| ST NICHOLAS SCHOOL |
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## CHILD PROTECTION POLICY

Designated Safeguarding Lead(s):        Daniel Lewis with Stephen King (assisted by Gillian Newport, Nathalie Akhmatova, Lorna Sullivan and Sally Mullervy, Emma Wellard, Nuala McGill & Tracy Baldwin)

Named Child Protection Governor:        Heidi Dawson

**This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read <u>and</u> understood its contents.**

**This policy will be reviewed <u>at least</u> annually and/or following any updates to national and local guidance and procedures.**
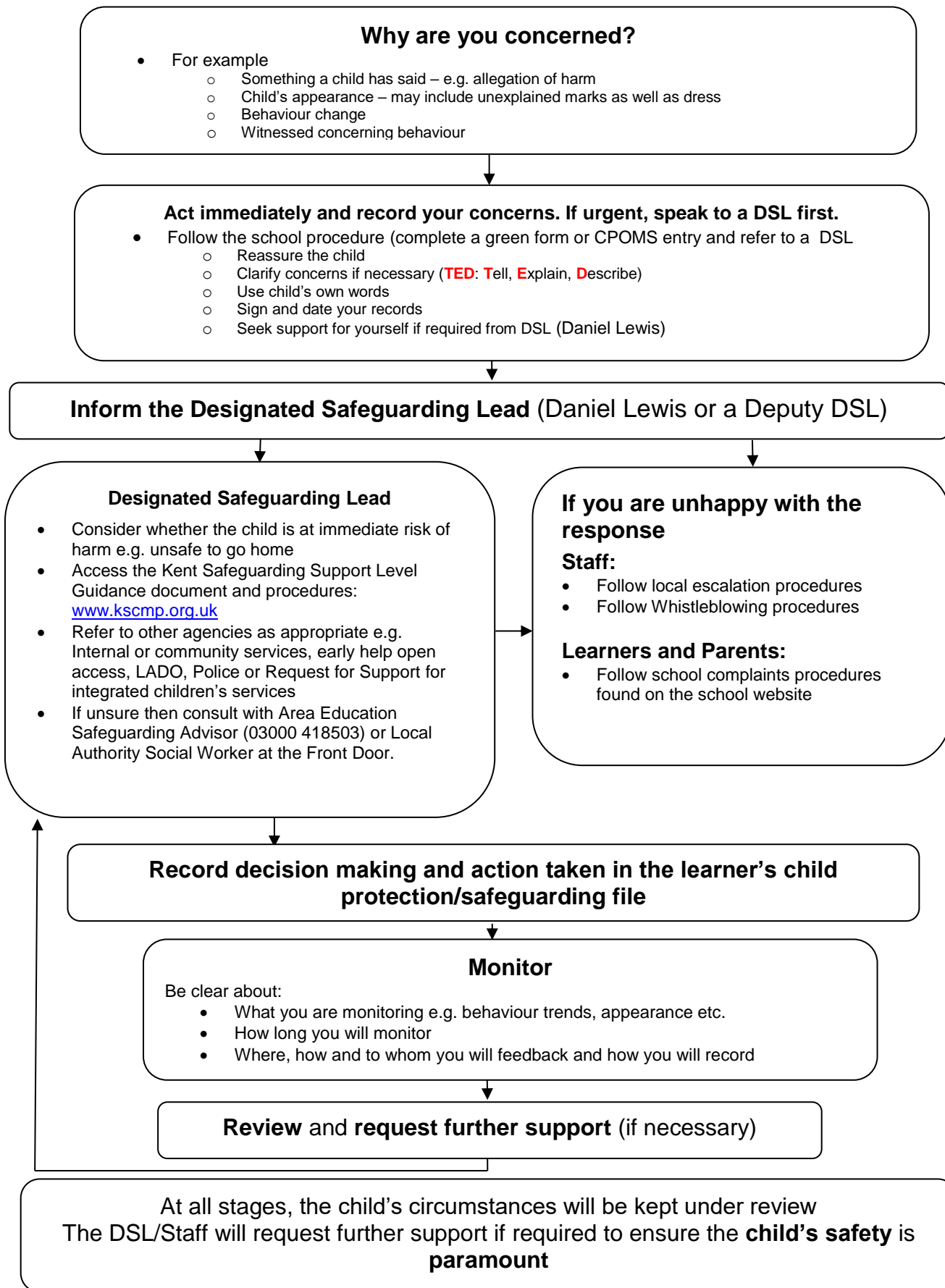
## CONTENTS

**SCHOOL POLICIES ON RELATED SAFEGUARDING / CHILD PROTECTION ISSUES**
(to be read and followed alongside this document)
- Online Safety Policy
- Behaviour Management Policy
- Guidelines for the Use of Physical Intervention
- Procedures for Managing Allegations Against Staff
- Guidelines for Safeguarding Record Keeping in Schools
- Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff
- Advice notes: Dealing with Disclosures in School
- Health and Safety Policy
- Guidance for Safer Working Practice for Adults who Work with Children and Young People / Code of Conduct for Staff
- KSCB document: Safer Practice with Technology – Guidance for Adults who Work with Children and Young People
- Bullying / Anti-Bullying Procedure
- Racism / Anti-Racism Policy
- Guidance on the Use of Photographic Images
- Safer Recruitment Guidelines
- Whistle-Blowing Policy
- School Drug Policy
- Intimate Care Guidance
- Procedures for Assessing Risk (re school trips)
- First Aid and Accident Policies
- DOH (2009) "Safeguarding Disabled Children – Practice Guidance"

These documents can be found in the Assistant Headteacher's Office. They are also available to access via the school website www.st-nicholas.kent.sch.uk

# What to do if you have a welfare concern in St. Nicholas School

**Why are you concerned?**

- For example
    - Something a child has said – e.g. allegation of harm
    - Child's appearance – may include unexplained marks as well as dress
    - Behaviour change
    - Witnessed concerning behaviour

**Act immediately and record your concerns. If urgent, speak to a DSL first.**

- Follow the school procedure (complete a green form or CPOMS entry and refer to a DSL
    - Reassure the child
    - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
    - Use child's own words
    - Sign and date your records
    - Seek support for yourself if required from DSL (Daniel Lewis)

**Inform the Designated Safeguarding Lead** (Daniel Lewis or a Deputy DSL)

**Designated Safeguarding Lead**

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the Kent Safeguarding Support Level Guidance document and procedures: www.kscmp.org.uk
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services
- If unsure then consult with Area Education Safeguarding Advisor (03000 418503) or Local Authority Social Worker at the Front Door.

**If you are unhappy with the response**

**Staff:**
- Follow local escalation procedures
- Follow Whistleblowing procedures

**Learners and Parents:**
- Follow school complaints procedures found on the school website

**Record decision making and action taken in the learner's child protection/safeguarding file**

**Monitor**

Be clear about:
- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

**Review** and **request further support** (if necessary)

At all stages, the child's circumstances will be kept under review
The DSL/Staff will request further support if required to ensure the **child's safety** is **paramount**

**INTRODUCTION AND ETHOS**
- St. Nicholas School recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Staff working with children at St. Nicholas School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- St. Nicholas School believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- St. Nicholas School recognises the importance of providing an ethos and environment within the school that will help children to be safe and feel safe. In our school children are respected and encourage to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Our core safeguarding principles are:
  - **Prevention**
    - positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
  - **Protection**
    - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
  - **Support**
    - for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
  - **Working with parents and other agencies**
- to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise. St. Nicholas School expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2020 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2020.

**POLICY CONTEXT**
- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - DfE Keeping Children Safe in Education 2020 (KCSIE)
  - Working Together to Safeguard Children 2018 (WTSC)
  - Ofsted: Education Inspection Framework' 2019
  - Framework for the Assessment of Children in Need and their Families 2000)
  - Kent and Medway Safeguarding Children Procedures (Online)
  - Early Years and Foundation Stage Framework 2017 (EYFS)
  - The Education Act 2002
  - The Education (Independent School Standards) Regulations 2014
  - The Non-Maintained Special Schools (England) Regulations 2015
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who

are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

- The way St. Nicholas School is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.
- We acknowledge that some learners will return in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.

**Definition of Safeguarding**

- In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
    - o protecting children from maltreatment;
    - o preventing impairment of children's mental and physical health or development;
    - o ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
    - o taking action to enable all children to have the best outcomes.
- The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
    - o Abuse and neglect
    - o Bullying (including cyberbullying)
    - o Children with family members in prison
    - o Children Missing Education (CME)
    - o Child missing from home or care
    - o Child Sexual Exploitation (CSE)
    - o Child Criminal Exploitation
    - o Contextual Safeguarding (Risks outside the family home)
    - o County Lines
    - o Domestic abuse
    - o Drugs and alcohol misuse
    - o Fabricated or induced illness
    - o Faith abuse
    - o Female Genital Mutilation (FGM)
    - o Forced marriage
    - o Gangs and youth violence
    - o Gender based abuse and violence against women and girls
    - o Hate
    - o Homelessness
    - o Honour based abuse
    - o Human trafficking and modern slavery
    - o Mental health
    - o Missing children and adults
    - o Online safety
    - o Peer on peer abuse
    - o Preventing radicalisation and extremism
    - o Private fostering
    - o Relationship abuse
    - o Serious Violence
    - o Sexual Violence and Sexual Harassment
    - o Upskirting
    - o Youth produced sexual imagery or "Sexting"

(Also see Annex A within 'Keeping children safe in education' 2020)

**RELATED SAFEGUARDING POLICIES**
- This policy is one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:
    o Behaviour Management, linked to the Use of Physical Intervention
    o Searching, screening and confiscation
    o Online Safety; and Social Media and Mobile technology
    o Anti-Bullying
    o Data Protection and Information Sharing
    o Image Use
    o Sex & Relationship Education
    o Personal and Intimate Care
    o Health and Safety, including plans for COVID-19 and school re-opening
    o Attendance
    o Risk Assessments (e.g. school trips, use of technology, school reopening)
    o First Aid and Accidents
    o Managing Allegations Against Staff
    o Staff Behaviour Policy (including Acceptable Use of Technology)
    o Safer Recruitment
    o Whistleblowing

**Policy Compliance, Monitoring and Review**
- St. Nicholas School will review this policy at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and part one of KCSIE. This can be found in the school staff room, Deputy and Assistant Headteacher's offices and is emailed to people as part of their staff handbook.
    - Parents/carers can obtain a copy of the school Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school website https://www.st-nicholas.kent.sch.uk/Information/policies.
- The policy forms part of our school development plan and will be reviewed annually by the governing body which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead and headteacher will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

**KEY RESPONSIBILITIES**
- The governing body, proprietor and management committees (*as appropriate*) have read and will follow KCSIE 2020.
- The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The Governing Body, Headteacher and Leadership Team will ensure that the DSL is properly supported in their role.

**Designated Safeguarding Lead (DSL)**

- The school has appointed a member of the leadership team (Daniel Lewis, Headteacher) as the Designated

- Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school. Additionally, the school has appointed 7 Deputy DSLs who will have delegated responsibilities and act in the DSLs absence, including Stephen King (Deputy Headteacher).
- The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The headteacher will be kept informed of any significant issues by the DSL.
- The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- **It is the role of the DSL to:**
    - Act as the central contact point for all staff to discuss any safeguarding concerns
    - Maintain a confidential recording system for safeguarding and child protection concerns
    - Coordinate safeguarding action for individual children
        - When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
    - Liaise with other agencies and professionals in line with KCSIE 2020 and WTSC 2018
    - Ensure that locally established procedures as put in place by the three safeguarding partners (KSCMP), including referrals, are followed, as necessary.
    - Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
    - Manage and monitor the school role in any multi-agency plan for a child.
    - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
    - help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
    - Ensure adequate and appropriate DSL cover arrangements fin response to any closures and out of hours and/or out of term activities.
    - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020)

**Members of Staff**

All members of staff have a responsibility to:
- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand their school safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.

**Children and Young People**
- **Children and young people (learners) have a right to:**
- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Contribute to the development of school safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

**Parents and Carers**
- **Parents/carers have a responsibility to:**
  - Understand and adhere the relevant school/policies and procedures.
  - Talk to their children about safeguarding issues with their children & support the school in their safeguarding approaches.
  - Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.

Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website www.st-nicholas.kent.sch.uk/information/policiesj

**RECOGNISING INDICATORS OF ABUSE AND NEGLECT**
- All staff in school are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2020. This is outlined locally within the Kent Support Levels Guidance.
- St. Nicholas School recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect
    - For further information see Appendix 1.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:
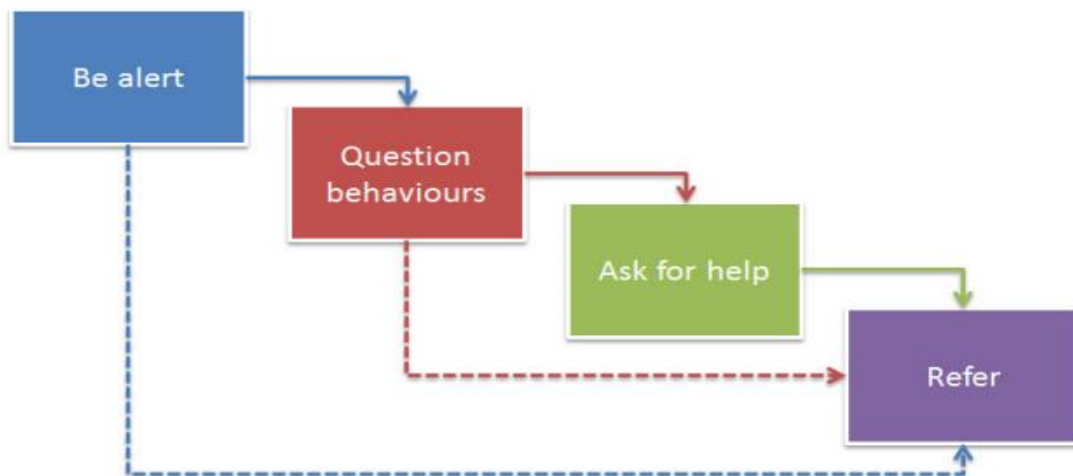


'What to do if you are worried a child is being abused' 2015

- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child.

Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case by case basis.
- Parental behaviors' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children offsite. Children can be are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators or abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.


**CHILD PROTECTION PROCEDURES**

- St. Nicholas School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- St. Nicholas School adheres to the Kent Safeguarding Children multi-agency partnership procedures (KSCMP). The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on their website: https://www.kscmp.org.uk/
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- St. Nicholas School is an Operation Encompass School.  This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.
- St. Nicholas School recognise that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance which may involve multi-agency decision making**.**

- If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Front Door) and/or the police in line with KSCMP procedures.
- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP.
  - Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- If the DSL is not immediately available to discuss an urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following KSCMP escalation procedures  to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

## RECORD KEEPING

- Staff will record any welfare concern that they have about a child on the school's safeguarding incident/concern 'green forms' (with a body map if injuries have been observed) or via a referral on the new school CPOMS programme and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL as this needs to take priority.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- Incident/Welfare concern forms are kept in the office and are available for staff to take away and complete, if and when required. CPOMS is present on all school laptop, PC or I-Pad computers, these forms will be hosted on their secure servers.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only. We will soon begin using the secure online recording and reporting system for investigating and analysing safeguarding incidents (starting with the satellite classes) these forms will be hosted on their secure servers.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.

## MULTI-AGENCY WORKING

- St. Nicholas School recognises and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- St. Nicholas School recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

## CONFIDENTIALITY AND INFORMATION SHARING

- St. Nicholas School recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2020. All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.
- The headteacher / DSL will disclose information about a learner on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- St. Nicholas School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is complaint with all matters relating to confidentiality and information sharing requirements. **The School DPO is from the GDPR In Schools Service, but the school-based Data Protection Lead Is Stephen King (DHT).**

- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2020).
- DfE Guidance on Information Sharing (July 2018) provides further detail, this has been shared via email to each staff member and is also on display in the school staff room.

## COMPLAINTS
- The school has a **Complaints Procedure** available to parents, pupils and members of staff and visitors who wish to report concerns. This can be found *in the staff room/school office/school website/ etc.*
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff policy.** This can be found on the school website.

## STAFF INDUCTION, AWARENESS AND TRAINING
- All members of staff have been provided with a copy of Part One of "*Keeping Children Safe in Education*" (2019) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2019. Members of staff have signed to confirm that they have read and understood Part One and Annex A. The individual staff members return a slip to this effect and this information is then stored on the school Management Information System.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training to ensure they are aware of the school internal safeguarding processes as part of their induction. All visitors are shown the School Safeguarding / Health & Safety Leaflet.
- All staff members (including agency and third-party staff) will receive appropriate child protection training from the HAYS Online Safeguarding Training programme to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place at least annually.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates at least annually within the Headteacher's termly vision presentation (as well as within the school weekly electronic bulletin, where appropriate), to provide them with relevant skills and knowledge to safeguard children effectively.
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies, as well as made aware of their expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy.
- The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated leads for the governing body (Heidi Dawson), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## SAFE WORKING PRACTICE
- All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.
- Staff will be made aware of the school behaviour management and physical intervention policies*,* and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance (See Positive Behaviour Support Policy).
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's online safety and Acceptable Use policies.

## STAFF SUPERVISION AND SUPPORT
- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

- The school will provide appropriate supervision and support for all members of staff to ensure that:

    o All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
    o All staff will be supported by the DSL in their safeguarding role.
    o All members of staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with internal and external agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.

## SAFER RECRUITMENT
- St. Nicholas School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
- St. Nicholas School will follow relevant guidance in Keeping Children Safe in Education 2020 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS):
  The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The governing body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- St. Nicholas School is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

## ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team at St. Nicholas School will takes all concerns or allegations received seriously.
- Allegations should be referred immediately to the Headteacher who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.
- In the event of allegations of abuse being made against the headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team.
- All members of staff are made aware of the school Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
    o Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- St. Nicholas School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has

committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.

- o If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

<u>**When in doubt – consult**</u>

## SAFEGUARDING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- St. Nicholas School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the SENDco (Stephen King) to plan support as required.
- St. Nicholas School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionally impacted by safeguarding concerns, such as bullying and exploitation.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities.

## PEER ON PEER ABUSE

- All members of staff at St. Nicholas School recognise that children are capable of abusing their peers. St. Nicholas School believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- We recognise that peer on peer abuse can take many forms, including but not limited to:
  - o bullying (including cyberbullying)
  - o physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
  - o sexual violence and sexual harassment
  - o 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
  - o sexting (also known as youth produced sexual imagery
  - o initiation/hazing type violence and rituals.
- The School recognises youth produced sexual imagery (also known as "sexting") as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
  - o We will follow the advice as set out in the non-statutory UKCIS guidance: <u>'Sexting in schools and colleges: responding to incidents and safeguarding young people'</u> and the local <u>KSCMP</u> guidance: "Responding to youth produced sexual imagery".
- When responding to concerns relating to child on child sexual violence or harassment, school will follow guidance outlined in part five of KCSIE 2020 and '<u>Sexual Violence and Sexual Harassment Between Children in Schools and Colleges</u>'.
- Staff and leadership are mindful that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved.
- All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour.
- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by the well-being team or class / Key Stage staff.

**CHILD CRIMINAL EXPLOITATION - GANGS, COUNTY LINES AND VIOLENT CRIME**
- St. Nicholas School recognises the impact of gangs, county lines, serious violence, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
  - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
  - Children who go missing for periods of time or regularly come home late
  - Children who regularly miss school or education or do not take part in education
  - Change in friendships/relationships with others/groups
  - Children who associate with other young people involved in exploitation
  - Children who suffer from changes in emotional well-being
  - Significant decline in performance
  - Signs of self-harm/significant change in wellbeing
  - Signs of assault/unexplained injuries

**Mental Health**
- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences, can impact on their mental health, behaviour and education.
- Staff 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 staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

**ONLINE SAFETY**
**ST. Nicholas School has a full suite of online Safety policies including: Acceptable Use of Technology policy and Online Safety Policy.**
- It is recognised by St. Nicholas that the use of technology presents challenges and risks to children and adults both inside and outside of school. We will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.

- St. Nicholas School understands that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
  - content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
  - contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
  - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.
- St. Nicholas School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
- All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- St. Nicholas School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2020 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the community.

- o Further information reading the specific approaches relating to this can be found in our mobile technology, social media, acceptable use and image use policies which can be found in the staff room/ office/ staff intranet/ website etc.
- St. Nicholas School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place.
  - o See Online Safety Policy
    - ▪ If learners or staff discover unsuitable sites or material, they are required to turn off monitor/screen, use a screen cover widget, report the concern immediately to a member of staff, report the URL of the site to technical staff/services.
  - o All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
  - o Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and technical staff, as appropriate.
  - o Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.
  - o When implementing appropriate filtering and monitoring, will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- St. Nicholas School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.
  - o Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
  - o Learners' internet use will be supervised by staff according to their age and ability.
  - o Learners' will be directed to use age appropriate online resources and tools by staff.

- St. Nicholas School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. DSLs and SLT may find it helpful to access UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' and DfE '*Teaching online safety in school'* guidance.

- St. Nicholas School will build a partnership approach to online safety and will support parents/carers to become aware and alert by providing information on our school website and through existing communication channels (such as official social media, newsletters etc.), offering specific online safety events for parents/carers and highlighting online safety at existing parent events.

- St. Nicholas School will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.

- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour.
  - o Internal sanctions and/or support will be implemented as appropriate.
  - o Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

**Where children are asked to learn online at home in response to a full or partial closure:**

- St. Nicholas School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.

- All communication with learners and parents/carers will take place using **school** provided or approved communication channels; for example, **school** provided email accounts and phone numbers **and/or** agreed systems **e.g. Class Dojo, Edmodo and school managed systems for MS Teams and Zoom**
  - o Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our **school behaviour policy, staff code of conduct** and **Acceptable Use Policies.**
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. St. Nicholas School will continue to be clear who from the **school** their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

NB - Additional guidance for DSLs and SLT regarding remote learning is available at DfE: Safeguarding and remote education during coronavirus (COVID-19) and The Education People: Remote Learning Guidance for SLT

### CURRICULUM AND STAYING SAFE
- St. Nicholas School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
  - o We recognise that the school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- St. Nicholas School is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

### THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS
- Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved, then an application to use premises will be refused.

### SECURITY
- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a

visitor's badge whilst on site. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

**Local Support**

- All members of staff in St. Nicholas Schoolare made aware of local support available.
    - o **Contact details for Area Safeguarding Advisor (Education Safeguarding Service)**
        - ▪ www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts or phone - 03000 418503

    - o **Contact details for Online Safety in the Education Safeguarding Service**
        - ▪ 03000 415797
        - ▪ esafetyofficer@theeducationpeople.org (non-urgent issues only)

    - o **Contact details for the LADO**
        - ▪ Telephone: 03000 410888
        - ▪ Email: kentchildrenslado@kent.gov.uk

    - o **Integrated Children's Services**
        - ▪ Front door: 03000 411111
        - ▪ Out of Hours Number: 03000 419191

    - o **Kent Police**
        - ▪ 101 or 999 if there is an immediate risk of harm

    - o **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
        - ▪ kscmp@kent.gov.uk
        - ▪ 03000 421126

    - o **Adult Safeguarding**
        - ▪ Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email social.services@kent.gov.uk

**MONITORING AND REVIEW**
- All school staff (including temporary staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/carers.
- The policy forms part of our school development plan and will be reviewed annually.

**LOCAL SUPPORT**
All members of staff in St. Nicholas School are made aware of local support available.
    - o **Contact details for Area Safeguarding Advisor (Education Safeguarding Service)**
        - ▪ www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts
        - ▪ 03000 418503 – for the Canterbury (in East Kent) area.

- o **Contact details for Online Safety in the Education Safeguarding Service**
    - Rebecca Avery, Education Safeguarding Advisor (Online Protection):
    - Ashley Assiter, Online Safety Development Officer
    - 03000 415797
    - esafetyofficer@kent.gov.uk (non-urgent issues only)

- o **Contact details for the LADO**
    - Telephone: 03000 410888
    - Email: kentchildrenslado@kent.gov.uk

- o **Childrens Social Work Services**
    - Front door: 03000 411111
    - Out of Hours Number: 03000 419191

- o **Kent Police**
    - 101 (or 999 if there is an immediate risk of harm)

- o **Kent Safeguarding Children Multi-agency Partnership (KSCMP)**
    - kscmp@kent.gov.uk
    - 03000 421126

## EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:
- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

## LINKS TO OTHER POLICIES

Health and Safety
All curriculum policies
Positive Behaviour Support
Staff Code of Conduct
Managing Allegations against Staff
Anti-Bullying
Safer Recruitment
Online safety
Supporting Pupils with Medical Conditions
Children in Care

## Appendix 1: Categories of Abuse

**All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label.  In most cases multiple issues will overlap with one another.**

**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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Signs that MAY INDICATE Sexual Abuse**
- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

**Physical abuse**: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Signs that MAY INDICATE physical abuse**
- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)

- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Signs that MAY INDICATE emotional abuse**
- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

**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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Signs that MAY INDICATE neglect.**
- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight

- Low self esteem

**Appendix 2: National Support Organisations**

**Support for staff**
- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

**Support for Learners**
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

**Support for adults**
- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

**Support for Learning Disabilities**
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

**Domestic Abuse**
- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

**Honour Based Abuse**
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information:
  www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

**Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:**
- Contextual Safeguarding Network: https://contextualsafeguarding.org.uk

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: https://rapecrisis.org.uk
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

**Substance Misuse**
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

**Mental Health**
- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/

**Online Safety**
- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC/ Net Aware: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk

**Radicalisation and hate**
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

**<u>Appendix 3 – St. Nicholas School Policy statement on implementing the Prevent Duty</u>**

**Background** – The Counter-Terrorism and Security Act (July 2015) requires the proprietors of Schools "to have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism". This is known as the 'Prevent Duty' – *see DFE (2015) 'The Prevent Duty – Departmental advice for schools and childcare providers'; Cabinet Office (2013) 'Tackling extremism in the UK - Report from the Prime Minister's Task Force on Tackling Radicalisation and Extremism; Crown (2015) Revised Prevent Duty Guidance: for England and Wales Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.*

**Definition** – For the purposes of this policy the definition of radical or extreme ideology is "a set of ideas which could justify vilification or violence against individuals, groups of self". Today, the government defines **extremism** as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs".

**Aims** – i) To ensure all staff understand that risks of radicalisation within our school and how the risk may change from time to time.

ii) To ensure staff are aware of the Prevent Strategy and are able to protect pupils who are vulnerable or may be at risk of being radicalised;

iii) The school maintains for diversity to be a core part of what it does. As part of its role in following the Prevent Strategy a strong emphasis on 'British Values' as well as the common values that all communities share, such as self-respect, understanding, tolerance and the sanctity of life. Our pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions. We use our curriculum (e.g. PSHE, History, ICT, RE, Geography) to promote Democracy, The Rule of Law, Individual Liberty, Mutual Respect and the Tolerance of Other Faiths and Beliefs.

iv) As part of our planning and monitoring systems, we pay due regard to assessing the risks posed by and visitors to the school, parents / carers, potential pupils who are part of hiring and lettings of the venue and the local business we work with & companies we procure services from. We only use services who promote 'British Values'.

**Signs of Radicalisation – these may include:**
- pupils / people suddenly changing their style of dress or appearance to 'fit in' with a particular group or cause
- pupils / people losing interest with their regular friends
- pupils / people using derogatory or threatening terms for rival groups, other religions or the British armed forces
- pupils / people showing 'technical expertise' in areas such as survival skills, weapons and / or chemicals

- Disappearance from school with no notice for a holiday with friends or family who are also missing – in order to move / be taken abroad to join an extremist group
- Not returning to school following a holiday period

**ICT policy, practices and concerns:**

- Within the school our pupils are protected from accessing extremist materials due to our triple lock filtering system – s*ee Online Safety Policy.*
- The pupils are potentially more vulnerable to radicalisation or extremist viewpoints when they are out of school due to their exposure to differing political / social attitudes and cultural backgrounds.
- Vulnerability is potentially higher due to the school not be in control of home Internet security, filtering systems or levels of parental monitoring and supervision of inappropriate content during internet sessions on computers, laptops or mobile devices.
- St. Nicholas school does offer regular advice, training and support to parents and carers.
- Within the school Computing and Online Safety schemes of work pupils are taught to discern appropriate content, be internet safety aware and we introduce the concepts of online radicalisation and access to extreme ideologies using web-based sources – and what to do / who to report to if they have a worry or concern.

**Risk Assessment:** LOW (Islamic Extremism) / Moderate (Far Right Extremism)

St. Nicholas School has secure filtering systems within school and provides support for parents via the school newsletter, website and training workshops on online safety. The school is situated in Canterbury, an area of very low or zero reported incidences of Islamic Extremism concerns (a Tier 3 priority area in the National Prevent Risk Assessment for England and Wales, which is the lowest level). The group to be considered worthy of monitoring are unaccompanied asylum-seeking migrants from Africa or the Middle East – we have no such pupils at this time.

The South East of England is in an area that has a low to medium incidence of Far Right Extremist attitudes. Parental supervision of online experiences of our pupils cannot be assured, but due to their Profound, Severe and Complex Learning Needs their understanding of the materials they may have access to will be limited.

Risk assessment carried out by the SLT on 1st November 2017 and will be reviewed on 1st November 2018. The school Prevent Self-Assessment and Action Plan is being completed and is in the process of being made available online on the school website.

**Staff training - in order to fulfil the requirements of the prevent duty the school will:**

- All members of the SLT, SMT, ICT Technician Staff, Safeguarding Governors and the Chair / Vice-Chair of the Governing Body have undergone Prevent awareness training e.g. Induction Prevent Training workshop AND Channel Online awareness training, (https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html); annual HAYS online Safeguarding training and a 3 yearly Workshop to Raise Awareness of Prevent session with 1 of the 3 school-based Home Office Approved WRAP trainers (S King, L Sullivan and / or J Dimech).
- The Designated Safeguarding Lead (DSL) will disseminate key information regarding the Prevent Duty in all Safeguarding induction or update training for all staff.
- Staff are trained to be vigilant in spotting signs of extremist views or behaviours and they will report any such concerns to the DSL via the school Safeguarding reporting procedures

**Working in partnership -** St. Nicholas works in partnership with the Local Authority Safeguarding team, Social Services and the police. Any pupil deemed to be at risk of radicalisation will be referred by the school DSL team to the KCC Channel Referral and Intervention

processes, following on from a Safeguarding consultation. Support and advice can also be gained from the Canterbury Community Safety Partnership and the East Kent Area Police Prevent Officer.

**STAFF ADVICE AND REPORTING PROCESS**

What do you do if you have a concern?
- Complete the green safeguarding concern form and hand it immediately into the DSL.
- The Kent Prevent Partners (Channel) Referral Form to be emailed to **channel@kent.pnn.police.uk**

**I have read, understood and will follow the Safeguarding policy advice on suspected Extremism risks**

**Signed**                                **Role**                                **Date**

**Appendix 4 – St. Nicholas School Policy statement on the Childcare Disqualification by Association**

It is the policy of St. Nicholas School to require all staff working in the Early Years Foundation Stage classes (with pupils under the age of 5) or any staff member working with pupils under the age of 8 in a child care capacity (on the school breakfast club, after school clubs or home/school transport) to declare if they live with any family member declare if they have any family member, friend or guest who may themselves be prevented from working with children due to them having any convictions or cautions (current or spent) listed on the February 2015 DFE

Guidance (see appendix 4i). If a staff member declares that they live with someone who has any such conviction or caution would then come under the disqualification by association guidelines. The Senior Leadership Team will then decide, in conjunction with the staff member whether to apply for a waiver from Ofsted (see appendix 4ii) to remain in the same position(s) or whether be moved to a different position in the school / give up working within the childcare area or whether to reconsider their position to work at St. Nicholas School, if considered appropriate by those involved.

If is the policy of St. Nicholas School to raise the issue of the childcare disqualification by association guidance with all potential new member of staff applying to work within the EYFS department, as part of the schools' (safer) recruitment process.

**Appendix 4i** – DFE (February 2015) Disqualification under the Childcare Act 2006 – Statutory guidance for Local Authorities, Maintained Schools, Independent Schools, Academies and Free Schools.

**Appendix 4ii** – Form to apply to OfSTED for a waiver to work with child under 5 in education / under 8 in childcare situations.

**Appendix 4iii** – Copy of memo shared with staff about the need to declare any potential disqualification situation.

Memo

**To:** All staff working with pupils in the Early Years Foundation Stage and Breakfast / After School Clubs, now or in the future.

**From:** Senior Leadership Team and Governing Body of St. Nicholas School

**Date:** 10 November 2020

**Re:** Safeguarding Rules amendments (established 2014)

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Dear All,

You may have become aware on the news (TV / Radio / Internet), that there are Safeguarding expectations on schools that may result in a small number staff (nationwide) being moved to different positions within their work, being suspended or dismissed from employment, due to their DBS status to work with children being affected by the cautions, convictions or care orders subjected on the people they live with / residing in their home for any current period of time.

Last year, the Safeguarding regulations that apply to Child Care were extended to Early Years Education settings for pupils 5 and under, and care provision within schools (Breakfast Club / Afterschool club) for pupils 8 and under. As part of our Safer Recruitment procedures for appointing new staff the school will ensure that no prospective employees live with associates (partners, children, friends, lodgers) who are subject to (potentially) being barred from working with children by the DBS[1]. All new staff will have to sign a document ensuring that that they do not and will not live with a party that would not be allowed to work with children themselves – whether they work in the EYFS department / school clubs or not, as at any time, we may require staff to cover in these areas.

The regulations[1] also require all existing staff members working or potentially working or supervising in these areas to certify whether they do or do not live with people who is / would be on the DBS Barred List. If person does / goes on to live with an associate who could be on the barred list in most schools this would result in dismissal (as their own DBS check would now fail) or, if they wish to apply to OFSTED for a waiver (although have none have currently been given), suspension until they hear if their application has been successful. This policy was introduced so as to comply with the guidance from the DFE and KCC.

NB: As a large employer, we would try to relocate within the organisation any staff who are affected by this change as far as possible, depending on advice given from the Schools Personnel Service and the offence their associate had committed. If a staff member were able to continue working for us, they would be prevented from working in the EYFS department or on the school extended day clubs/activities.

Stephen King, Deputy Headteacher
DBS Safeguarding declaration

I declare that I do not live with an associate who may affect the status of my DBS check to work with children in the areas
of EYFS or extended schools clubs, under the DFE and OFSTED Child Care Disqualification Requirements (2014)

**Signed**

**Staff Name** _____          **Date** _____

or


I declare that I do live with an associate who may affect the status of my DBS check to work with children in the areas of EYFS or extended schools clubs, under the DFE and OFSTED Child Care Disqualification Requirements (2014).

I agree to provide the information required under the regulations, to St. Nicholas School.

I understand that St. Nicholas School will need to investigate this information and my current work status may change as a result.

I understand that St. Nicholas School may have to share this information with other bodies, as required.


**Signed**

**Staff Name** _____          **Date** _____

**Staff Personal Information Disclosure (Disqualification Requirements, 2014)**

**Name:** _____

- Details of any order, determination, conviction, or other ground for disqualification from registration under the Childcare (Disqualification) Regulations 2009:

- Date of the order, determination or conviction, or the date when the other ground for disqualification arose:

- The body or court which made the order, determination or conviction, and the sentence (if any) imposed

- Certified copy of the relevant order (in relation to an order or conviction).

**Signed**: _____          **Date**: _____