

SAFEGUARDING POLICY STATEMENT

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CONTENTS

- School Policies on Related Safeguarding Issues (list)
- Introduction
- Ethos
- Responsibilities
- Safeguarding and Child Protection Procedures
- Recognition and categories of abuse
- Induction and Training
- Record Keeping
- Allegations Against Members of Staff and Volunteers
- Working with Other Agencies
- Confidentiality and Information-Sharing
- Curriculum and Staying Safe
- Online safety
- Supervision and Support
- Safe Working Practice
- Complaints
- Safer Recruitment
- The Use of School Premises by Other Organisations
- Security
- Appendices
 - Appendix 1 – Definitions of Abuse
 - Appendix 2 – Policy statement on implementing the Prevent Duty
 - Appendix 3 – Specific advice on different safeguarding concerns
 - * Neglect
 - * Emotional Abuse
 - * Physical Abuse
 - * Sexual Abuse
 - * Forced Marriage
 - * Female Genital Mutilation
 - * Child Sexual Exploitation
 - * Mental Health / Self-Harming Behaviours
 - * Persistent Absentees / Children Missing from Education
 - Appendix 4 – Childcare Disqualification by Association guidance

SCHOOL POLICIES ON RELATED SAFEGUARDING 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

INTRODUCTION

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes the DfES guidance Safeguarding Children and Safer Recruitment in Education (2007), the Framework for the Assessment of Children in Need and their Families (2000), Working Together to Safeguard Children (March 2015), OfSTED Guidance ‘Inspecting safeguarding in early years, education and skills’ (2016), Early Years and Foundation Stage Framework 2016 (EYFS) and Keeping Children Safe in Education (September 2016). Part one of the statutory guidance will be added to this policy as an appendix to ensure that all staff have sight of it. The school will also refer to the Kent and Medway Safeguarding Children Procedures (Purple Book) published in 2007.

Because of our close day to day contact with children, “education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse and neglect at an early stage” (*Working Together to Safeguard Children, 2015*).

The Governing Body and staff of St. Nicholas School take seriously our responsibility under Section 175 Education Act 2002 (Section 157 for independent schools) to safeguard and promote the welfare of our pupils/students, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm. To reflect this we have created a dedicated out of hours Emergency and Safeguarding Reporting email address (Safeguarding@st-nicholas.kent.sch.uk) and telephone number - 07375423322.

DEFINITIONS OF SAFEGUARDING

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating the pupils’ welfare, health and safety” (Inspecting safeguarding in early years, education and skills (Ofsted, September 2016). Safeguarding issues can include concerns over pupils well-being the following areas: “bullying; Children Missing Education (CME); Child missing from home or care, Child sexual exploitation (CSE); domestic violence; 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; honour-based violence; mental health; missing children and adults; Online Safety (**from exposure to Technology Assisted Child Sexual Abuse**); Prevent duty (radicalisation and extremism); private fostering; relationship abuse; human trafficking and modern slavery and Youth Produced Sexual Imagery or ‘sexting’ (Keeping Children Safety in Education, 2016).

This policy should thus be understood alongside school policies on related safeguarding issues as listed on page 3 of this document.

All relevant policies will be reviewed on an annual 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.

Our school is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments contributing to this process.

ETHOS

St. Nicholas School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

St. Nicholas School will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern
- Ensuring the content of the curriculum includes social and emotional aspects of learning
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might / can talk to
- Providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- Promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- Ensuring all steps are taken to maintain site security and student's physical safety
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive liaison with other agencies

RESPONSIBILITIES

The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. Including:

- Co-ordinating safeguarding action for individual children
- Liaising with other agencies and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary
- Acting as a consultant for staff to discuss concerns
- Maintaining a confidential recording system
- Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Managing and monitoring the school's part in Early Help / Child in Need / Child Protection plans
- Organising training for all school staff

The Governing Body and school leadership team will ensure that the DSL is properly supported in this role at a time and resource level.

However, Child Protection and welfare are the responsibility of all staff in school and ANY observation, information or issue which results in concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead(s) (DSL).

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

SAFEGUARDING AND CHILD PROTECTION PROCEDURES

St. Nicholas School adheres to the local KSCB Safeguarding Children Procedures (2007). A copy of the *Kent and Medway Safeguarding Children Handbook (KSCB 2007)* (purple book), *'What to do if you are Worried About a Child Being Abused'* (DfES 2006) and the Kent and Medway Inter-Agency Threshold Criteria for Children in Need can be found in the Assistant Headteacher's office. A copy of the Assessment Framework can also be found in the staff room.

Additional extended KSCB procedures relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

It is the responsibility of the DSL to gather and collate information obtained on individual children, to make immediate and on-going assessments of potential risk and to decide (with parents / carers in most cases) on the appropriateness of referrals to partner agencies and services. To help with this decision s/he may choose to consult with the Area Children's Officer (Safeguarding). Advice may also be sought from Children's Social Services Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children's Social Services or other services is made.

Such referrals might include referral to Children's Social Services as either Child Protection or Child in Need, to Police where there are potential criminal issues, referral to the CAF (Common Assessment Framework) process or referral to services such as Child and Adolescent Mental Health Service (CAMHS), counselling, MARAC, etc.

Referrals to Children's Social Services will be made using Kent's inter-agency referral form and with reference to the Kent and Medway Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. All referrals are now made via the County Central Duty Team.

In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, advice should be sought direct from the Children's Safeguards Team or Children's Social Services by an alternative senior member of staff or by the member of staff who has the concerns.

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

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress (although they should not expect to be given confidential detail), so that they can reassure themselves the child is safe and their welfare being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Children's Safeguards Team or the local Children's Social Services Team who will be able to discuss the concern and advise on appropriate action to be taken.

The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. Parents can obtain a copy of the school Safeguarding Policy and other related policies on request or can view via the school website.

RECOGNITION AND CATEGORIES OF ABUSE:

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse (including 'Technology Assisted Child Sexual Abuse')
- Emotional abuse
- Neglect

The most up to date definitions are found in Appendix 1 of this document (and can also be found in Keeping Children Safe in Education - DFE 2016).

Indicators and signs of abuse are listed in the DFE leaflet "*What to do if you're worried a child is being abused – Advice for Practitioners*" (March 2015) distributed to all staff. A copy of this leaflet can be found in the staff room. Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable. Further advice and guidance for staff can be found in Part 1 of "*Keeping Children Safe in Education*" (DFE 2016), which has been distributed to all staff and is also available in the school staffroom.

It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

INDUCTION AND TRAINING

All school-based staff will be offered an appropriate level of safeguarding training (to include internal school procedure and responsibilities; child protection process; how to recognise and respond to signs and symptoms of concern and abuse; safe working practice) and must undergo refresher training every three years. Training is organised by the DSL in line with government guidance.

The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process. On their first day of working each new staff member is given a basic introduction to Safeguarding, Online Safety and instruction of how to report / record a concern – which is one element within the school induction presentation. Within their first 6 weeks of working, they will be given a safeguarding training by the Headteacher / DSL. Every year on the first day of the Autumn Term, the Headteacher / DSL gives an annual Safeguarding update (as part of his planning for the coming year address).

The nominated governor should receive Safeguarding training, including Online Safety, from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Governing Body.

The school leadership team will ensure the DSL(s) attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance. School leaders also keep up to date via the CASPAR circular email from the NSPCC on a weekly basis.

The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

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 registers of who has been trained.

The SLT, wider SMT, ICT technical staff and Safeguarding Online Safety Governors have all completed the Channel Online Prevent training. All teaching and TA staff have either completed the Channel online prevent training and/or a formalised training course into radicalisation (led by the Deputy Headteacher who is a CEOP Online Safety Ambassador).

All DSL's have update and refresher training in Safeguarding every 3 years. The SLT and Safeguarding governors have completed Safer Recruitment training and refresh this every 3-6 years. The Deputy Head teacher and 1 other member of the SLT attend the Optimus Education 'Child Protection in Education' national conference each year. Following all DSL update training or CPD opportunities the staff attending will produce a short report of key significant new information – this will be shared at the following Safeguarding review meeting and will be forwarded to the Safeguarding Governors.

Each staff member has received a copy of the statutory guidance: Keeping Children Safe in Education - Part 1 (latest version) and each class team has received a copy of the full document – they have signed for their copies stating that they have read, understood and will follow the guidance. The staff will have signed for the receipt of the new school policy guidelines for each of the major safeguarding concerns (see appendix 3) and have access to the school Safeguarding Concern Reporting ('Green') Form. All staff receive formal refresher training via workshops in both Safeguarding and Online Safety, as part of the regular 3 yearly staff training and CPL programme.

The Headteacher and Deputy Headteacher will be attending the Workshop to Raise Awareness of Prevent training in the coming academic year. The Deputy Headteacher and 1 other member of the Wider Leadership Team will become WRAP trainers this coming year.

RECORD KEEPING

Staff must record any welfare concern that they have about a child on a safeguarding incident/concern ('Green') form (with a body map where injuries have been observed) to be passed to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated. The form is to be completed prior to reporting any concern to the DSL (or on-duty Deputy DSL) or any confidential liaison with any class/team members – this is to ensure that the reported concern is a true and accurate record of the events.

Blank incident/concern forms are kept in classrooms, in the main office and by the DSLs. There is a weekly Safeguarding Review meeting where the Safeguarding Concern Reporting forms that week are scrutinised and actions discussed with the DSL team. The information from these meetings are recorded in minutes and held securely. The data from the weekly safeguarding review meetings are recorded in an anonymised fashion – information regarding Safeguarding referrals, Online Safety Concerns, Bullying /Racial Incidents are discussed with the Headteacher (DSL), Deputy Headteacher (DSL Deputy) and the other Deputy DSLs (who are present on a rota basis).

Safeguarding records are kept centrally and securely by the DSL and are shared on a 'need to know' basis only. They are held separate from the child's curriculum file. If any feedback can be shared with the person who raised the concern, following the decision-making process, it is given by the DSL (or Deputy DSL) who received it.

The Head Teacher will be kept informed of any significant issues by the other DSLs.

Detailed guidance on Record Keeping is found in a separate document "*Guidelines for Safeguarding Record Keeping in Schools*" (KCC, July 2015) – Staff MUST familiarise themselves with the responsibilities outlined in this document. All safeguarding records will be forwarded to a child's subsequent school confidentially and under a separate delivery to the Head Teacher or lead DSL present, at the time of arrival.

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 who will first contact the Area Children's Officer - Children's Safeguards Team (who fulfils the Local Authority Designated Officer (LADO) function) to agree further action to be taken in respect of the child and staff member.

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

For specific guidance on how to respond to allegations against staff, please refer to the *"Procedures for Managing Allegations Against Staff"* which can be found on the Kent Trust Website or KCC's Whistle-blowing Procedures. Staff may choose to report a concern via the NSPCC Whistleblowing Advice line – www.nspcc.org.uk/whistleblowing or 0800 0280285.

WORKING WITH OTHER AGENCIES

St. Nicholas School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate – see Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (DFE, March 2015).

Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, who we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

St. Nicholas School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and CAF Teams around the Child.

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

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the DSL can seek advice from the Children's Safeguard's Team on the numbers outlined at the start of this document.

If a member of staff needs to seek advice about a safeguarding situation for a child independently for the purposes of keeping a child safe (specifically with the Children's Safeguards Team or Children's Social Services), it is appropriate for the detail to be discussed, although the staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

All staff should remain aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this MUST be passed on to the DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next. Further advice on dealing with disclosures can be found in the document *"Child Protection - Dealing with Disclosures in School"*

CURRICULUM AND STAYING SAFE

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. Working Together to Safeguard Children (2015) states that the curriculum should ensure opportunities for “developing children’s understanding, awareness and resilience”.

St. Nicholas School will use the curriculum to provide 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 understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at St. Nicholas School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

Specific systems outside of expected day to day classroom interaction and support include: The school council and pupil well-being survey.

ONLINE SAFETY

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. St. Nicholas School will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school’s *Online Safety Policy*. The Deputy Headteacher is a CEOP ThinkUKnow Online Safety Ambassador (and Trainer trainer) and, as such, has trained all other teachers to be CEOP Trainers, for working with pupils and parents.

St. Nicholas School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2016 and EYFS 20176 has appropriate policies in place that are shared and understood by all members of the school community. Further information reading 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 on the school website.

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.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

SAFE WORKING PRACTICE

Staff are required to work within clear Guidelines on Safe Working Practice / the school’s Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school’s *Behaviour Management and Physical Intervention Policies*, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided. Full advice and guidance can be found in *Guidance for Safer Working Practice for Adults who Work with Children and Young People* which can be found in the Assistant Headteacher’s office.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and

professional expectations outlined in *Guidance for Safer Working Practice for Adults who Work with Children and Young People*, the school's *Online Safety Policy* and *Acceptable Use Policy* and the *KSCB document: Safer Practice with Technology – Guidance for Adults who Work with Children and Young People*.

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) 2016.

COMPLAINTS

The school has a *Complaints Procedure* available to parents, pupils/students and staff who wish to report concerns. This can be found on the website and in the assistant Headteacher's office.

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*.

SAFER RECRUITMENT

St. Nicholas School is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within *Guidance*, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role. The school follows the guidelines for safer recruitment in "Keeping Children Safe in Education" (2016).

The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

SAFEGUARDING AND HOME SCHOOL TRANSPORT

Where the school has a concern about a Safeguarding matter on the home-school transport (including allegations concerning drivers or passenger assistants / escorts) members of the school DSL team will hold an informal meeting on receipt of the reported incident and then refer the matter to the contractor – who will hold their own investigation and further inform KCC SEN Transport and / or the LADO, if appropriate. Where an concern over the behaviour of transport staff takes place on school grounds, the school (allocated DSL) will contact KCC SEN Transport (in the first instance) and secondly the contractor to ensure the safety of all pupils and that any staff involved are protected whilst appropriate investigations take place. Where a parent raises a concern with the school over a safeguarding issue on SEN Transport, the school will refer the matter first with KCC SEN Transport and then the contractor. These protocols comply with the safeguarding practices of KCC SEN Transport and their contract agreements with the various companies providing a service to the school.

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 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 assurance is not achieved, an application to use premises may be refused.

SECURITY

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

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.

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
Behaviour
Anti-bullying
Online safety.
Medicines
Looked After Children/Children in Care

STEPHEN KING
REVISED TERM 1 2017

APPENDIX 1 - Definitions of Abuse (taken from Keeping Children Safe in Education Part 1, DFE 2016)

Types of abuse and neglect

20. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

21. **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.

22. **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.

23. **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.
24. **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.

Specific safeguarding issues and definitions

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the www.nspcc.org.uk, www.childline.org.uk, www.barnados.org.uk, TES website, KELSI websites. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. *Taken from 'What to do if you suspect a child is being sexually exploited: A step-by-step guide for frontline practitioners' (DFE, 2012)*

What is child sexual exploitation?

Child sexual exploitation (CSE) is a type of child abuse. It happens when a young person is encouraged, or forced, to take part in sexual activity in exchange for something.

- The reward might be presents, money, alcohol, or simply emotional attention.
- It can happen to any child or young person.
- It might seem like a normal friendship or relationship to begin with.
- It can happen online or offline, and without the young person being aware of it.

If you're wondering about child sexual exploitation – whether you're a parent, young person, teacher or other professional – have a look at our answers to some of the most common questions about it.

Who does it happen to?

- Any young person can be a victim of child sexual exploitation.
- It can happen to boys as well as girls and can happen to young people of all races and backgrounds.
- Young people experiencing problems at home who go missing or are in care can be vulnerable and particularly at risk, but child sexual exploitation can also happen to those from a loving, supportive home.
- No matter who is affected by child sexual exploitation, it is never, ever their fault – even if they agreed to the sexual activity because they felt they 'should'. A child may agree to sexual activity because they felt they had no other choice and or do not fully understand consent.

Who does it?

People who commit this crime can be male or female and they normally have an 'edge' over the young people they target. They might be older, wealthier, or physically stronger than them. They may have status that makes them seem 'cool' to others, and might give support and attention that no one else provides. They might listen, offer advice, or give compliments. They are also becoming increasingly sophisticated, using the internet to protect their identity, and trafficking children around the country to avoid detection. But there's no standard profile of an exploiter, and child sexual exploitation can also happen between young people – peer to peer and especially within gangs or social groups. Because there's no standard profile of an offender, child sexual exploitation is hard to spot – even for the young person affected. They may be groomed over time and so not be aware that they are a victim, and even if they are, they may think that it's their fault.

How does it happen?

At first, a young person may like, respect, or even think they are falling in love with the person exploiting them. This is because they are 'groomed' over time. This process involves making them feel 'special', so they become attached. But later, the behaviour of the abuser starts to change, often slowly. By this point, the young person is likely to feel trapped, isolated and scared, and they may find it difficult to acknowledge that they are no longer comfortable in the relationship. People who commit child sexual exploitation can be very manipulative. They might buy presents or give emotional attention that makes a young person feel on top of the world, or as if they are falling in love. They may single out their victims and target them face-to-face, or approach them online. Sometimes the abuser will strengthen their control over the young person by driving them away from those who would usually look after them, whether that's family, friends or carers.

Taken from 'Intro to CSE' – Barnado's

- Bullying including cyberbullying

Please see St. Nicholas School Anti-Bullying and Online safety Policies for definitions and DFE guidance on preventing bullying (2013) available online at: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- Domestic abuse

The Government defines domestic violence as "Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality." This includes issues of concern to black and minority ethnic (BME) communities such as so called 'honour based violence', female genital mutilation (FGM) and forced marriage. *Domestic Violence London (resource), NHS*

Please see DFE Guidance on Domestic violence and abuse (2013): available online at:

- Drug / alcohol / substance abuse

The Role of Schools

As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. To support this, the Government's Drug Strategy 2010 ensures that school staff have the information, advice and power to:

1. Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service;
2. Tackle problem behaviour in schools, with wider powers of search and confiscation;
3. Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.

St. Nicholas School Drugs Education Policy (as taken from the PSHE Policy, produced by Nathalie Ahkmatova PSHE Co-ordinator) –

“We deliver specific programmes of drugs education across the key stages. They provide for pupils: An awareness of themselves and the workings of the human body so that they may gain skills, knowledge and self-confidence to enable them to make healthy choices about the future, especially in relation to tobacco, alcohol and drug abuse. St Nicholas School adheres to the LEA guidelines in relation to issues and incidents relating to drugs.”

NB: the school has its own, separate, medication administration and control policy, entitled “supporting pupils at school with medical conditions”.

- Fabricated or induced illness

The fabrication or induction of illness in children by a carer has been referred to by a number of different terms, most commonly Munchausen Syndrome by Proxy (Meadow, 1977), Factitious Illness by Proxy (Bools, 1996; Jones and Bools, 1999) or Illness Induction syndrome (Gray et al, 1995). This terminology is also used by some as if it were a psychiatric diagnosis.

The use of terminology to describe the fabrication or induction of illness in a child has been the subject of considerable debate between professionals. These differences in the use of terminology may result in a loss of focus on the welfare of the child. In order to keep the child's safety and welfare as the primary focus of all professional activity, this guidance refers to the 'fabrication or induction of illness in a child' rather than using a particular term. If, as a result of a carer's behaviour, there is concern that the child is or is likely to suffer significant harm, this guidance should be followed. The key issue is not what term to use to describe this type of abuse, but the impact of fabricated or induced illness on the child's health and development, and consideration of how best to safeguard and promote the child's welfare.

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

1. fabrication of signs and symptoms. This may include fabrication of past medical history;
2. fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
3. induction of illness by a variety of means.

See DFE 2008 *'Statutory guidance: Safeguarding children in whom illness is fabricated or induced'*

- Faith abuse

This plan aims to address certain kinds of child abuse linked to faith or belief. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

See DFE 2012: Guidance - Child abuse linked to faith or belief: national action plan]

Honour-Based Violence (HBV)

- a) Female genital mutilation (FGM)

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

- b) Forced marriage

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. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The pressure put on people 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.

See Law and the justice system – guidance: Forced marriage (2013)

- Gangs and youth violence

The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact. Schools, both primary and secondary, and colleges have a duty and a responsibility to protect their pupils and students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils and students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any educational establishment. Schools and colleges are places where important interventions can take place to prevent negative behaviour, such as young people carrying a knife.

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. Programmes such as Families and Schools Together, Positive Action or the Good Behaviour Game are aimed to improve social and emotional skills,

understanding risk, exploring how to stay safe and make safe choices. Whilst schools and colleges may face different specific challenges and operate in different contexts, many of the issues they face will be similar.

See Home Office (2015): 'Preventing youth violence and gang involvement Practical advice for schools and colleges'

PEER ABUSE

- **a) Cyberbullying**

see St. Nicholas School policies: Anti-Bullying and Online Safety

- **b) Youth Produced Sexual Imagery (Sexting) – see CEOP (2009) 'What does Sexting mean?'**

What does 'sexting' mean?

Youth Produced Sexual Imagery or 'Sexting' is when a young person takes an indecent image of them self and sends this to their friends or boy / girlfriends via mobile phones. The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child's future employers, their friends or even by paedophiles. By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

Why is this happening?

As mobile phones with cameras and internet access are readily available these days – and indeed, the increased use of Bluetooth technology - images can be shared easily and at a reduced cost between friends at school. As well as this, young people will always look to push the boundaries at an age when they are more sexually and socially aware.

- **c) Teenage relationship abuse – 'This is Abuse' Campaign, Home Office (2013)**

The 'This is Abuse' campaign is targeted at 13 to 18 year old boys and girls. It aims to encourage teenagers to re-think their views on violence, abuse, controlling behaviour and what consent means within their relationships.

- **d) Gender-based violence/violence against women and girls (VAWG)**

See Home office (2015) – Policy: Violence against women and girls

- **e) Revenge Porn – see Parent Zone guidance (2017)**

Revenge Porn is when people (possibly following a break up with a partner) distribute sexually explicit images of another person, without their consent.

See Parent Zone: Making the Internet Work for Families, "Revenge Porn is now a criminal offence"; accessed online at: <https://parentzone.org.uk/article/revenge-porn-now-criminal-offence>

- **Mental health**

See DOH (2012) Policy paper – The mental health strategy for England which sets shared objectives to improve people's mental health and wellbeing and improve services for people with mental health problems.

- **Private fostering**

See DFE (2015) - Statutory guidance - Children Act 1989: private fostering –

If a pupil is living / goes to live with any other family member or friend than their natural parents, grandparents or an older birth sibling then a Private Fostering assessment is required by Social Services, this is to be sought via a Central Duty Referral

- Radicalisation , Extremism and the Prevent Duty

See policy statement below (Appendix 2) and Kent Safeguarding Children’s Board advice (accessed online at <http://www.kscb.org.uk/guidance/extremism-and-radicalisation2>)

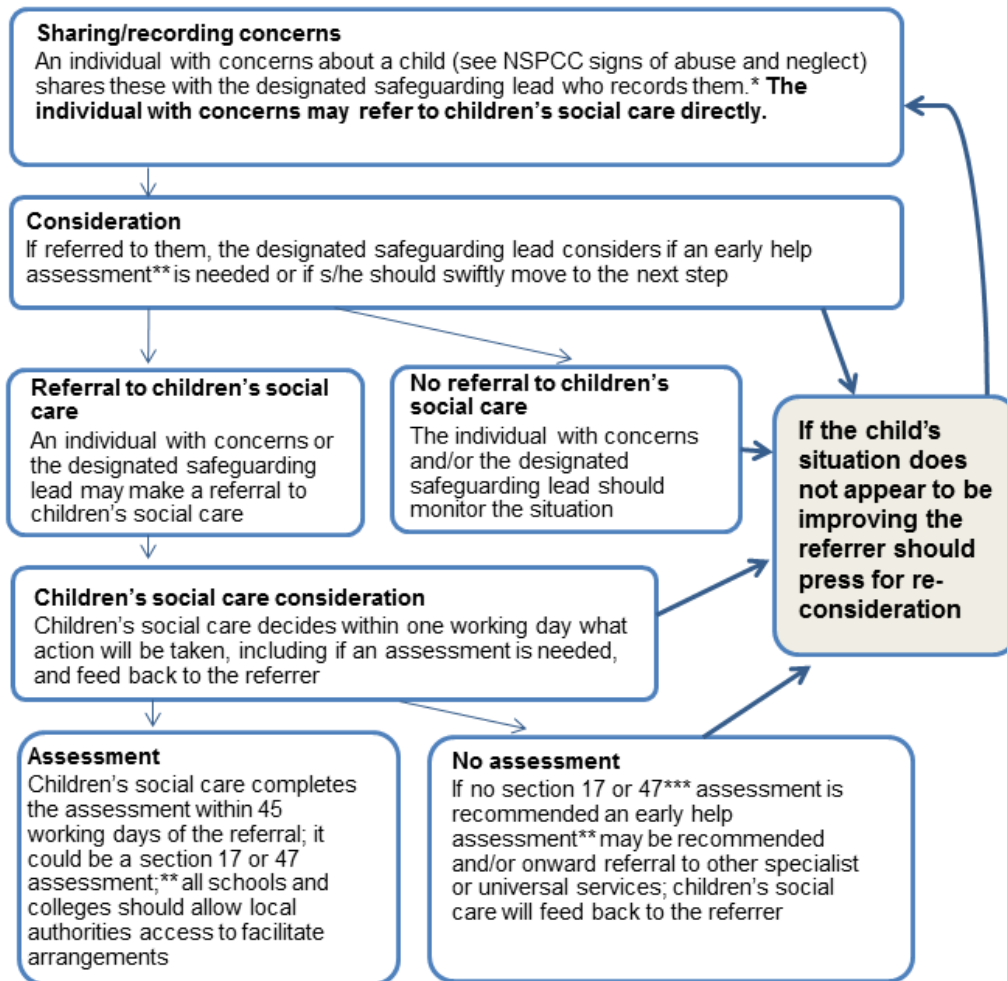
- Trafficking of children – see DFE and Home Office Guidance: ‘Safeguarding children who may have been trafficked’ (2011)
- Children missing from education – see DFE Guidance: ‘School Attendance’ (2013)

Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. By not being in school the risks of being drawn into some of the abuse situations described above are increased. By being missing from school the risks of being part of CSE, being taken out of school by family with no notice greatly raises the risk of them being made to undergo FGM or join an extremist ideological group.

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Appendix 2 – 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

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 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. Channel Online training and / or a KCC / UKC formal training course
- 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 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 Family Support 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 Family Support 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 Family Support 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 Family Support 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 Family Support 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.

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

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 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 Family Support 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 and 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.
- 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 Family Support 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 (Deputy Heateachers) 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 – *YMHFA (2014)*.
- Inform the school counsellor, creative therapies team, if appropriate.

School Risk Assessment and actions –

- Medium – 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 Family Support 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 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 bought 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 Family Support 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 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.

It 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: 29 January 2018

Re: Safeguarding Rules amendments (2014)

Dear All,

You may have become aware on the news (TV / Radio / Internet) earlier this week, that there are new 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: _____