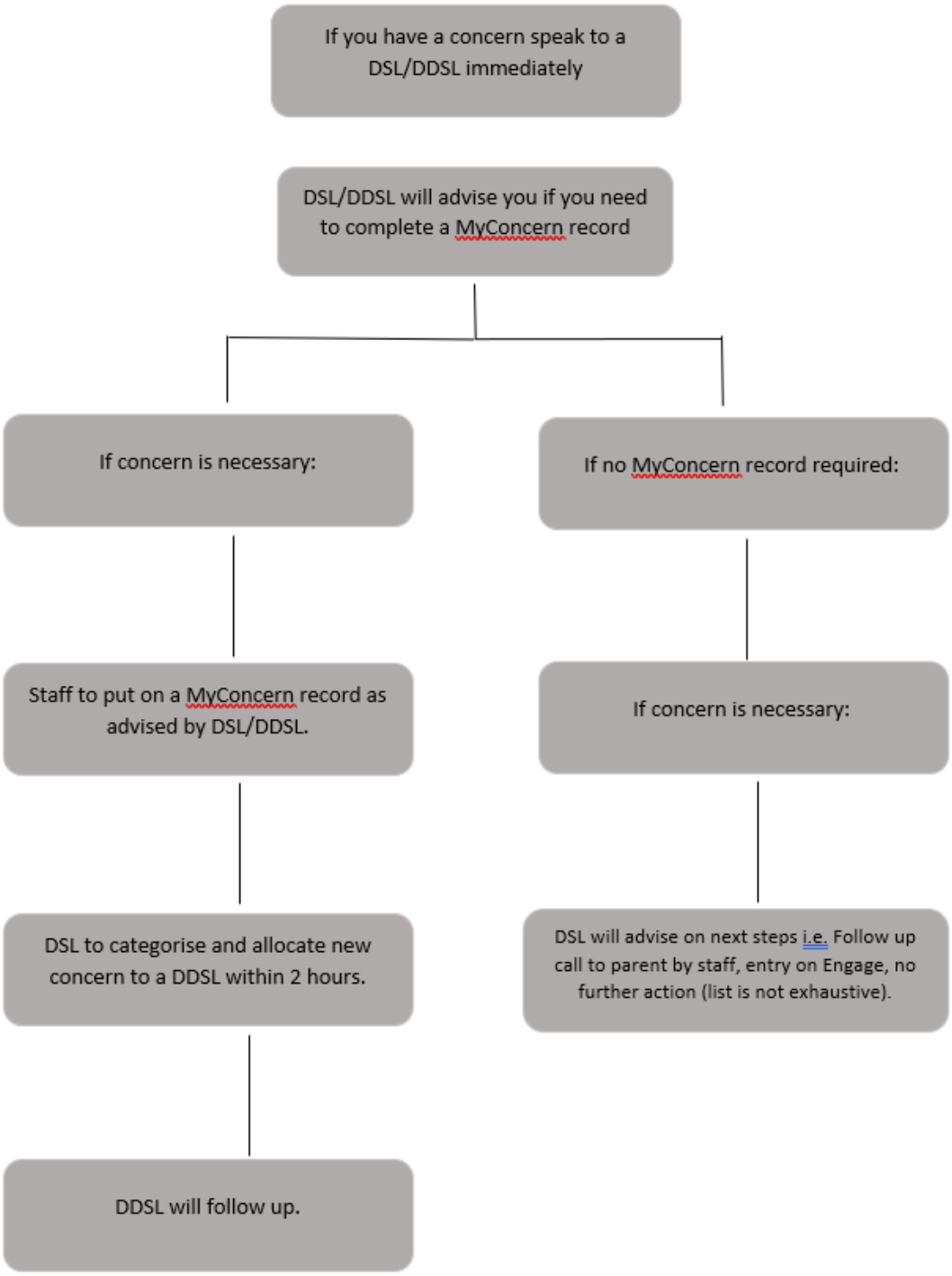
Date:

Pupil's Signature:

Date:

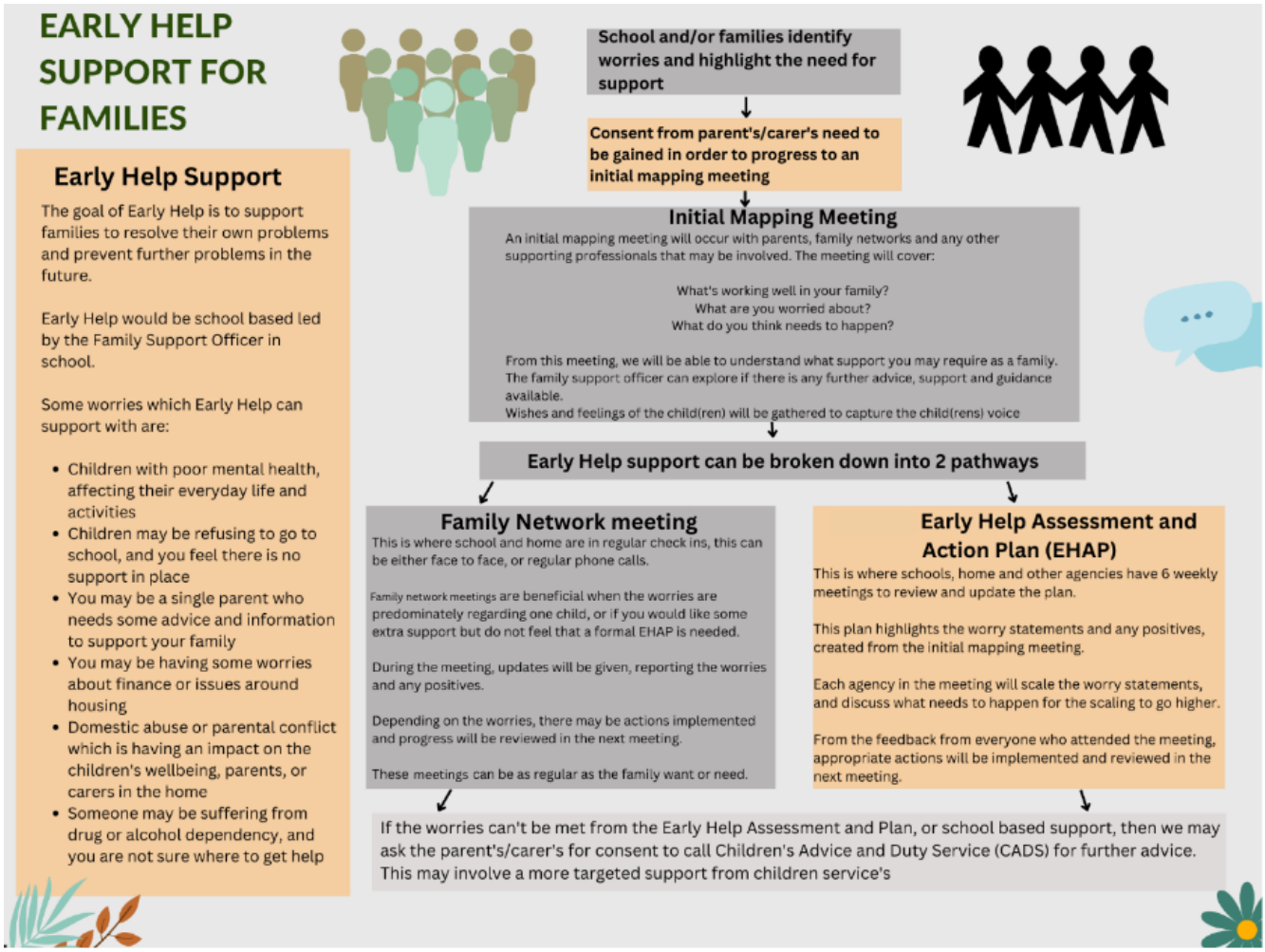
APPENDIX: B

Should any member of staff have a Safeguarding concern about a student then please follow this simple flowchart for details on what to do.



APPENDIX C:

Early Intervention for family support


EARLY HELP SUPPORT FOR FAMILIES
Early Help Support
The goal of Early Help is to support families to resolve their own problems and prevent further problems in the future.
Early Help would be school based led by the Family Support Officer in school.
Some worries which Early Help can support with are:
Children with poor mental health, affecting their everyday life and activities
Children may be refusing to go to school, and you feel there is no support in place
You may be a single parent who needs some advice and information to support your family
You may be having some worries about finance or issues around housing
Domestic abuse or parental conflict which is having an impact on the children's wellbeing, parents, or carers in the home
Someone may be suffering from drug or alcohol dependency, and you are not sure where to get help
School and/or families identify worries and highlight the need for support
Consent from parent's/carer's need to be gained in order to progress to an initial mapping meeting
Initial Mapping Meeting
An initial mapping meeting will occur with parents, family networks and any other supporting professionals that may be involved. The meeting will cover:
What's working well in your family?
What are you worried about?
What do you think needs to happen?
From this meeting, we will be able to understand what support you may require as a family. The family support officer can explore if there is any further advice, support and guidance available.
Wishes and feelings of the child(ren) will be gathered to capture the child(rens) voice
Early Help support can be broken down into 2 pathways
Family Network meeting
This is where school and home are in regular check ins, this can be either face to face, or regular phone calls.
Family network meetings are beneficial when the worries are predominately regarding one child, or if you would like some extra support but do not feel that a formal EHAP is needed.
During the meeting, updates will be given, reporting the worries and any positives.
Depending on the worries, there may be actions implemented and progress will be reviewed in the next meeting.
These meetings can be as regular as the family want or need.
Early Help Assessment and Action Plan (EHAP)
This is where schools, home and other agencies have 6 weekly meetings to review and update the plan.
This plan highlights the worry statements and any positives, created from the initial mapping meeting.
Each agency in the meeting will scale the worry statements, and discuss what needs to happen for the scaling to go higher.
From the feedback from everyone who attended the meeting, appropriate actions will be implemented and reviewed in the next meeting.
If the worries can't be met from the Early Help Assessment and Plan, or school based support, then we may ask the parent's/carer's for consent to call Children's Advice and Duty Service (CADS) for further advice. This may involve a more targeted support from children service's

APPENDIX D –

Ofsted Outstanding Provider

Norfolk MASH Multi-Agency Safeguarding Hub

Norfolk County Council

Safeguarding CADS
Flowchart Process

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

2. **Consult DSL:** Report concerns to your organisation's Designated Safeguarding Lead and document them (e.g., CPOMS)and follow advice regarding contacting CADS or completing a Request for Support'.

3. **Immediate Protection:** If the child is in immediate danger, **call 999**.

4. **Contact CADS if child protection or immediate safeguarding concerns.**

5. **Professionals** call **0344 800 8021** and choose from the following options:
   Press 1 – if the child or young person is currently being supported by a Social Worker or Family Practitioner.
   Press 2 – if your call relates to Child Exploitation.
   Press 3 – if your call relates to Domestic Abuse.
   Press 0 – for Child Protection and immediate safeguarding concerns.
   (If the lines are busy and your call is not answered within 40 minutes, a call back option will be offered).
   To use the service, **members of the public** can call the Customer Service Centre number **0344 800 8020**.

6. **Request Support for Universal, Community based Early Help and Family Help**
   Complete a Request for Support form:
   Targeted early help and community-based support can be accessed via Request for support - Norfolk County Council. Early Help is designed to support children, young people, and families experiencing difficulties that may affect their wellbeing, development, or ability to flourish.
   Consent: Inform parents/carers of the concerns and gain consent for support from Early Help services, prior to a call or completing a Request for Support unless doing so places the child at further risk.

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

Norfolk MASH
Multi-Agency Safeguarding Hub

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

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

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

Family Help is offered where universal services and community based early help have not achieved sufficient or sustained improvement, or where a child and family present with multiple, complex, or escalating needs. Delivered through a coordinated, multi agency approach led by Children's Services and its partners, Family Help provides structured support to address identified risks and concerns. Family Help will only be initiated where there is an agreed Family Plan, or a Graded Care Profile (GCP) in cases of neglect, which has been shared with CADS.

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

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

7. **CADS:** A member of the team responds to the call or Request for Support and decides on next steps.

8. **Information Gathering:** MASH partners (police, health, social care) share information if required.

9. **Outcome & Action:**
   Information, advice and guidance
   Community based Early Help
   Family Help

10. **Feedback:** Following a call CADS provides feedback to the referrer regarding the outcome.

Norfolk County Council

APPENDIX E:

Sexual Violence, Sexual Harrassment or Harmful Sexual Behaviour:

What happens next?

We cannot promise you confidentiality. We hope and believe you have shared this with us because you want help.

WE CAN:

Listen to you, take time and move at a pace you are happy with. Use our knowledge as safeguarding specialists to assess your situation and choose the right next steps.

WE MAY:

Contact other agencies e.g. social care, police.
Investigate further and speak to other students and family members.

POSSIBLE OUTCOMES or a combination:

The school manages this internally to bring about a conclusion that supports you.	**School starts the 'Early Help' process. You and your family agree to support, and we work on ways to help.**
The school contacts Social Care as we feel you are at risk of harm or have been harmed.	**The school contacts the police as we believe a crime has been committed.**

WHATEVER HAPPENS, WE WILL:

Do an immediate risk assessment to check you are safe.
Offer you support and show you others who may be able to help
Tell you what is happening and why and (if relevant) what we are going to tell others and when.
Take advice from specialists if appropriate.
Advise you on your own possible next steps.