

CHILD PROTECTION POLICY

Designated Safeguarding Lead(s): Daniel Lewis with Stephen King (assisted by Gillian Newport, Nathalie Akhmatova, Lorna Sullivan, Sally Mullervy, Louise Huddleston, Emma Wellard, Nuala McGill and 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 and understood its contents.

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

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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
 - Allegation/ child shares a concern or worry
 - Indicators of abuse or neglect

Immediately record your concerns (if urgent, speak to a DSL first)

- Follow the schools procedure
 - Reassure the child
 - Clarify concerns if necessary (TED: Tell, Explain, Describe)
 - Use child's own words
 - Sign and date your records
 - Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead – Daniel Lewis, Headteacher

Designated Safeguarding Lead / Deputy DSL)

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCB Support Level Guidance document and procedures: www.kscb.org.uk (Website to change from 17.09.19 when KSCB becomes KSCMP)
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated childrens' services
- If unsure then consult with Area Education Safeguarding Advisor (Insert name and contact information) or Local Authority Social Worker at Central Referral Unit

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

Pupils and Parents:

- Follow school complaints procedures

Record decision making and action taken in the pupil'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 / Deputy DSLs / Staff will request further support if required to ensure the **child's safety is paramount**

INTRODUCTION AND ETHOS

- St. Nicholas School is a community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We recognise our statutory responsibility to safeguard and promote the welfare of all children.
- St. Nicholas recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly.
- Our school core safeguarding principles are:
 - We are an important part of the wider safeguarding system for children.
 - It is our whole school responsibility to safeguard and promote the welfare of children.
 - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
 - All children have a right to be heard and to have their wishes and feelings taken into account.
 - All our staff understand safe professional practice and adhere to our safeguarding policies.

DEFINITION OF SAFEGUARDING

- “Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, 2019).

All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

There are four main elements to our child protection policy

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of the Kent Safeguarding Children Multi-Agency Partnership.

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 guidance Keeping Children Safe in Education 2019 (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)
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 school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):
 - Bullying (including cyberbullying)
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care

- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (County Lines)
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Honour based abuse
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online safety
- Peer on peer abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2019)

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:
 - Behaviour Management, linked to the Use of Physical Intervention
 - Searching, screening and confiscation
 - Online Safety and Social Media
 - Anti-Bullying
 - Data Protection and Information Sharing
 - Image Use
 - Sex & Relationship Education
 - Personal and Intimate Care
 - Health and Safety
 - Attendance
 - Risk Assessments (e.g. school trips, use of technology)
 - First Aid and Accidents
 - Managing Allegations Against Staff
 - Staff Behaviour Policy (including Acceptable Use of Technology)
 - Safer Recruitment
 - Whistleblowing

KEY RESPONSIBILITIES

- The governing body, proprietor and management committees (*as appropriate*) have read and will follow KCSIE 2019.
- The school has a nominated governor for safeguarding. The nominated governor will take the lead role 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.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and any deputy DSL's 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.
- Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies (named above), the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- **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
 - In the case of Children Looked After 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 WTSC 2018
 - Ensure that locally established referral procedures 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's 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
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2019)

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 your schools 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.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Children and Young People

- **Children and young people (pupils) have a right to:**
 - 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.

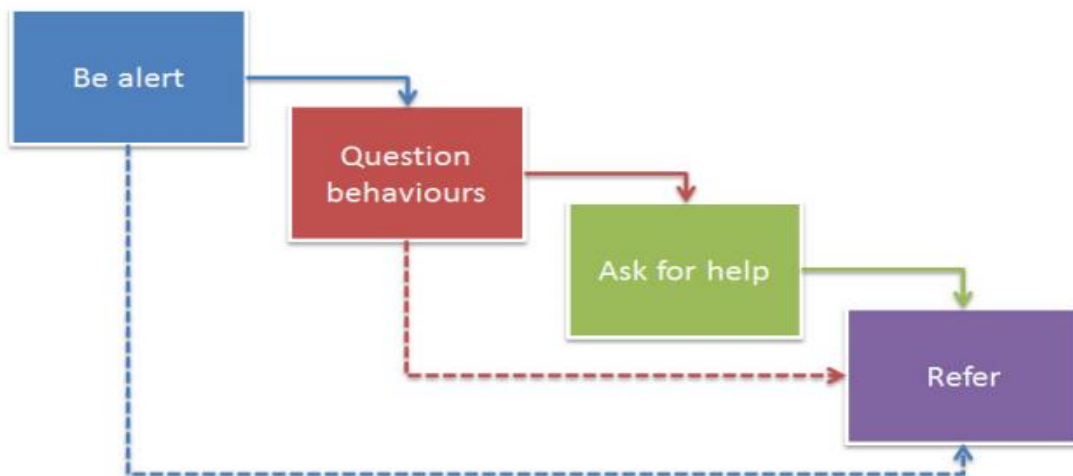
Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website www.st-nicholas.kent.sch.uk/information/policiesj

RECOGNITION AND TYPES OF ABUSE AND NEGLECT

- All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- Parental behaviours' 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.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Safeguarding and Child Protection Procedures

- St. Nicholas School adheres to the KSCMP Safeguarding Children Procedures. The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website <https://www.kscmp.org.uk/>
- All members of staff are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Children's Social Work Services and/or the police.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

- The DSL may seek advice or guidance from Area Education Safeguarding Advisor from the Education Safeguarding Service before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.
- All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.
- 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.
- 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.
- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage.** 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 in line with guidance provided by KSCB, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm to would undermine a criminal investigation.
- In the absence of the availability of the DSL to discuss an immediate and 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, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.
- If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support 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 form / 'green form' (with a body map if injuries have been observed) 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. We will soon begin using the secure online recording and reporting system for recording safeguarding incidents (starting with the satellite classes) these forms will be hosted on their secure servers.
- 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/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".
- The Headteacher will be kept informed of any significant issues by the DSL.

MULTI-AGENCY WORKING

- St. Nicholas School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTTSC 2018)

Schools are not the investigating agency when there are child protection concerns we will however contribute to the investigation and assessment processes as required. St. Nicholas School recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

CONFIDENTIALITY AND INFORMATION SHARING

- St. Nicholas School recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff 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.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 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 temporary staff) are aware of the school's internal safeguarding processes. All visitors will be shown the School Safeguarding / Safety Leaflet.
- All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.
- All staff members (including temporary staff) will be made aware of the schools 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 (Vanessa Oakes / 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 should be aware of the school's **Behaviour Management and Physical Intervention Policies** (*see Policy for Positive Behaviour Support*) and any physical interventions must be in line with agreed policy and procedures.
- 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:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff will be supported by the DSL in their safeguarding role.
 - 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 pupils and staff.
- The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance. St. Nicholas School is responsible for ensuring that 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.
- We are also 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.

ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

- St. Nicholas School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher or deputy in their absence who will first 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 then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance.
- 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 senior leadership team.
- All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child

protection failures internally. 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. 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.

When in doubt – consult

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 – this challenge is faced by all of children and young people.
- 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 disproportionately impacted by safeguarding concerns such as bullying. 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.

PEER ON PEER ABUSE

- All members of staff at St. Nicholas School recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including but not limited to, bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour, violence and 'sexting'. Staff and leadership are to be mindful that some potential issues may be affected by gender, age, ability and culture of those involved.
- St. Nicholas School believes that abuse is abuse and it will never be tolerated.
- 'Upskirting' is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- 'Sexting' (Youth Produced Sexual Images) will not be tolerated. The school will respond to cases of 'sexting' in line with UKCCIS "Sexting in Schools and Colleges" guidance and in line with Kent Safeguarding Children Multi-agency Partnership (KSCMP) guidance.

GANGS, COUNTY LINES, VIOLENT CRIME AND CHILD CRIMINAL EXPLOITATION

- St. Nicholas School recognises the impact of gangs, county lines, violent crime and child criminal 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.
 - Increased absence from school.
 - Change in friendships/relationships with others/groups.
 - Significant decline in performance.
 - Signs of self-harm/significant change in wellbeing.
 - Signs of assault/unexplained injuries.

ONLINE SAFETY

- It is recognised by St. Nicholas School that the use of technology presents challenges and risks to children and adults both inside and outside of school.
- The DSL has overall responsibility for online safeguarding within the school.
- St. Nicholas School identifies that the issues can be broadly categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2019.
- St. Nicholas School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2019 and EYFS 2017 (**remove reference for schools without EYFS provision**) has appropriate policies in place that are shared and understood by all members of the school community. Further information regarding the specific approaches relating to this can be found in the schools **Online Safety Policy, Acceptable Use Policy** and **Image Use Policy** which can be found **in the staff room/ office/ staff intranet/ website etc. If the school does not have separate policies relating to the use of mobile phones and devices then this information should be detailed within the Child Protection Policy.**
- St. Nicholas School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.
- St. Nicholas School acknowledges that whilst filtering and monitoring is an important part of schools' online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
- St. Nicholas School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

CURRICULUM AND STAYING SAFE

- We recognise that schools play 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 students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated 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.
- 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 visitors badge whilst on school site. Any individual who is not known or identifiable 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.

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.

- **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.
- **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)
- **Contact details for the LADO**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk
- **Childrens Social Work Services**
 - Front door: 03000 411111
 - Out of Hours Number: 03000 419191
- **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)
- **Kent Safeguarding Children Multi-agency Partnership (KSCMP)**
 - kscmp@kent.gov.uk
 - 03000 421126

NATIONAL SUPPORT

Support for staff

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

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

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

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- Domestic abuse services: www.domesticabuseservices.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

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

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

STEPHEN KING
REVISED TERM 5 2020
RATIFIED BY THE FULL GOVERNING BODY IN THEIR MEETING ON 7TH MAY 2020

Appendix 1 – St. Nicholas School Policy statement on implementing the Prevent Duty

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 – see *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 2 – Definitions of Abuse (taken from Keeping Children Safe in Education: Part 1, DFE 2019)

Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;

- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse.](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation:

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

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹⁰³ that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff

should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

- As defined in the Government's Counter Extremism Strategy.
- As defined in the Revised Prevent Duty Guidance for England and Wales.
- According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.
- "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Additional support

The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

[Educate Against Hate](#), a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and

offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003¹⁰⁹ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?¹¹⁰ Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.¹¹¹

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹¹² It may include:
 - ☐ non-consensual sharing of sexual images and videos;
 - ☐ sexualised online bullying;
 - ☐ unwanted sexual comments and messages, including, on social media;

¹¹⁰ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#).

¹¹¹ [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

¹¹² [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

- ☐ sexual exploitation; coercion and threats; and
- ☐ upskirting.

Upskirting

‘Upskirting’ 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. It is now a criminal offence.

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 35 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice

Additional information can be found at GOV.UK.

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Children and the courts	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
“Honour Based Violence” (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: statutory guidance and government advice	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	MHCLG

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

Appendix 3i – Specific advice concerning Neglect

Definition – 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.

- Risks –** parenting (skills) that created a regular lack of:
- Clothes that are clean and warm and shoes that fit and keep dry.
 - Enough to eat and drink.
 - Protection from dangerous situations.
 - Somewhere warm, dry and comfortable to sleep.
 - Help when ill or hurt.
 - Affection from parents or carers.
 - Support with education.
 - access to medication, medical appointments or other (health) important needs being met

- Signs –** these include:
- Lack of a bond or relationship with parents / carers,
 - Poor personal hygiene, dirty or unkempt clothes,
 - tiredness,
 - withdrawal,
 - speaking of being up or out late at night / left at home with alone or with strangers,
 - underweight but eats well if given food,
 - steals and / or hides food away,
 - parents may show little interest in the pupils attendance, punctuality or education,
 - Is concerned for younger sibling without explaining why
 - Threatening to run away
 - pupils are secretive and reluctant to share information

What do you do if you have a concern? –

- Complete the green safeguarding concern form and hand it immediately into the DSL.

School Risk Assessment and actions –

- Medium – our pupils have profound, severe and complex needs and it can be difficult and very challenging to meet these needs. Some parents may have additional needs of their own affecting their capacity to provide good parenting and demonstrate secure parenting skills.
- Action – close supervision of the pupils, attendance of pupils meetings both educational and social service (disability and family support) reviews, good home – school liaison practices, robust safeguarding procedures and multi-agency partnership work, provision of the school counsellor and provision of the Well-Being Team.

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

Signed

Role

Date

Appendix 3ii – Specific advice concerning Emotional Abuse

Definition – **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.

Risks –

exposure to:

- Humiliation or constantly criticism
- threats, shouting or calling names
- being the subject of jokes, or sarcasm to cause hurt
- blaming, scapegoating
- making a child perform degrading acts
- not recognising own individuality,
- A lack of control in their lives
- pushing too hard or not recognising limitations
- distressing events or interactions such as [domestic abuse](#) or drug taking
- failure to promote a social development
- not being not allowed to have friends
- persistent ignoring
- absent parent(ing)
- manipulation
- never saying anything kind, expressing positive feelings or congratulation on successes
- never showing any emotions in interactions with a child, also known as emotional neglect.

Signs –

these include:

- Lack of a bond or relationship with parents / carers,
- Poor personal hygiene, dirty or unkempt clothes,
- tiredness,
- withdrawal,
- speaking of being up or out late at night / left at home with alone or with strangers,
- emotional or aggressive outbursts without an obvious trigger
- Excessive and ‘over-emotional’ response to a situation

- Threatening to run away
- Bed wetting
- Soiling clothes
- Is concerned for younger siblings without explaining why
- parents may show little interest in the pupils attendance, punctuality or education,
- pupils are secretive and reluctant to share information

What do you do if you have a concern? –

- Complete the green safeguarding concern form and hand it immediately into the DSL.

School Risk Assessment and actions –

- Medium – our pupils have profound, severe and complex needs and it can be difficult and very challenging to meet these needs. Some parents may have additional needs of their own affecting their capacity to provide good parenting and demonstrate secure parenting skills – feelings of inadequacy, frustration and isolation with the management of these difficulties can be significant.
- Action – close supervision of the pupils, attendance of pupils meetings both educational and social service (disability and family support) reviews, good home – school liaison practices, robust safeguarding procedures and multi-agency partnership work, provision of the school counsellor and provision of the Well-Being Team.

I have read, understood and will follow the Safeguarding policy advice on suspected Emotional Abuse risks

Signed

Role

Date

Appendix 3iii - Specific advice concerning Physical Abuse

Definition – **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.

Risks – Physical harm or injury – cuts, burns / scalds, bites, fractures, head injuries, fabricated illnesses, danger, death.

Signs – these include:

- Lack of a bond or relationship with parents / carers,
- Regular ‘accidental’ (head) injuries
- Not wanting to undress in front of peers e.g. in PE
- Visible bruising and pain responses without explanation
- Not wanting to change clothes
- tiredness,
- withdrawal,
- bedwetting
- Soiling clothes
- emotional or aggressive outbursts without an obvious trigger
- Excessive and ‘over-emotional’ response to a situation
- Threatening to run away
- Is concerned for younger siblings without explaining why
- parents may show little interest in the pupils attendance, punctuality or education,
- pupils are secretive and reluctant to share information

What do you do if you have a concern? –

- Complete the green safeguarding concern form and hand it immediately into the DSL.

School Risk Assessment and actions –

- Medium – our pupils have profound, severe and complex needs and it can be difficult and very challenging to meet these needs. Some parents may have additional needs of their own affecting their capacity to provide good parenting and demonstrate secure parenting skills – feelings of inadequacy, frustration and isolation with the management of these difficulties can be significant.
- Action – close supervision of the pupils, attendance of pupils meetings both educational and social service (disability and family support) reviews, good home – school liaison practices, robust safeguarding procedures and multi-agency partnership work, provision of the school counsellor and provision of the Well-Being Team.

I have read, understood and will follow the Safeguarding policy advice on suspected Emotional Abuse risks

Signed

Role

Date

Appendix 3iv - Specific advice concerning Sexual Abuse

Definition – **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.

Risks – Children who are sexually abused may:

- become sexually active at an early age,
- be promiscuous,
- attempt to initiate sexualised contact with peers or adults
- develop sexually transmitted infection (STI)
- become pregnant
- be vulnerable to CSE

Signs – these include:

- Lack of a bond or relationship with parents / carers,
- Regular ‘accidental’ (head) injuries
- Not wanting to undress in front of peers e.g. in PE
- Visible bruising and pain responses without explanation
- Not wanting to change clothes
- tiredness,
- withdrawal,
- bedwetting
- Soiling clothes
- emotional or aggressive outbursts without an obvious trigger
- Excessive and ‘over-emotional’ response to a situation
- Threatening to run away
- Is concerned for younger siblings without explaining why
- Sexualised behaviours at an early age
- Soreness or discharge in their genital area
- Pregnancy
- Overfamiliarity with adults
- Withdrawing from adults
- Overtly sexualised language or relationships
- Inappropriate relationships with peers and adults
- parents may show little interest in the pupils attendance, punctuality or education,
- pupils are secretive and reluctant to share information

What do you do if you have a concern? –

- Complete the green safeguarding concern form and hand it immediately into the DSL.

School Risk Assessment and actions –

- Medium – our pupils have profound, severe and complex needs and it can be difficult and very challenging to meet these needs. Our pupils are particularly vulnerable to the control, coercion or grooming of others due to their emotional and social immaturity, potential lack of communication and / or mobility skills.
- Action – close supervision of the pupils, attendance of pupils meetings both educational and social service (disability and family support) reviews, good home – school liaison practices, robust safeguarding procedures and multi-agency partnership work, provision of the school counsellor and provision of the Well-Being Team.

I have read, understood and will follow the Safeguarding policy advice on suspected Sexual Abuse risks

Signed

Role

Date

Appendix 3v - Specific advice concerning Forced Marriage (HBV)

Definition – A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. Pressure can put on people (by family members or friends) to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Risks – Loss of freewill and financial stability, domestic abuse, abduction, potential honour killing

Signs – these include:

- Lack of a bond or relationship with and fear of parents / carers / grandparents.
- Withdrawal,
- Threatening to run away
- Is concerned for younger siblings without explaining why
- Inappropriate relationships with peers and adults
- Pupils are secretive and reluctant to share information
- Going on an extended school holiday and not returning when they should.
- Significant behavioural and / or family changes following an extended holiday.

What do you do if you have a concern? –

- Complete the green safeguarding concern form and hand it immediately into the DSL.

School Risk Assessment and actions –

Very Low – our pupils have profound, severe and complex needs and it can be difficult and very challenging to meet these needs. We have few pupils from the cultural heritage where forced marriage is more typical.

- Action – close supervision of the pupils, good home – school liaison practices, robust safeguarding procedures and multi-agency partnership work, provision of the school counsellor and provision of the Well-Being Team. Awareness and monitoring of all pupils (including those from the 'at risk' cultural groups, particularly following a family holiday period to the family's country of origin).

I have read, understood and will follow the Safeguarding policy advice on suspected Sexual Abuse risks

Signed

Role

Date

Appendix 3vi - Specific advice concerning Female Genital Mutilation (HBV)

Definition – Female Genital Mutilation (FGM) is a collective term for a range of procedures which involve or total removal of the external female genitalia for non-medical reasons. It is sometimes referred to as female circumcision, or female genital cutting. The practice is medically unnecessary, is extremely painful and has serious health consequences, both at the time when the mutilation is carried out, and in later life. It is more common from Asia, Middle East or parts of West Africa. This practice may happen when the girls are infants to early twenties but is particularly common between 7 – 15 years old.

Breast Ironing is a practice from some African countries, notably Cameroon. Girls aged between 9 and 15 have hot implements rubbed on their developing breasts to stop them growing further. The practice of is seen as a protection to girls by making them seem 'Child-like' for longer and reduce the likelihood of pregnancy.

Risks – Immediate effects

- severe pain
- shock
- bleeding
- wound infections, including tetanus and gangrene, as well as blood-borne viruses such as HIV, hepatitis B and hepatitis C
- inability to urinate
- injury to vulval tissues surrounding the entrance to the vagina
- damage to other organs nearby, such as the urethra (where urine passes) and the bowel
- FGM can sometimes cause death.

Long-term consequences

- chronic vaginal and pelvic infections
- abnormal periods
- difficulty passing urine, and persistent urine infections
- kidney impairment and possible kidney failure
- damage to the reproductive system, including infertility
- cysts and the formation of scar tissue
- complications in pregnancy and newborn deaths
- pain during sex and lack of pleasurable sensation
- psychological damage, including low libido, depression and anxiety (see below)
- flashbacks during pregnancy and childbirth
- the need for later surgery to open the lower vagina for sexual intercourse and childbirth
- Breast Ironing - Malformed breasts, difficulty breast feeding or producing milk severe chest pains, infections and abscesses. It may be related to the onset of breast cancer

Signs –

these include:

- Lack of a bond or relationship with parents / carers,
- Withdrawal,
- Have difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Have unusual behaviour after an absence from school or college
- Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear.
- Excessive intimate bleeding, urine infections at a younger age than normal
- Extended absence from school for a ‘family holiday’ during the at risk years (possibly as part of female only group) – in pupils from the cultural heritage group.
- Pupil speaks of becoming an ‘adult’ or a ‘woman’ following a family holiday period.

What do you do if you have a concern? –

- Complete the green safeguarding concern form and hand it immediately into the DSL.

School Risk Assessment and actions –

Very Low – our pupils have profound, severe and complex needs and it can be difficult and very challenging to meet these needs. We have few pupils from the cultural heritage where FGM practices are more typical.

- Action – close supervision of the pupils, good home – school liaison practices, robust safeguarding procedures and multi-agency partnership work, provision of the school counsellor and provision of the Well-Being Team. Awareness and monitoring of all pupils (including those from the ‘at risk’ cultural groups, particularly following a family holiday period to the family’s country of origin).

I have read, understood and will follow the Safeguarding policy advice on suspected Emotional Abuse risks

Signed

Role

Date

Appendix 3vii - Specific advice concerning Child Sexual Exploitation

Definition – Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship – being lavished with attention and gifts. They might be invited to parties and given drugs or alcohol. They may also be groomed online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Risks – These include:

- become sexually active at an early age,
- be promiscuous,
- develop sexually transmitted infection (STI)
- become pregnant
- be subject to physical or emotional abuse from gang members
- abduction
- absconding
- homelessness
- entering the criminal justice system e.g. arrests for robbery, violence or drug offences (gang-related).

Signs – these include:

- Lack of a bond or relationship with parents / carers,
- Tiredness,
- Withdrawal,
- Emotional or aggressive outbursts without an obvious trigger
- Excessive and 'over-emotional' response to a situation
- Threatening to run away
- Be involved in abusive relationships, intimidated and fearful of certain people or situations
- Have older boyfriends or girlfriends
- Hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- Having new branded gifts (e.g. phones, clothes, money etc.) which may be the proceeds of stolen goods
- Associate with other young people involved in sexual exploitation
- Get involved in gangs, gang fights, gang membership
- Spend time at places of concern, such as hotels, fast food outlets or known brothels
- Not know where they are, because they have been moved around the country

- Go missing from home, care or education – running away or being taken away.
- Pupils are secretive and reluctant to share information

What do you do if you have a concern? –

- Complete the green safeguarding concern form and hand it immediately into the DSL.

School Risk Assessment and actions –

- Medium – our pupils have profound, severe and complex needs and it can be difficult and very challenging to meet these needs. Our young people are emotionally and socially immature. Many pupils are from disadvantaged backgrounds and some are children in care. They are vulnerable and trusting and susceptible to exploitation by other people with a criminal motivation.
- Action – close supervision of the pupils, attendance of pupils meetings both educational and social service (disability and family support) reviews, good home – school liaison practices, robust safeguarding procedures and multi-agency partnership work, provision of the school counsellor and provision of the Well-Being Team.

I have read, understood and will follow the Safeguarding policy advice on suspected Emotional Abuse risks

Signed

Role

Date

Appendix 3viii - Specific advice concerning Mental Health / Self-Harming Behaviour

Definition – Mental and emotional health problems are disturbances in the way in which people think, feel and behave. Common examples are depression and anxiety disorders and substance misuse problems. Psychotic disorders including schizophrenia and bipolar disorder are less common. Self-harming behaviours and eating disorders are behaviours that indicate and communicate the individual's underlying mental health and well-being difficulties

Risks – Aggression and / or aggressive outbursts, assault of a third party, emotional distress, anxiety, feelings of depression, self-harm, eating disorders and related health consequences, suicidal feelings, dangerous behaviours and / or death by suicide.

Signs – these include:

- Lack of a bond or relationship with parents / carers,
- tiredness,
- withdrawal,
- emotional or aggressive outbursts without an obvious trigger
- Excessive and 'over-emotional' response to a situation
- Threatening to run away
- Pupils may refuse to eat or binge eat
- Pupils may hurt themselves e.g. cutting, burning, biting wounds may be visible or hidden
- Pupils may threaten to hurt themselves or discuss suicidal feelings
- Is concerned for younger siblings without explaining why
- Pupils have a higher rate of absence from school
- pupils are secretive and reluctant to share information

What do you do if you have a concern? –

- Complete the green safeguarding concern form and hand it immediately into the DSL.
- Mental Health First Aiders (inc. Deputy Headteacher) will be contacted who will perform the ALGEE – Ask / assess / act, Listen non-judgementally, Give reassurance and information, Enable the young person to get appropriate professional help and Encourage self-help strategies – *YMFA (2014)*.
- Inform the school counsellor, creative therapies team, if appropriate.

School Risk Assessment and actions –

- Medium to High – our pupils have profound, severe and complex needs and it can be difficult and very challenging to meet or live with these needs. Prevalence of anxiety and depression in people with learning disabilities is the same as the general population, yet for children and young people with a learning disability, the prevalence rate of a diagnosable psychiatric disorder is 36%, compared with 8% of those who do not have a learning disability – *Mental Health Foundation (2015)*.
- Action – close supervision of the pupils, attendance of pupils meetings both educational and social service (disability and family support) reviews, good home – school liaison practices, robust safeguarding procedures and multi-agency partnership work, provision of the school counsellor and provision of the Well-Being Team. Referral to Creative therapies team and / or CAMHS.

I have read, understood and will follow the Safeguarding policy advice on suspected Emotional Abuse risks

Signed

Role

Date

Appendix 3ix - Specific advice concerning pupils who are Persistently Absent (90% -) / Children Missing from Education

Definition – Persistent Absentee - having an attendance rate of less than 90%.
Being Missing from Education - being absent from school for 10 or more days, consecutively. NB: This may include being taken out of school / out of the country to be subject to FGM or Forced Marriage or being taken out the country or choosing to leave the country to join an extremist ideological group.

Risks – These include:

- significant risk of underachieving,
- being victims of abuse, criminal exploitation and / or CSE.
- Becoming involved with drugs, alcohol or substance misuse.
- becoming NEET (not in education, employment or training) later on in life.
- Becoming involved in criminal activity and entering the criminal justice system by not being involved in meaningful occupation – robbery, drugs or gang-related activity.
- Being missing from school due to being taken out of the country for Extremism or FGM / Forced Marriage abuse.

Signs – these include:

- Lack of a bond or relationship with parents / carers – pupils exhibit the dominance in the dynamics of the family,
- Poor attendance i.e. 90% - or significantly lower.
- School refusal behaviours
- Parents may show little interest in the pupils' attendance, punctuality or education.
- Unexplained absence for 10 consecutive days or more.
- Sudden extended period of absence – during term time or either side of a school / public holiday period.

What do you do if you have a concern? –

- Complete the green safeguarding concern form and hand it immediately into the DSL.

School Risk Assessment and actions –

- Medium to High – our pupils have profound, severe and complex needs and it can be difficult and very challenging to meet these needs. Some parents may have additional needs of their own affecting their capacity to provide good parenting and demonstrate secure parenting skills – feelings of inadequacy, frustration and isolation with the management of these difficulties can be significant.

Where pupils are exhibiting school refusal and / or challenging behaviours it may be difficult to engage the pupil into coming to school. As our pupils are very vulnerable parents and carers are may demonstrate more of a propensity to be overprotective and allow pupils to remain at home if ill / complaining of illness.

As our pupils are likely to have additional health or medical needs they are more likely to become ill, attend frequent medical appointments or require hospital treatment causing them to be absent from school.

As our pupils are vulnerable and may have complex health or medical needs their risk of being subject to fabricated illnesses is higher than average

NB: these risks are mitigated to a degree by their lower risk of FGM, Forced Marriage, absence due to travelling to join an extremist group AND due to the majority being brought into school by Local Authority transport.

- Action – close supervision of the pupils, attendance of pupils meetings both educational and social service (disability and family support) reviews, good home – school liaison practices, robust safeguarding procedures and multi-agency partnership work, provision of the school counsellor and provision of the Well-Being Team. Referral to social worker and / or Early Help Team.

I have read, understood and will follow the Safeguarding policy advice on suspected Emotional Abuse risks

Signed

Role

Date

Appendix 3x - Specific advice concerning Child Criminal Exploitation / 'County-Lines' Gangs

Definition – Children Criminal Exploitation / 'County-Lines' is a type of abuse in which children are physically, and financially exploited for money, power or status. Children or young people may be tricked into believing they are in a reciprocal and / or respectful relationship – being given attention and gifts (drugs, alcohol, cigarettes, clothing, money or electrical goods) – but they are (being groomed into) joining a criminal gang. The purpose of the gang is to distribute / sell drugs at a local level and send the money back along the 'county line' to London (or other major city). A young person's involvement in Child Criminal Exploitation may involve initiation or regular criminal activities such as shoplifting, robbery / mugging, malicious wounding, violence / bodily harm, gun or knife crime and / or child sexual exploitation etc.

Risks – These include:

- become sexually active at an early age,
- be promiscuous,
- develop sexually transmitted infection (STI)
- become pregnant
- be subject to physical or emotional abuse from gang members
- abduction
- absconding
- homelessness
- entering the criminal justice system e.g. arrests for robbery, violence or drug offences (gang-related).

Signs – these include:

- Lack of a bond or relationship with parents / carers,
- Tiredness,
- Withdrawal,
- Emotional or aggressive outbursts without an obvious trigger
- Excessive and 'over-emotional' response to a situation
- Threatening to run away
- Be involved in abusive relationships, intimidated and fearful of certain people or situations
- Have older friends, including boyfriends or girlfriends
- Hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- Having new / branded gifts (e.g. phones, clothes, money etc.) which may be the proceeds of stolen goods or the sale of drugs.
- Associate with other young people involved in sexual and criminal exploitation
- Get involved in gangs, gang fights, gang membership

- Spend time at places of concern, such as 'trap houses', street corners, known drug dealing locations
- Not knowing where they are, because they have been moved around the country
- Go missing from home, care or education – running away or being taken away.
- Pupils are secretive and reluctant to share information

What do you do if you have a concern? –

- Complete the green safeguarding concern form and hand it immediately into the DSL.

School Risk Assessment and actions –

- Medium to High – our pupils have profound, severe and complex needs and it can be difficult and very challenging to meet these needs. Our young people are emotionally and socially immature and will have friendships outside school with peers from their previous mainstream primary / secondary schools – who could be part of a criminal gang. Many of pupils are from disadvantaged backgrounds and some are children in care. Our young people are very vulnerable, trusting and susceptible to the exploitation of others. Our school is in a known area for 'county lines' activity. Our children may have parents / carers, family members, friends or acquaintances who are part of / have links with criminal gangs themselves (possibly due to their own learning, mental health, financial and addiction needs) - making the children known to the gang by association.
- Action – close supervision of the pupils, attendance of pupils meetings both educational and social services (disability and family support) reviews, good home – school liaison practices, robust safeguarding procedures and multi-agency partnership work, provision of the school counsellor and provision of the Well-Being team.

I have read, understood and will follow the Safeguarding policy advice on suspected Emotional Abuse 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: 18 May 2020

Re: Safeguarding Rules amendments (established 2014)

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 DBS¹. 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 regulations¹ 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: _____