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# SAINT NICHOLAS

## SCHOOLS SAFEGUARDING & CHILD PROTECTION POLICY

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*Note: This policy applies to all sections of the school including EYFS - This policy is available to parents on the school website.*

Reviewed September 2021

Review Date September 2022

**This is a whole school policy including Early Years Foundation Stage (EYFS). It is written with due regard to the following:**

- Keeping Children Safe in Education (KCSIE) – September 2021
- Sexual Harassment Between Schools and Colleges – September 2021
- Working Together to Safeguard Children – September 2020
- Independent School Standards Regulations (ISSRs) – September 2018
- Prevent Duty Guidance for England & Wales – July 2021
- Essex Safeguarding Children Board

**This policy and the procedures for safeguarding/child protection are reviewed annually by the Board of Governors, (drawing on the expertise of staff including the Headmaster and DSL) and signed off by the Chair of the Board. The Board have nominated a full board member with particular responsibility for safeguarding, Mrs Lisa Siggers.**

**Please read this policy in conjunction with other relevant school policies including: Safer Recruitment Policy; Anti-bullying; Behaviour; Staff Code of Conduct & Whistle Blowing.**

### 1. INTRODUCTION

#### 1.1 Purpose of document

Saint Nicholas School has a statutory as well as a moral duty to safeguard and promote the welfare of all children receiving education and training at the School. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Section 175 of the Education Act 2002 places responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

Saint Nicholas School is committed to safeguarding and promoting the welfare of all our pupils and expects all staff and volunteers to share in this commitment. Staff must maintain an attitude of 'it could happen here' as far as safeguarding is concerned and staff members should always act in the best interests of the child. The school recognises duties both to children in need and children at risk. All adults working with or on behalf of children have a responsibility to protect them, and to always act in the best interest of the child. **It is important to recognise that safeguarding is everyone's responsibility and that although referrals are usually managed by the DSL and Deputy DSL, anyone can refer a child to children's social care.**

All pupils have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe at school and everyone employed or engaged by Saint Nicholas School has a responsibility in relation to child protection. All staff must read at least part one of the Keeping Children Safe in Education September 2021 statutory guidance and read and conform to the School's Staff Code of Conduct. Staff receive annual Safeguarding training and updates throughout the school year. Members of staff joining at times other than at the beginning of the school year will receive

Safeguarding training as part of their induction.

## 1.2 The Aims of the Safeguarding/Child Protection Policy

This policy aims to outline the role of the school, the procedures that staff should take and aims to provide guidance on issues related to safeguarding and child protection generally. It is not exhaustive. All staff should use as a rule of thumb the needs and safety of the child as being at the centre of any decision they make. This policy:

- Raises awareness of individual responsibilities in identifying and reporting possible cases of abuse
- Provides a systematic means of monitoring, recording and reporting concerns and cases
- Provides guidance on recognising and dealing with suspected child abuse
- Provides a framework for inter-agency communication and effective liaison in accordance with locally agreed inter-agency procedure.
- Identifies strategies and interventions available to support children at risk and children in need.
- Ensures that any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- Ensures that safe recruitment procedures are operated.

The Governing Body recognises that some adults are also vulnerable to abuse, accordingly, the procedures may be applied (with appropriate adaptations) to allegations of abuse, and the protection, of young or vulnerable adults. The terms 'child' and 'children' in this document encompass also 'young and vulnerable adults' (this includes everyone under the age of 18).

## 2. KEY INFORMATION

### 2.1 Key school staff

Role	Person	Other key roles in school	Contact details
Designated Safeguarding Lead	Ms Helen Hopkins	Deputy Head	<a href="mailto:deputy_head@saintnicholasschool.net">deputy_head@saintnicholasschool.net</a> 01279 429910
Deputy Designated Safeguarding Lead	Mrs Lucy Thomas	Head of Lower School	<a href="mailto:l.thomas@saintnicholasschool.net">l.thomas@saintnicholasschool.net</a> 01279 429910
Deputy Designated Safeguarding Lead	Miss Natalie Crewe	Acting Assistant Headteacher Pastoral	<a href="mailto:n.crewe@saintnicholasschool.net">n.crewe@saintnicholasschool.net</a> 01279 429910
Safeguarding Level 3 qualified	Miss Lisa Perez	Acting Head of Lower School	<a href="mailto:l.perez@saintnicholasschool.net">l.perez@saintnicholasschool.net</a> 01279 429910
Governor with responsibility for Safeguarding	Mrs Lisa Siggers		<a href="mailto:l.siggers@saintnicholasschool.net">l.siggers@saintnicholasschool.net</a>
Chair of Governors	Mr Robert Ellice		<a href="mailto:r.ellice@saintnicholasschool.net">r.ellice@saintnicholasschool.net</a>

### 2.2 Key local contacts

Our Local Safeguarding Children Board (LSCB) is **Essex Safeguarding Children Board (ESCB)**

Essex Safeguarding Children Board, Room C228, County Hall, Chelmsford, CM1 1QH	
General Enquiries	0333 013 8936 <a href="mailto:escb@essex.gov.uk">escb@essex.gov.uk</a>
Children and Families (contact for advice and with Safeguarding Referrals)	0345 603 7627 <a href="mailto:FOH@essex.gcsx.gov.uk">FOH@essex.gcsx.gov.uk</a>
Emergency team (contact for urgent and immediate concerns for the safety and welfare of a child or young person during or out of office hours)	0345 606 1212 <a href="mailto:Emergency.DutyTeamOutOfHours@essex.gov.uk">Emergency.DutyTeamOutOfHours@essex.gov.uk</a>
Local Authority Designated Officer - "the LADO" (contact for allegations against staff)	03330 139797

## 2.3 Key national contacts

NSPCC Helpline	0808 800 5000 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
NSPCC Whistleblowing Helpline	0800 028 0285
Child Line	0800 1111
Emergency Police Contact	999
Non-emergency Police Contact	101
<b>Prevent Strategy Contacts:</b> DfE non-emergency advice for staff and governors	02073407264 <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>

## 2.4 Roles and responsibilities

If the school has concerns about children's safety or welfare, we will notify agencies with statutory responsibilities without delay. This means, the Essex Safeguarding Board and where appropriate the police.

### Designated Safeguarding Lead(s)

The DSL is a member of the Senior Leadership Team (SLT) and is supported by the Deputy DSLs. The school's designated person is Helen Hopkins, Deputy Head. In her absence or when a conflict of interest arises, Mr Adrian Petty, Headmaster, becomes the designated person. Mrs Shona Johnson, History Teacher, also act as Deputy Designated Safeguarding Lead. The DSL and the Deputy DSLs undertake formal training every two years to equip them with the knowledge and skills to carry out the role. In addition, their knowledge and skills are regularly updated through (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

The designated person is required to:

- Act as a source of advice within the school
- Ensure that staff are familiar with the school policy and procedure
- Organise training on child protection within school
- Ensure that appropriate strategies for recording and reporting incidents are observed within school
- Provide appropriate feedback to members of staff as and when necessary
- Liaise with agencies about individual cases
- Act on and refer early signs of abuse, neglect and radicalisation to the LA early help hub for advice and guidance
- Make and follow up child protection referrals, recording and reporting accordingly
- A decision to refer should be communicated to the individual making the initial report.

**It should be noted that while the responsibility for making decisions about referrals generally rests with the designated person anyone in the school can make a referral**

- Co-ordinate action within the school and liaise with social care and other external agencies over cases of abuse and suspected abuse
- Follow-up any referral using the critical incident sheet as a basis for consideration before action
- Make additional records of discussions and any investigation that takes place
- To complete and send a referral form to social care, if appropriate, within 24 hours of a child being referred to them. If at any point, there is a risk of immediate serious harm to a child a referral should be made immediately.
- Ensure all records are kept securely and separately from the main pupil file with access restricted to the designated person, their approved deputies and the Safeguarding Governor.
- Ensure that a report is sent to the Disclosure and Barring Service (DBS) within one month of any individual leaving the school, whether employed, under a service contract, a volunteer or student, whose services are no longer used because he or she is considered unsuitable to work with children. Saint Nicholas School recognises the duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed if he or she had not resigned) and a prohibition order may be appropriate. (Further guidance is available on the TRA website).
- Without delay, amend procedures to address any identified deficiencies or weaknesses or changes to the Regulations and to refer them to the Governing body for approval.

Within the EYFS setting, Helen Hopkins, will be the lead designated person for safeguarding and in her absence, Mrs Lucy Thomas will take on this role.

## The Governing Body

The Governing Body of Saint Nicholas School is committed to ensuring that the School:

- Undertakes annual reviews of all policies and procedures that apply to safeguarding and child protection.
- Reviews the efficiency with which the related duties have been discharged.
- Receives and discusses updates provided by the designated person as part of the Head's report.
- Identifies children and young or vulnerable people who are suffering, or at risk of suffering, significant harm, and
- takes appropriate action to help ensure that such children (and young or vulnerable adults under the age of 18) are kept safe, both at home and at the School.
- Raises awareness of issues relating to the welfare of children and the promotion of a safe environment for the children and young or vulnerable people learning within the School
- Aides the identification of children and young or vulnerable people at risk of significant harm, and providing procedures for reporting concerns
- Establishes procedures for reporting and dealing with allegations of abuse against members of staff
- Follows safer recruitment practices of staff.

## Designated Governor

The designated Governor is responsible for liaising with the Head and the Designated Safeguarding Lead (DSL- see below), including ensuring that:

- The designated Governor will meet at least termly with the DSL.
- the School has procedures and policies which are consistent
- the Governing Body considers the effectiveness of the School policies for Safeguarding, Safer Recruitment and the Staff Code of Conduct
- the Governing Body and the DSL will review and update policies annually and ensure these are available in the public domain.

To assist in these duties, the designated Governor responsible for Safeguarding, (Lisa Sagers) will receive appropriate training.

## Parents

In day-to-day contact with children at risk and children in need members of staff have an opportunity to note concerns and to meet with parents and other associated adults. The School aims to establish a positive approach to working with parents. Parents' and Pupil's needs for privacy are to be respected whilst at the same time giving priority to the needs of the pupils and ensuring that any action is taken in the best interest of the child. This may require effective liaison with external agencies.

It should be recognised that families from different backgrounds and cultures may have different ways of bringing up their children. These differences should be acknowledged and respected providing these differences do not place the child at risk of harm or abuse as defined within this policy.

Wherever appropriate, school staff should work together and share information with parents and permission for liaison and information sharing with external agencies should always be sought except when such action may place the child at risk. Where such cases arise, the designated person will seek advice from social care or will make a child protection referral.

A copy of this policy is made available to parents of pupils via the School website. It is also available to parents of prospective pupils on request.

## 2.5 Training for Staff and Volunteers

The school will ensure that the DSL and DDSLs undertake updated child protection training at least every two years. This training will be either be full or refresher training and include inter-agency working protocols and training in ESCB Prevent strategy.

The Head and all other staff who work with children, including new staff, governors and volunteers, will also undertake appropriate safeguarding and child protection awareness training at least annually to equip them to carry out their responsibilities for child protection effectively.

All school staff and long-term volunteers receive training at induction which includes:

- this policy on Safeguarding and Child Protection

- online safety
- the role and identity of the DSL and of the other designated persons and how to contact them
- receiving a copy of and confirming they have read and understood Part 1 and Annex A of KCSIE 2021
- policies relating to pupil behaviour
- Safeguarding in respect of Children Missing from Education
- receiving a copy of the Staff code of conduct, the Whistleblowing Policy; IT AUP; guidance on staff/pupil relationships and communications, including guidance on use of social media
- the risks of radicalisation and how to identify children at risk of radicalisation

All training in child protection (which is updated every year) is in accordance with the requirements of the Essex LSCB.

All school staff and volunteers must:

- Be alert to the signs of abuse as detailed in this policy
- Report any concerns immediately, where possible to the designated person
- Consult with the designated person if in any doubt as to how to proceed
- Follow the advice given in this policy in relation to how to handle disclosures
- Ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, or engaging in inappropriate electronic communication with a pupil)

The school takes a risk-based approach to the level of information provided to temporary staff and short-term volunteers.

### 3. CHILD PROTECTION - GUIDANCE ON RECOGNISING ABUSE

Because of their day to day contact with individual children during school time, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.

Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. Neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

Recognising child abuse is not easy, and it is not the responsibility of school staff to decide whether child abuse has taken place or if a child is at significant risk. School staff do, however, have a responsibility to act if any concerns arise about a child's welfare or safety. The health, safety and protection of a child are paramount.

Four main types of abuse are recognised, all of which can cause long term damage to a child or young person: emotional, physical, sexual, and neglect. It is always wrong and never the young person's fault.

It is important to recognise that abuse can take place wholly online and/or technology can be used to facilitate or reinforce abuse that takes place in person.

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

Signs of Physical abuse may include the following:

- Bruising in children who are not independently mobile.
- Bruises away from bony prominences, bruises to face, back, stomach, arms, buttocks, ears and hands. Multiple bruises in clusters or multiples, bruises of uniform shape. Bruises that carry the imprint of an implement used, hand marks or fingertips.
- Bite marks.
- Cigarette type burns anywhere, patterned burns (irons), rope burns. Burns in unusual places.
- Lacerations to the body or mouth.
- Multiple fractures. Evidence of old fractures. Any fractures to children under two years old.
- Fading injuries noticeable after an absence from school.
- Seems frightened of parents, does not want to return home at the end of the day.
- Unusually aggressive (or passive) behaviour or temper outbursts.
- Shrinks markedly (backs away) at the approach of adults
- Reluctance to change or wearing long sleeves in hot weather

**3.2 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 cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs of emotional abuse displayed by children include:

- Unexplained changes in behaviour
- Excessive behaviour, such as extreme aggression, passivity or become overly demanding
- Children who self-harm, for instance by scratching or cutting themselves
- Behaviour which is either inappropriately adult or infantile
- Children who persistently run away from home
- Children who show high levels of anxiety, unhappiness or withdrawal
- Being unable to play
- Fear of making mistakes

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

Signs of sexual abuse displayed by children include:

- The child talking about sexual abuse – they usually want it to stop – listen
- Changes in behaviour may include: Becoming aggressive or alternatively withdrawn; fear of being left with certain people or groups of people; nightmares; running away; bedwetting; mentioning secrets they cannot share.
- Difficulty walking or sitting
- Pain/itching/bleeding/bruising/discharge to the genital area/anus
- Urinary infections/sexually transmitted diseases
- Persistent sore throats
- Eating disorders
- Self- mutilation
- Refuses to change for gym or participate in physical activities
- Exhibits an inappropriate sexual knowledge for their age
- Exhibits sexualised behaviour in their play or with other children

**3.4 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; it may also occur during pregnancy as a result of maternal substance abuse. 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. In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues: Signs of neglect include:

- Frequent absenteeism from school.
- Begging or stealing money or food.
- Lacks needed medical or dental care, immunisations or glasses.
- Lacks appropriate clothing, e.g. for weather conditions, shoes are too small, ill-fitted clothes.
- Teeth are dirty, hair quality is poor and contains infestations.
- Hands are cold, red and swollen.
- The parent or adult caregiver has failed to protect a child from physical harm or danger.

## 4 OTHER SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sharing of nudes and semi-nudes (also known as youth produced sexual imagery) put children in danger.

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non- contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

Like other forms of abuse and exploitation, county lines exploitation:

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

### 4.3 Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM

- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

#### Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Where a member of staff discovers (either through disclosure by the victim or visual evidence) that Female Genital Mutilation (FGM) appears to have been carried out on a girl there is a statutory duty to report this to the police. Unless the teacher has a good reason not to, they should still discuss any such case with the school's Designated Safeguarding Lead and involve children's social care as appropriate.

**4.4 Preventing Radicalisation** The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Ways in which people can be vulnerable to radicalisation and example indicators that might suggest that an individual could be vulnerable:

Example indicators that an individual is engaged with an extremist group, cause or ideology include: their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; spending increasing time in the company of other suspected extremists; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); changing their style of dress or personal appearance to accord with the group; attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.

- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for; using insulting or derogatory names or labels; speaking about the imminence of harm from the other group and the importance of immediate action; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

There is no single route to radicalisation, nor is there a simple profile of those who become involved. For this reason, any

attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming radicalised, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. Where a member of staff believes that a child is at risk of radicalisation and possibly being drawn into terrorism this concern should be immediately discussed with the Designated Safeguarding Lead. The DSL in discussion with the Head will need to consider the level of risk to identify the most appropriate referral, which could include, contact with the ESCB or Channel at Essex Police.

**4.5 Honour-based Abuse (HBA)** Honour-based abuse is a crime or incident which may have been committed to protect or defend the perceived honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Women and girls are the most common victims of honour-based abuse; however, it can also affect men and boys.

**4.6 Forced Marriage** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

School staff can contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

**4.7 Domestic Abuse** In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time. Definition -

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Domestic abuse is always a child protection issue. In nearly all serious case reviews domestic abuse is highlighted as a risk factor. It is essential to always inform children's social care services if you suspect a child at your school is living with domestic abuse.

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

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

**4.9 Children Missing Education** This is covered in detail in a later section.

**4.10 "Peer on peer" abuse** This is covered in detail in a later section. The school recognises in particular the vulnerability of children with SEN/D in this regard.

## 5 DEALING WITH A DISCLOSURE OF ANY SAFEGUARDING CONCERN AND THE PROCEEDURE FOR REPORTING & RECORDING

If staff have **any concerns** about a child's welfare, they should act on them immediately. Staff should follow the procedures below when dealing with any safeguarding concerns. All staff should refer any concerns to the designated person as soon as possible.

Options will then include:

- managing any support for the child internally through the pastoral systems within the school;
- an early help assessment; or
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider taking advice from Essex Safeguarding Children's Board – the guidance is explicit that *anyone* can make a referral direct to ESCB and that it is not necessary to have parental consent. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible. KCSIE Part One has a clear and straightforward flowchart that explains the procedures.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

### 5.1 Disclosures

If a child or young person tells a member of staff about possible abuse:

- Listen to the pupil, keeping calm and offering reassurance.
- Inform them that you must pass the information on, but that only those that need to know about it will be told. Inform them of to whom you will report the matter.
- Do not interview the child or person concerned, but question normally and without pressure, in order to be sure that you understand what they are telling you.
- Do not put words into the child or person's mouth. Use the 'TED' Questioning Approach (Tell me, Explain, Describe) :
  - Reassure them that by telling you, they have done the right thing.
  - Make a detailed note of the date, time, place, what the child or person said, did and your questions etc.
  - Staff should not investigate concerns or allegations themselves, but should report them immediately to the DSL or, in her absence the Deputy DSL or Head.
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report. However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Staff should be aware that notes could become part of a statutory assessment by children's social care and/or part of a criminal investigation;

The school recognises it is an agent of referral and not of investigation. Therefore:

#### DO

- Listen carefully
- Make accurate notes using the child's own words
- Inform the DSL
- Tell the child that they have done the right thing by telling you

#### DON'T

- Ask leading questions
- Use your own words to describe events
- Investigate
- Promise confidentiality

When abuse by one or more pupils against another pupil is suspected, child protection procedures will be applied to both (alleged) abuser and abused if there is reasonable cause to suspect that a child is suffering or likely to suffer "significant harm". If appropriate, the School's disciplinary procedures will be invoked. (Please see anti-bullying policy.)

Where a member of staff discovers (either through disclosure by the victim or visual evidence) that Female Genital Mutilation (FGM) appears to have been carried out, on a girl under the age of 18, the school's Designated Safeguarding Lead must be informed. In this regard, there is a specific legal duty on teachers who must report this to the police. Unless the teacher has a good reason not to, they should still discuss any such case with the school's Designated Safeguarding Lead and involve children's social care as appropriate.

Where a member of staff believes that a child is at risk of radicalisation and possibly being drawn into terrorism this concern should be immediately discussed with the school's Designated Safeguarding Lead who will contact ESCB and or Channel at Essex Police as required.

## 5.2 Procedures for Monitoring, Recording and Reporting

School policy is that brief notes should be kept at the time of the incident/ first disclosure or immediately after with the subsequent completion of a critical incident sheet. Records may be used in legal proceedings and must be kept accurate and secure. All records about the incident should be sent to the designated person and should include factual information rather than assumption or interpretation. The child's own language should be used rather than an interpretation. Notes should be signed by the staff member with the time, date and place recorded. Records may be used to support a referral to an external agency.

### **5.3 Confidentiality**

After a disclosure, members of staff should be careful in subsequent discussions to ensure that information is only shared with the appropriate persons. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold. Members of staff, other than the designated person and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil.

Sensitive information regarding pastoral issues and for children on the child protection register is kept separately in a folder in the closed section of the office. Discretion should be used when talking about the personal and changing circumstances of children, e.g. when a child goes into care.

### **5.4 Vulnerable Pupils**

The School acknowledges the additional need for support and protection of children who are vulnerable by virtue of Special Educational Needs or Disability, homelessness, refugee asylum seeker status, the effect of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school.

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker. If the pupil in question is a 'Looked-After Child', this will also be brought to the notice of the Designated Person with responsibility for 'Looked After Children' within Essex Safeguarding Children's Board.

The school is aware that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. Designated safeguarding leads should therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

### **5.5. Mental Health**

All staff Saint Nicholas School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. If Staff have mental health concerns about a child that is also a safeguarding concern, immediate action should be taken and a referral made to the DSL or DDSL.

### **5.6 Early Help**

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

## **6 REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF,**

## **VOLUNTEERS OR THE HEAD**

The school understands that a pupil may make an allegation against a member of staff, volunteer, contractor or the Head. A member of staff who receives an allegation about another member of staff should follow the guidelines above for dealing with disclosure.

If such an allegation is made against a member of staff, a DSL, who is not the Head, or a volunteer, the person to whom the allegation is made will immediately inform the Head. The Head will, on all such occasions, discuss the content of the allegation with the LADO (Local Authority Designated Officer) or, in the most serious cases, the Police so as not to jeopardise statutory investigations, within one working day and before any investigation takes place.

If an allegation made to a member of staff concerns the Head, the person to whom the allegation is made will immediately inform the Chair of Governors, without the knowledge of the Head. The Chair of Governors will contact the LADO (or in the most serious cases the Police) within one working day. The Chair of the Governors, Mr Rob Ellice, is nominated to liaise with the Local Authority in case of allegations against the Head or a member of the Board of Governors.

The matter must remain strictly confidential until the Head (or Chair of Governors) has made an initial assessment in conjunction with the LADO and decided what steps are to be taken. All discussions will be recorded and any communication agreed. A decision will be taken as to whether the suspicion or allegation is an internal disciplinary matter (in which case the school's disciplinary procedures will be followed) or whether there is a potential child protection issue (in which case the school's child protection procedures will be followed). The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

If it can be shown that an allegation is demonstrably false, it is not necessary for the Head/designated person to make a referral. A member of staff/volunteer against whom an allegation has been made, may, but will not automatically, be suspended. The school will carefully consider whether the circumstances warrant suspension or whether alternate arrangements should be put in place. The schools will give due weight to the views of the LADO, KCSIE and Working Together when making a decision about suspension.

The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

### **Allegations**

It is an allegation if the person\* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(\*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

### **Low-level Concerns**

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

*[Schools should ensure that their Code of Conduct is clear about what low-level concerns are and why it is important that such concerns are shared.]*

If the concern has been raised via a third party, the headteacher/principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name\* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(\* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

Suspension will arise on the following grounds.

- A child or children may be at risk.
- The allegation is so serious that dismissal for gross misconduct is possible.
- It is necessary to allow any investigation to continue unimpeded.

Suspension may be considered at any stage of an investigation, but is a neutral act, not a disciplinary sanction, and will be on full pay.

If an allegation of abuse by a member of staff is substantiated, then referral will be made to the Disclosure and Barring Service and, in the case of teachers to the Teacher Regulation Agency (TRA).

## **7 REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE BY ONE PUPIL AGAINST ANOTHER. PEER-ON-PEER ABUSE**

Children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sharing of nudes and semi-nudes and initiating/hazing type violence and rituals, Upskirting. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage with sexual activity with a third party.

The school recognises that it is more likely that girls will be victims of peer-on-peer abuse; also children with SEN/D are more vulnerable; all peer-on-peer abuse is unacceptable and will be taken seriously.

Peer-on-peer abuse will not be tolerated or passed off as 'banter' or 'part of growing up'. The school sets clear zero tolerance policy with regard to pupils' behaviour and promotes a safe, happy and secure environment in which the

personal development of pupils is prioritised. The school aims to develop tolerant and compassionate young people with a strong sense of right and wrong and a natural respect for those around them.

When an allegation is made by a pupil against another pupil, members of staff should consider whether the disclosure raises a safeguarding concern i.e. where there is *'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm'*.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sharing of nudes and semi-nudes put children in danger. If so, the member of staff who receives allegations of peer to peer abuse (including sharing of nudes and semi-nudes) should follow the guidelines in section 5 above for dealing with a disclosure. In such cases, all children involved should be considered 'at risk' and a referral will be made to local agencies. Appropriate support will be offered to both perpetrator and victim.

Following the guidelines on disclosures, the DSL will be informed and will contact Essex Safeguarding Children Board and make a referral as appropriate. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim). It may be appropriate in such cases to refer to the school's behaviour policy and procedures.

Where neither social services nor the police accept the referral, a thorough school investigation should take place into the matter using the school's usual behavioural policies and procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. Where situations do not improve, information should be shared quickly and further support put in place. A further referral to external agencies may be necessary.

A bullying incident should be treated as a child protection concern if there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Staff should refer to the school's anti-bullying policy which also includes guidance related to cyber-bullying.

Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The **best** interests of the child at the heart of the school's processes, decision making and subsequent actions.

Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

### **7.1 Responding to reports of peer-on-peer sexual violence and sexual harassment**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. At Saint Nicholas, the designated safeguarding lead (or a deputy) will take a leading role and using their professional judgement will consider each case individually, applying context and taking decisions on the basis of an assessment of the children's best interests.

#### Immediate Response to the report

The procedures outlined in Section 5 should be applied when responding to a report of peer-on-peer sexual violence or sexual harassment.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. **Where the report includes an online element staff must not view or forward illegal images of a child.**

**Where not immediately involved, the designated safeguarding lead (or deputy), should be informed as soon as practically**

**possible.**

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children and any actions which may be appropriate to protect them.

Risk assessments should be recorded (written or electronic) and should be kept under review.

Action following a report of sexual violence and/or sexual harassment

KCSIE 2021 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out how school will should respond to reports of sexual violence and sexual harassment.

The designated safeguarding lead (or deputy) will carefully consider any report of sexual violence and/or sexual harassment. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment.
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted). The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

## **8 ADMISSIONS & ATTENDANCE POLICY DEALING WITH THE SAFEGUARDING RISK OF A CHILD MISSING FROM EDUCATION**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The school recognises the increased risk of children suffering from abuse or neglect if they go missing from education.

When pupils of compulsory school age leave the school a record is kept of the destination setting and a check is made that the child has been registered and has started at the new school. In addition, where children join the school after Reception or leave the school before completing Year 11 Essex CC will be informed using the online referral form within 5 days.

In addition, the school will inform local authority children's services if any pupil is to be deleted from the admissions register where they:

- have been certified by medical advice as unlikely to be in a fit state of health to attend school before ceasing to be of

compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

The local authority children's services will be informed if a pupil fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

## 9 INTER-AGENCY LIAISON

Schools are expected to work with, support and sometimes lead different agencies to enable the most appropriate form of intervention to take place.

The school requests from feeder settings and will provide to destination settings, any relevant Child Protection Records, for the attention of the Schools' Designated Safeguarding Lead. These records will be sent by registered post, marked confidential with confirmation of receipt obtained.

Where children are on the Child Protection Register and leave one school for another, the designated person must inform the receiving school and the key worker. If the child leaves the school with no receiving school, details should be passed to ECSB.

### 9.1 Referral to Social Care Services

The school is required to report cases of suspected abuse or allegations of abuse ***within 24 hours of suspicion or disclosure*** to Essex County Council Protection Line (Children's Safeguarding Service), who will provide support and guidance in all cases.

### 9.2 Social Care Meetings

At times school staff will be called to participate in meetings organised and chaired by social care. These might include:

- Register reviews
- Case conferences
- Professionals' meetings in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement
- Core group meetings in which a "core" group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and register reviews.

At these meetings, representatives from the school should be ready to report providing information about

- Attendance and punctuality
- Academic achievement
- Child's behaviour and attitude
- Relationships with peer group and social skills generally
- Child's appearance and readiness for school
- Contact with parents/carers
- Any specific incidents that need reporting.

Prior to the meeting, class teachers and other adults working closely with the child will be asked for their comments. Following the meeting feedback will normally be given and staff brought up-to-date with any actions that are needed.

## **10 A SAFE ENVIRONMENT**

### **10.1 The school ethos**

The school recognises that, for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help to prevent abuse. The school will therefore:

- establish and maintain an environment where pupils feel safe and secure, are encouraged to express themselves and are listened to.
- ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse.
- include in the curriculum material which will help pupils to develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
- ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.

### **10.2 Supporting Children at Risk and Children in Need**

For children at risk and children in need, school may be the one stable place from which they can expect security and reassurance. It is not only about being alert to potential abuse but providing the support to help children through difficult times. Providing them with the coping skills that can help avoid situations arising and deal with the emotional difficulties afterwards if they do.

### **10.3 The Personal Education Plan**

Children who are “looked after” will have their own Personal Education Plan (PEP). The PEP is part of the care plan. It is a record of what needs to happen in order to enable the young person to “fulfil their potential”.

### **10.4 Support in School**

All class teachers and Heads of School are responsible, in conjunction with other school staff, for the pastoral needs of the children in their care. This includes maintaining opportunity for children to share their concerns and following the guidance in this document. Care should always be taken in regard to the discussion of sensitive issues and advice should be sought where there are concerns.

The school raise awareness of safeguarding with the pupils through, for example, PSHEE, assemblies, discussions, guidance on anti-bullying and e safety (including risks and implications of sharing of nudes and semi-nudes.) Pupils receive guidance and support within the PSHEE program in order to develop their resilience to the risks of radicalisation and how to deal with issues related to e-safety. Pupils are also made aware of other sources of support, for example helpline numbers, or the school counsellor.

Within the curriculum there will also be opportunities to discuss issues which some children might find sensitive. Care should be taken particularly in relation to discussion and assumptions about families and their make-up. During health and safety and sex education lessons, staff should be alert to the fact that some children will have very different experiences and may find content at odds with their own experiences. Staff should make themselves familiar with the background of the children in their care in order to avoid distress.

### **10.5 Online Safety**

The school has a whole school approach to online safety with appropriate filters and monitoring systems to safeguard children from potentially harmful and inappropriate material on-line. We have a responsibility to keep our children safe whilst providing them with an appropriate environment within which to learn. Our strategy protects children but does not overly limit their opportunities to make appropriate use of on-line learning. This balance is regularly reviewed and informed by changes in technology and filtering tools, as-well the age and number of our children accessing the IT system.

The school teaches its students how to stay safe online, recognising that the virtual world requires skills that are complementary to and sometimes different from those required in the physical world.

Pupils are expected to hand in their mobile phones at the beginning of the school day and are not allowed to use their mobile phones in school, within normal school hours, without permission.

## 11 SAFER RECRUITMENT PRACTICES

The school is fully committed to safeguarding and promoting the welfare of children and young people, and other vulnerable groups. Its recruitment practices help to deter, reject, detect and prevent people who might otherwise abuse pupils or who are unsuited to working with them. Consistent with the statutory guidance *'Disqualification under the Childcare Act 2006 (as amended 2018)* the school will not knowingly employ people to work in early or later childcare (i.e. EYFS and out of hours care for those aged 5 to 8) or allow them to be directly concerned in its management if they are 'disqualified'.

The school ensures that sufficient relevant staff (including Headmaster and Bursar) are trained in safer recruitment practices with, at least one of the persons conducting the interview, having been trained for safer recruitment. *Procedures for Staff recruitment are set out in the Safer Recruitment Policy.*

## 12 VISITING SPEAKERS

Staff or pupils may not invite speakers into school without first obtaining permission from the Head, Deputy Head or Heads of School and informing Mrs Bradley (Headmaster's PA). The school, as part of its Prevent duty, will carry out background checks e.g. through an internet search to determine if such speakers are suitable. On attending the School, visiting speakers will be required to show an original current identification document including a photograph such as a passport or photo driving licence. Whilst on the School site, visiting speakers will be appropriately supervised.

## 13 INTERACTION WITH PUPILS - ADDITIONAL GUIDANCE FOR STAFF CONDUCT

(See also Staff Code of Conduct)

Staff should ensure that their behaviour or actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil.

### 13.1 Physical Contact with Pupils / Reasonable Force

Some form of physical contact with pupils by teachers is inevitable. All teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body. Where any uncertainty exists a senior member of staff should be consulted and one-to-one discussions with pupils might most appropriately take place in rooms which are openly visible to other members of staff.

There are circumstances when it is appropriate for staff to use **reasonable force** to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should consider the risks carefully recognising the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

Following any use of reasonable force such an intervention a critical incident form must be completed and given to the Headmaster and DSL.

### 13.2 One-to-One Lessons

Staff should be aware at all times of the need to develop and maintaining appropriate professional working relationships with pupils. Relationships between staff and pupils should be characterised by fairness, openness and respect.

Where one to one teaching takes place eg. peripatetic music lessons or one to one coaching, every effort should be made to develop clear boundaries and a culture of professional practice and appropriate working relationships.

### 13.3 Use of Cameras and Mobile Devices

Staff should not use their personal mobile 'phones or cameras to store pictures of children. All images must be taken on school equipment (cameras, iPads, etc). Images must be transferred to the secure staff drive as soon as possible and deleted from mobile devices.

## 14 EYFS SETTING

### Reporting allegations to OFSTED

All schools are required to report to Ofsted any allegations against people living or working at the school, or of any other abuse alleged to have taken on the premises as soon as practicable and within 14 days at the latest. Saint Nicholas School will comply with this requirement should the need arise.

### Use of school mobile devices, laptops and recording devices in EYFS

#### 14.1 Procedures: School iPads and laptops

Whilst at work School iPads can be used for the Tapestry, accessing suitable music/programmes and games. Staff are also able to access Tapestry and the photography evidence that supports this whilst at home, however they are aware that this programme contains photographs of the children they work with, and password protections are put into place to ensure that the iPad and Tapestry cannot be accessed by anyone other than themselves.

Whilst at home staff are allowed to use their School iPad for personal use, but must ensure that they do not download any unsuitable apps or access inappropriate material which may remain in the search history.

#### 14.2 Procedures: Personal Mobile Phones

- Personal mobile phones need to be stored securely during working hours.
- EYFS staff and volunteers will not use their personal mobile phones or other personal devices for taking photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. An exception may be made if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.
- EYFS staff and volunteers ensure that the work telephone number is known to immediate family and other people who need to contact them in an emergency.

#### 14.3 Procedures: Cameras, video recorders.

- Our staff and volunteers must not bring their own cameras or video recorders into the setting.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting whilst children are present.
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Camera and video use is monitored by the EYFS manager.
- Photographs and recordings of children are only taken of children if parents provide written permission to do so (found on the individual child's pupil information form).

## Appendix A: Role of the designated safeguarding lead (KCSIE 2021)

Governing bodies, proprietors and management committees should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

### Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

### Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and

the General Data Protection Regulation.

- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child protection file**

Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

## **Appendix B: Additional safeguarding arrangements during COVID-19**

When schools were instructed to close, we assessed the needs of all our pupils and put in place plans to support them and their families during the summer term. These plans included an education offer and arrangements to support pupils with their safety and wellbeing. Where appropriate, the plans included actions and interventions from other agencies, as we continued to work with partners to provide an appropriate level of support. These plans were regularly reviewed to ensure they reflected current need and were updated accordingly to ensure appropriate support is in place.

We have now moved to full opening and our usual Child Protection Policy applies. However, as a response to COVID-19 and to ensure we are compliant with [government guidance](#) and Health and Safety law, other arrangements are in place and we have communicated this to all parents.

We have a robust risk assessment in place and will continue to regularly review this and update it as required. This review process will consider whether our current plans and protective measures are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

If, as a result of future local lockdown arrangements, the school is subject to further closure, our previous arrangements for monitoring and supporting pupils will be reinstated.

## Safeguarding and Child Protection Policy COVID-19 Annex

Saint Nicholas School is committed to safeguarding and promoting the welfare of children. This commitment remains the same in the difficult circumstances brought about by the COVID-19 outbreak.

During this period the principles and practices of the school's Safeguarding and Child Protection Policy and the ESCB's Safeguarding Procedures (including the Code of Conduct) will continue to apply.

In order to ensure the safety and welfare of children whilst working in extraordinary circumstances, the school will adhere to the DfE coronavirus guidance:

<http://safeguarding.info/covid19safeguarding> In practice, the following procedures will apply:  
Designated Safeguarding Lead - There will always be a nominated DSL or deputy DSL available, either on site or contactable by phone or online video. Where a DSL or deputy is not on site a senior leader will take responsibility for safeguarding on site if the school is open.

The name and contact details of the 'duty' DSL will be published clearly to staff when the weekly duty rota is published. Pupils or parents with a safeguarding concern should contact the duty SLT or DSL for that day or can email the Senior DSL, Helen Hopkins at [deputy\\_head@saintnicholasschool.net](mailto:deputy_head@saintnicholasschool.net).

Vulnerable Children- The school will continue to work with and support children's social workers and local authority virtual school heads to help protect vulnerable children. This will include liaising with relevant providers and ensuring that vulnerable children and those on the edge of receiving social care support can attend school where appropriate. Pupils and staff on site The school will continue to be a safe place for children to attend. We will ensure that appropriate staff are on site to maximise safety, and refer to Government guidance for education and childcare settings on how to implement social distancing and to advice from Public Health England on handwashing and other measures to limit the spread of COVID19.

Pupils on site will be registered and the school will follow up on any pupil expected to attend. Where a vulnerable child does not take up their place at school, or discontinues, the school will notify their social worker. The school will also maintain a record of all staff/volunteers on site on any given day.