

Safeguarding Policy

St Giles School



St Giles School
No Dreams Are Out of Reach

APPROVED		
Status	Chair of Governors	Principal
Last reviewed on:	September 2024 (Approved by Governors November 2024)	
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**Nottinghamshire
County Council**



**Nottinghamshire
Safeguarding
Children Partnership**



St Giles School
No Dreams Are Out of Reach



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No Dreams Are Out of Reach

WHOLE SCHOOL POLICY FOR CHILD

PROTECTION TO SAFEGUARD

AND PROMOTE THE

WELFARE OF CHILDREN

2024/2025



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INTRODUCTION

At St. Giles we believe as a whole school community that “No dreams are out of reach” and to ensure our learners are enabled to meet their goals we have a shared values system in place;

Determination – We know what we need to do to succeed

Resilience – If at first we don’t succeed, we try again

Enthusiasm – We must want to learn and enjoy learning

Aspirations – We must never lose the ambition to achieve high

Motivation – We need you to believe that we can do it and encourage us

Success – we want you to celebrate our achievements however small they might be.

At St. Giles School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment whilst supporting our pupils to reach their “DREAMS”. We recognise our responsibilities for safeguarding children and protecting them from harm. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them. Staff are trained and alert to the different ways that our pupils may communicate their concerns and worries. This policy is written in conjunction with other policies that support our school’s commitment to safeguarding pupils and will be included where relevant as part of this policy.

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead, Kirstie Passmore on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the Governing Body for approval and sign off at the first autumn term meeting.

Date of last review: September 2024

Date of next review: September 2025

St. Giles School Child Protection & Safeguarding Flow Chart

'What to do if you are worried a child is being abused, at risk of harm or neglect'

A member of staff, volunteer has concerns about a child's welfare

Be alert to signs of abuse and question unusual behaviour

Where a child or young person discloses abuse or neglect

- Listen to what they say, keep calm, reassure they are right to tell and you will take action to help keep them safe. **DO NOT DELAY take any immediate necessary action to protect the child**
 - Inform them you need to share the information and what you are going to do next
 - Do not promise confidentiality, you will need to share/ report the information onwards
 - Do not question further, or inform the alleged abuser

Discuss concerns with Kirstie Passmore, the Snr Designated Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH, if a new concern
- Concerns and discussion, decisions and reasons for decision should be recorded on CPOMs and a 'confidential concerns' or 'child protection' file should be opened and stored in line with the school child protection policy

Still have concerns? Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/ families personal details to hand and be clear about concerns / allegations

Children's Social Care

During Office Hours, Monday to Friday
Multi Agency Safeguarding Hub (MASH)
Tel: **0300 500 80 90**

If the child is at immediate risk dial 101 and ask for assistance

Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Board procedures – www.nottinghamshire.gov.uk/nscp

**Out of hours Contact: -
Emergency Duty Team
(5.00pm - 8.30am)**

Tel: 0300 456 4546

Safeguarding concern resolved/no longer held

Support has been agreed, record decision, any follow up actions

Un-met needs identified

Decide what actions are needed to support the child

Consult with child/young person, family and relevant agencies: Agree support, refer to NCC LA guidance 'Pathway to Provision' Version 9.1, March 2021

Useful Safeguarding Contacts

Kirstie Passmore – Snr Designated Safeguarding Lead (DSL)
Matt Rooney – School Principal and Deputy DSL
Sarah Taylor – Deputy Headteacher DSL and DT LAC
Katie Shaw – Cohort Leader and DSL

Ally Smith – Asst Headteacher Deputy DSL and LAC DT
Roschesca Moody – Asst Headteacher DSL
Donna Edwards – Parent Support Advisor and DSL
Terry Hayes – Safeguarding Governor

**For any allegations/concerns regarding an adult who works with (paid or voluntarily) employment with children contact the LA Designated Officer (LADO) Tel: 0115 8041272
LA Safeguarding Children in Education Officer (SCIEO) Tel: 0115 8041047**

Safeguarding Roles at St Giles

Role	Name	Contact Details
Designated Governor and Deputy for Child Protection/ Safeguarding	Terry Hayes Alex Peace Gadsby	thayes@st-giles.notts.sch.uk apeacegadsby@st-giles.notts.sch.uk
Chair of Governors	Bill Iliffe	biliffe@st-giles.notts.sch.uk
Snr Designated Safeguarding Lead	Kirstie Passmore	kpassmore@st-giles.notts.sch.uk 01777 703683
Deputy Safeguarding Lead and LAC Lead	Ally Smith	asmith@st-giles.notts.sch.uk 01777 70368
Name of additional Safeguarding Officers	Matt Rooney School Principal	mrooney@st-giles.notts.sch.uk 01777 703683
	Sarah Taylor Deputy School Principal	staylor@st-giles.notts.sch.uk
	Donna Edwards Family Support Advisor	dedwards@st-giles.notts.sch.uk
	Rochesca Moody Assistant School Principal	rmoody@st-giles.notts.sch.uk
LA Safeguarding Children in Education Officer LA Child Protection Contact/LADO	Cheryl Stollery	0115 804 1047
	Eva Callaghan or covering LADO	0115 804 1272
MASH (Multi-agency Safeguarding Hub) Emergency Duty Team (Children's Social care) Early Help Unit		0300 500 80 90 0300 456 4546 (Outside of office hours) Tel: 0115 8041248 9am to 4.30pm Monday to Friday or please use early.help@nottscc.gov.uk and password protect any confidential information Address: Early Help Unit, Meadow House, Littleworth, Mansfield, Nottinghamshire NG18 2TB
Professional Consultation Line Prevent Referral / Operation Striver		0115 977 4247 Made by SDL to prevent@nottinghamshire.pnn.police.uk Made by SDL cnm@nottinghamshire.pnn.police.uk
Police (to report a crime and immediate risk of harm or abuse to child) NSPCC help/whistleblowing line	101 line is available 8.00am to 8.00pm Monday to Friday	In an emergency 999 (only) 0800 028 0285- email: help@nspcc.org.uk

St. Giles School commitment to Safeguarding

Our policy applies to all staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership. This policy is written and is relevant for pupils on both sites; St. Giles North and St. Giles South.

We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this Child Protection policy, and the duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2024 and HM Working Together to Safeguard Children 2023 (published 15th December 2023, updated February 2024), which are incorporated into this policy.

Child Protection and Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice.

The procedures contained in this policy apply to all staff, supply staff, volunteers, and *Governors and* are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at St. Giles School understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

Safeguarding children is defined as: The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing the 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.
- Taking action to enable all children to have the best outcomes.

NB Definition: Children includes everyone under the age of 18.

Whole School approach to safeguarding:

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- We have a responsibility to provide a safe environment in which children can learn, we will regularly review our 'safeguarding arrangements', to ensure these remain effective and all children and staff are safe.

- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.
- **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All our staff should expect to support social workers and other agencies following any referral, especially if they were involved, in being alert to, or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, health and NCC early help service, where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Ensuring reasonable adjustments are provided as informed by the Equality Act for disabled children and young people with SEN.
- Where a child receives elective home education and has an EHCP, we will ensure the LA is provided with details of the plan and letter of decision from the child's parents and carers.
- The use of 'reasonable force' and inclusive behaviour management strategies.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2024 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school and networks, including home use.
- 'Deliberately missing education and children who have unexplained or persistent absence from education' or may be going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.

- Intimate care
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP)).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2024 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

All our staff and volunteers are aware of the indicators of abuse and neglect and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

All staff should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

All our staff are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and which can occur between children outside of our school environment.

All staff have received information and training regarding the risks that can take place outside their families. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

We have an online safety policy which informs of the filtering and monitoring arrangements on ICT devices and networks to keep children safe and is reflected in this Child Protection Policy including awareness of the vulnerabilities when accessing to mobile phone networks. (See KCSiE 2024 Paragraphs 12,102,123 and 133 to 146).

Our Snr DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the 'Governing body, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.'

Our Governing body will ensure they maintain oversight of the Online Safety Policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2024 paragraphs 145 to 146.

This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the school/ colleges safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the [Department for Education filtering and monitoring standards](#).

The Snr. Designated Safeguarding Lead works closely with the school's IT Services, Jasmine IT to ensure that our processes and procedures are in line with the requirements of KCSiE 2024.

Our school aims to:

Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors

Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

Set clear guidelines for the use of mobile phones for the whole school community

Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

St. Giles School has a separate Online Safety Policy which can be accessed on CPOMS, or by requesting a copy from the school office. The Policy, based upon the updated SWGfL document has been written to support KCSiE 2024.

Our Governing body will ensure a review is maintained to ensure the standards and discuss with IT staff and service providers these standards and whether more needs to be done to support our school/college in meeting and maintaining this standard and communicating these to staff, pupils, parents, carers and visitors to the school, who provide teaching to children as part of the learning and educational opportunities we provide.

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from *school*.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

We make clear in all our policies that all forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed by DfE KCSiE (statutory guidance).

Should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Nottinghamshire County Council and the Nottinghamshire Safeguarding Children Partnership Pathway to Provision (threshold guidance for referral and access to services).

As a Special School, we recognise that our pupils experience differences in their day to day lives than some pupils in mainstream education. Many of our pupils require regular support from adults from different agencies such as Health (OT, Physio, SALT, CAMHS, Mental Health Support Team, Healthy Families Team, Community Learning Teams and HCSW teams) and Social Care. All professionals visiting school are expected to follow school protocols and wear identification at all times. In most cases professionals will be known to pupils, however school staff will endeavour to support children during any visits and support pupils during meetings if the pupil's requests. (Visits from a Social Worker, for example)

As a school, we may support student teachers either on agreed visits into school as part of training or on placement. Any visiting adult is asked to respect our pupils' special needs at all times follow our dress code and understand the emotional pressure that their presence may have in the room. Respect for the education,

dignity and special needs of our pupils is expected at all times by all staff, professionals, students and visitors. Our Visitor's Policy is available to all visitors and professionals and is made available on request.

As part of our rigorous induction procedure **ALL STAFF** read Keeping Children Safe in Education 2024 Part 1, Part 5 and ANNEX B (Information for school & college staff) with a copy being available for each member of staff and in each team area base; office, PCA for example. All staff have also had access to read the complete document Keeping Children Safe in Education 2024 as part of staff CPD as well as refresher training on the document and school safeguarding procedures in September 2024. The document is also stored in the CPOMs Library area for all staff to access.

Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

All our staff and volunteers have received safeguarding training to ensure they are able to recognise the indicators of child abuse, harm, or neglect, and will always speak to the designated safeguarding lead or deputy should they become alert or be informed (directly or indirectly) of an incident or concern.

Indicators of Abuse and Neglect

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year

Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras

Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology

Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)

Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively

Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

Our Governing body/trust will ensure a review is maintained to ensure the standards and discuss with IT staff and service providers these standards and whether more needs to be done to support our school/college in meeting and maintaining this standard and communicating these to staff, our students, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSI E.

As a school, should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

We will do this whilst being very mindful of the vulnerability and cognitive ability of our children and young people.

Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

Some of the following signs *might* be indicators of abuse or neglect, however at St. Giles we are aware that some of our pupils may display some of these behaviours as part of their disability and in some cases; the following signs may be exaggerated or may, in fact reduce. This relies on the team at St. Giles knowing their pupils very well to observe when something presents as a change or difference for the pupil.

This relies on the team at St. Giles knowing the children very well to observe when something is observed as a change or difference for that child. Indicators could include:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason, verbally, physically or through non-verbal means by withdrawing eye-contact;
- Children who don't want to change clothes in front of others or participate in physical activities or who may become distressed during intimate, personal care routines;
- Children who are having increasingly noticeable problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers or when children are met or dropped off at bus stops or school by unfamiliar adults without staff and transport providers being informed;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;

- Children with poor school attendance and punctuality, or who are consistently late being picked up or taken to the agreed bus “pick-ups and drop offs;”
- Parents who are dismissive and non-responsive to practitioners’ concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The four categories of child abuse are as follows:

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **Neglect**

Indicators of abuse and neglect

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

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 they are worthless or unloved, inadequate, or valued only in so far 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 expectation being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as over protection and limitation of exploration and learning or preventing the child from 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 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.

Some of the Possible Indicators Could Include:

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise, as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

At St. Giles School, we recognise that some of these indicators are also indicators in the diagnoses of our children. Staff follow Safeguarding procedures where a concern is raised, but will also have an understanding of a pupil’s diagnosis and how this may affect presentation.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, and watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for

abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Some of the Possible Indicators Could Include:

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/ PE etc., pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

At St. Giles School, the majority of intimate personal care is undertaken by Personal Care Assistants. They are trained to the same Safeguarding standards as school Teaching and Teaching Assistant staff and develop good, trusting relationships, built up over time, with the pupils in their care. All concerns that these staff may have will be passed onto Class staff and the DSL using our school procedures. School staff understand that our pupils may experience frustrations as they enter puberty and these may manifest themselves in some inappropriate and excessive sexualised behaviours. Ever vigilant to safeguarding pupils, staff will use the knowledge that they have of the pupils in their care to safeguard and support pupil development and appropriate behaviour while at the same time considering their safeguarding training and duties.

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, for example, 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 (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some of the Possible Indicators Could Include:

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.

At St. Giles School, we recognise that some of these indicators are also indicators in the diagnoses of our children. Staff follow Safeguarding procedures where a concern is raised but will also have an understanding of a pupil's diagnosis and how this may affect presentation.

Safeguarding issues:

All staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk. Staff at St. Giles School are aware that some of our pupils access different media platforms away from school. Our curriculum supports our children and young people to recognise the safe use of these platforms and how to seek support and advice if they feel vulnerable or frightened. (KCSiE 2024)

See our Blended Learning Policy for further information. Parents are supported to understand these issues further through our school website and support from our Family Support Advisor.

School's

We have put in place an open and positive culture for safeguarding which is embedded into the way everyone works together, is effective in sharing information in a timely manner and meets local thresholds with

safeguarding partners, to ensure what is 'best to keep the child/children safe. It includes an environment where everyone feels safe, well cared for, and knows they will be listened to and provided with help and support.

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within St. Giles School will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

We support pupils with a personalised curriculum written to meet the needs of all our learners as well as supported pupils through different communication and specialised approaches strategies such as symbols, objects, on body signing or Attention Autism.

Our school is led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff member can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, MASH Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school's whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

The SDSL, DSL and DT's attend online training events with statutory safeguarding partners. This may include network meetings for safeguarding and curriculum subjects as well as training sessions led by social care, health and Nottinghamshire partners.

To support families, DT's will facilitate pupils and families by holding events such as networking events, parent's evenings for new students and parents safeguarding meetings and parent hub meetings held by our Family Support Advisor.

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.

Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that

the school would otherwise perform in respect of its own staff. Regular contact (weekly at least) will be sought by the Senior Designated Safeguarding Lead (SDSL) with the alternative provider and/or family to ensure the provision is meeting pupil need.

The Senior Designated Safeguarding Lead (SDSL) who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

The school uses agencies as needed to support pupils where safeguarding concerns are affecting pupil's needs. We use services from health and social care as well as Nottinghamshire Council EP Service and social enterprises such as ELSA, Mental Health Support Teams and the Freedom Factory Project, which school funds.

Our school site is owned by Transform Schools and maintained by Equans. As such, the school site can be hired by outside organisations outside of the school day and during the school holidays. Equans is responsible for managing the building hire requests, however school will follow safeguarding procedures if safeguarding concerns relating to children on site are raised at times outside of the school day or term time. Within the school day, any organisations using the school site provide the school office with safeguarding information such as a current DBS for every visiting professional.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. Staff who have completed safer recruitment training include the senior leadership team, members of the Governing Body and appropriate members of the office team who are involved in HR processing. The SDSL keeps abreast of any updated training and training will be completed at a minimum of every 3 years. Please see the school's Safer Recruitment Policy for further information.

As part of our staff, volunteer and student placement inductions the SDSL or DT's will complete a safeguarding Induction before any adults spend time with pupils in classes. Staff will receive a full safeguarding induction including training on our online security system, CPOMS. Supply staff, volunteers and student placement visitors receive a shorter safeguarding induction. Following induction staff sign and maintain a copy of the induction, which is also stored by the SDSL.

The Senior DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college.

KCSiE 2023 has broadened the requirements placed on schools to keep children safe and ensure children are able to thrive and take the maximum benefit from their education or learning experiences.

As a Special School, we are fully aware that the SEND Code of Practice is a source of information and support for school staff as well as for families. Support for our families regarding SEND can be found at our school website (www.st-giles.notts.sch.uk) from our Family Support Lead and from the Notts Local Offer (www.nottshelpyourself.org.uk). There is also support available from specialist organisations including SENDIASS.

The Senior DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that these children might experience in respect of attendance, engagement and achievement at schools or college.

The Senior DSL along with Designated Teachers can inform the Governing Body and School Principal of the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances

The Designated Teacher and Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

The Designated Teacher for LAC maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, School Principals, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers. The LAC Lead attends all meetings arranged by the virtual heads from the various authorities linked to our children and young people. When meetings are held, information is stored on the online format used by the virtual head. Information is then transferred to CPOMS in the pupil's personal file.

There are eight main elements to our Safeguarding policy at St. Giles School:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the ‘best interest of the child’.
- Ensuring we have appropriate policies and procedures to deal with child-on-child abuse sexual violence and sexual harassment (see child on child abuse policy)
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, you are filtering and monitoring arrangements for online safety and harms

We recognise that because of our specialist skills and resources and our day to day contact with our pupils, St. Giles School staff are well placed to observe the outward signs of abuse in all our pupils, even those who are most vulnerable. These may be observed through observed changes in the behaviour, vocalisations, gestures, actions or health of pupils as well as via more widely recognised signs.

St. Giles School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognising the link between mental health, school attendance and children ‘absent from education’ and the impact on learning, progress, and educational attainment.
- We will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensure our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks is included in our anti-bullying policy.

- Maintain an on-line safety policy which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats are included in this Child Protection Policy.
- Work in partnership with safeguarding agencies to address any ‘harm outside the home’ also known as ‘extra familial harm’ and create a culture where children and young people can share concerns and seek support in a safe place and where children and young people can form safe and trusted relationships. Where children and young people can feel assured, they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- We acknowledge the importance of working together with parents, carers, and external services to form strong and trusted partnerships, which can advocate trauma informed and trauma aware responses,
- We will help create and maintain safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.
- We will take all reasonable measures to ensure any risk of harm to children’s welfare is minimised inside and outside of our school environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE 2024 Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

We will take all reasonable measures to ensure any risk of harm to children’s welfare is minimised inside and outside of the school environment. Following the requirements of KCSiE 2024, staff at St. Giles School will undertake the following requirements to keep our pupils safe in the following ways:

- SDSL will ensure that safeguarding procedures are in place for pupils receiving education offsite. This will ensure checking the safeguarding policy and procedures of the offsite education. This may include college placements, alternative providers, outside education providers such as The Princes Trust, Dof E or Forest Schools.
- School’s SDSL is the Senior Mental Health Lead. The school also has 6 Student Mental Health First Aiders and one adult Mental Health First Aider to support pupils from 3 – 18 who present with mental health needs. School also has 4 ELSA’s who are supported through the school EP service. School also utilises the support of the Mental Health Support Team and the Freedom Factory.
- KCSiE 24 Paragraphs 205 to 209 informs statutory guidance for ‘Children who are lesbian, gay, bisexual, or gender questioning is under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published. However, school respects and supports pupils who are able to discuss their gender identity and all staff are aware

that pupils who are non-verbal may need support and understanding of their sexuality and how they may identify. Close staff observation of pupil behaviour and interactions are key at this time.

- Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. (KCSiE 2024 Annex B (page 149). The SDSL will make key class, senior leaders and office staff aware of any pupils that social care have identified as at risk of abduction. However, parents are also taken seriously if there are concerns regarding a family member who may approach school with the aim to abduct a pupil. This will always be followed up by the SDSL with Social Care.
- Senior Leaders will always follow up any concern raised by parents or school transport providers regarding any person behaving suspiciously outside the school gates. School also receives the NCC and NSCP School Safe Alert protocol. For many of our pupils this will not be necessary due to the nature of their arrival and departure from school. However, where needed, the alerts will be passed onto parents through the school parentmail and parents facebook page.
- Some pupils who live near the school and are able to do so may travel to school on their own. A parent must discuss this with school staff prior to allowing their child to walk to school and this will only be agreed if pupils are verbal, understand procedures to keep themselves safe, have completed travel training and have been monitored over a period of time by parents walking to school independently. It is likely that this will only be agreed for our older Voyager pupils based at St. Giles School North site.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2024 to:

- Ensure we have a Senior Designated Safeguarding Lead (SDSL), who is a member of the school leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2024 Annex C.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.

- Ensure all records are kept securely; School uses CPOMs, an online safeguarding tool. However, there are some hard copy files from prior to school going online and for student transfers on entry to school. All paper copies are transferred to CPOMs as a matter of course for pupils on entry. The paper records are kept in a locked cabinet in the SDSL office.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

Supporting children

At St. Giles School, we recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. A pupil may feel helplessness, humiliation and some sense of blame, which may manifest itself in a range of behaviours from self-harm, smearing, increased verbal or physical aggression, bullying, withdrawal from communication or food or a change in physical response to personal care. This school may be the only stable, secure and predictable element in the lives of children at risk. At St Giles, a pupil's behaviour may be usually challenging and defiant or withdrawn and these may become more significantly noticeable in the event of a pupil experiencing abuse. We also recognise that the pupils at St. Giles School are vulnerable due to the specific nature of each student's disability. All pupils at school have a disability and an EHCP. The school supports our pupils through:

- A specialist curriculum offering a range of communication methods (Eye Gaze, gesture, PECs, On body signing, Symbols, AAC and signs) and supportive strategies for pupils to effectively learn, develop, progress and express themselves safely and with staff understanding and support.
- The school ensures that, where appropriate, pupils know that some behaviours are unacceptable but that they are valued and not to be blamed for any abuse which has occurred. Over time, support will be offered to develop both a feeling of self-worth and a communication that is socially acceptable.
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued (DREAMS)
- Access to an Interventions Consultant trained to support staff to meet pupil needs relating to attachment, behaviour and sensory.
- We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.
- All staff including volunteers are advised to maintain the attitude of '**it could happen here**' where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

Our school will endeavour to support the pupil through:

- Developing the content of our specialist curriculum, especially the LLL Curriculum, ICT Curriculum and RHSE Curriculum to enable our pupils across all learning pathways to feel safe and confident to report concerns and worries to staff members immediately; whether it be through words or gestures and behaviours.
- Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Liaison with other agencies that support the pupil such as Children’s Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child’s social worker is informed.
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.
- The Senior Designated Safeguarding Lead, Kirstie Passmore, will be informed immediately, and actions taken in accordance with the school/college peer on peer/ sexual violence and sexual harassment between children in school and college policy.

Safe Staff and Safe Recruitment

- The leadership team and governing body of the *school provision* will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2024 Part Three and advised by NCC HR policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR (NCC direct schools to the NSPCC Safe Recruitment online course).
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to conduct the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- Our school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2024 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2024 Part Three.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2024 in line with KCSiE Part Four Section two. Staff can access a copy of this through the CPOMS Library.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by a thorough Induction process before beginning working and contact with pupils.

- In the event of any complaint or allegation against a member of staff, the School Principal (or the Senior Designated Safeguarding Lead) if the school Principal is not present, will be notified immediately. If it relates to the School Principal, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers and HR Business Partner or HR Service.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR appropriate to the leadership team.
- All new employees will be appropriately inducted to their role and a link to the [Induction Checklist for Safer Recruitment](#) can be accessed from HR's guidance section of the School Portal.

KCSiE 2024 Part Two paragraph 171: Alternative Provision – Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

In the event that school seeks an alternate provision for a pupil, the SDSL will liaise with the provision, complete a face to face visit and complete safeguarding checks to ensure the provider meet the needs of the pupil. School will then liaise closely with the provider to ensure that the pupil attends regularly and is safeguarded in accordance with KCSiE 2024 guidelines. The school will only use Notts CC approved providers.

St. Giles School staff use agreed strategies to support young people who may occasionally present with challenging behaviours. Staff are trained to use reasonable and proportionate physical interventions where required. School Staff are trained in Coping with Risky Behaviours (CRB) and will be trained in Crisis Prevention Institute (CPI) during this academic year. Advice and support is given to the school by Karlene Calder, Physical Intervention Co-ordinator on the use of reasonable force and physical intervention email:

karlene.calder@nottsc.gov.uk. Further guidance can be found in the school's Behaviour and Physical intervention/positive handling Policy.

[Links to other Local Authority policies:](#)

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies we have in place to safeguard and promote the welfare of children

- Accessibility Plan
- Anti-Bullying revised for 2024-2025 (LA template policy in the process of being revised).
- Attendance Policy
- Behaviour Principles Written Statement
- Equality Policy, Objectives and Action Plan
- Single Central Record of Recruitment and Vetting Checks
- Complaints' Policy
- Cyberbullying Policy
- E Safety Policy
- Freedom of Information.
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty – and Action Plan
- Health and Safety Disability Equality Action Plan
- Home-school Agreement Document
- Knife Crime Policy
- Register of Pupil Attendance

- Child on Child Abuse revised 2024-2025 (LA template policy in the process of being revised and includes- Sexual violence and sexual harassment and response to ‘upskirting’.
- - Sexual violence and sexual harassment between children in schools and colleges and responses to “upskirting.”
- School Behaviour Policy including Physical Interventions and Positive Handling and CRB
- Relationships and Sex Education Policy
- School Access Policy
- Register of Pupil Attendance
- Knife Crime Guidance 2021 (cross authority and in the process of being revised for September 2022).
- Relationships, Sex and Health Education (KCSiE 2024).
- Mental and Physical Health (KCSiE 2024 Part One, Part Two and Annex A
- SEND
- Staff Code of Conduct policy
- Staff Discipline, Conduct and Grievance (procedures for addressing)
- Whistle Blowing Policy
- Visitors and VIP Policy (2024-2025)
- Moving and Handling Policy
- Intimate Care Policy
- Home/School Communication
- Data Protection Policy
- AAC and Communication Policy
- Mobile Phone Policy
- Bereavement Policy
- School information published on a website
- “When to call the police” guidance from the NSPCC. (KCSiE 2024)
- NSPCC advice to protecting children with SEN and deaf/disabled children and young people links and help line (KCSiE 24 paragraph 204).
- NCC & NSCP Neglect Toolkit (available from the NSCP website).

Allegations of Sexual Violence and Child Sexual Harassment

Staff and Governors at St. Giles School take all allegations of child sexual harassment and sexual violence seriously. In all cases, the allegations will be thoroughly and rigorously investigated following safeguarding procedures. Parents will be informed as will Social Care, MASH and Police as needed.

Our RSHE Curriculum and strong culture of pupil voice supports students to come forward and disclose concerns and incidents both at school and within their community.

If staff are made aware that any of our children or young people are at risk of harm outside the home and school, the SDSL will ensure the child or young person is safe and follow protocols to discuss concerns with the child. The SDSL will then contact the parents/carers and any other professional or agency who may be involved with the child or young person. Support will be given by the SDSL, Class Staff and Family Liaison Advisor to the family and child or young person.

The Family Liaison Advisor will support families through regular meetings and individualised meetings as needed. The school website also offers support to parents and carers with access to supportive websites.

Please refer to our RSHE Curriculum and Policy to understand how safeguarding is embedded through our “Big Question” our Life Long Learning and our Curriculum Pathways.

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link:
<https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families have a role to play in safeguarding children. Our staff will always consider what is in the best interests of children.

All staff have received appropriate safeguarding training to enable them to identify concerns early and provide help to children to prevent concerns from escalating. We recognise early help is the best way to support children and by providing support as soon as a problem emerges at any point in a child's life. We may decide that the children do not require referral to statutory services but may benefit from early help.

Early Help: is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. We recognise providing early help is more effective in promoting the welfare of children than reacting later.

All school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs.
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
 - has a mental health need.
 - 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 or county lines.
 - is frequently missing/goes missing from education, home, or care,
 - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
 - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
 - is at risk of being radicalised or exploited.
 - has a parent or carer in custody or is affected by parental offending.
 - 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 alcohol and other drugs themselves.
 - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
 - is a privately fostered child.
- (Working Together to Safeguard Children 2023 and KCSiE paragraph 497)

All our staff are aware of the early help process and understand their role in this.

This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

Staff at St. Giles School acknowledge the importance of enabling our children to have regular access and support from their social workers if needed during the school day. Children will always be given a safe space to meet with social workers and familiar staff can support if needed. Where appropriate, children will attend their LAC meetings alongside the class teacher and LAC lead. All minutes from safeguarding minutes, child protection and support plans are kept safely on CPOMS. Any DSL attending meetings will upload minutes from the meetings to CPOMS. The SDSL regularly checks on children and young people who are subject to social care support by visiting the children in class, speaking to them socially and observing them informally. Checks are also made with class staff regarding the needs of the children and young people.

Staff, pupils and parents are made aware of school safeguarding procedures through posters that can be found in all classes and corridors. There are symbolised versions in classrooms for pupils. Parents and carers who require support and advice are supported by the SDSL or DSL team and our Family Support Advisor.

Safeguarding Training

All our staff are aware of systems and resources available within St. Giles School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2024.

We have an induction checklist when staff start employment or volunteering opportunities to ensure they receive the information and training required to support them and keep our children safe but also other policy and procedural information such as Prevent, Moving and Handling, Intimate Care and our school transport procedure.

All our staff receive safeguarding and child protection training which is updated every three years by NCC. In addition to this training, all staff members receive child protection and safeguarding updates when required, but at least once a term by the SDSL. Our Personal Care Assistants and Office Staff, who may not work full time hours, may receive bespoke training given at specific times to allow them to be given the same level of training as other school staff (Teachers and Teaching Assistants.)

All our staff and volunteers are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in contributing to these assessments. Support to do this will always be given by the SDSL and AHT staff who are all trained to DSL statutory requirements.

Staff are made aware of training available on the NSCP website and the school's Question of the Month supports training updates throughout the year, alongside statutory training.

All our staff are given training in the procedures that are in place at St. Giles if a child is raising concerns or makes a disclosure of abuse and neglect. Staff are encouraged to discuss any concerns with the Designated Lead Staff. In house training led by the SDSL makes staff aware that they need to maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our training ensures that staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

All staff have a key role to play in identifying concerns, recognising children's vulnerability to harm and abuse and provide support and early help for children.

risk of

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and monitor the online safety arrangements and ensure appropriate filtering and monitoring on school devices and school networks. regularly
- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the SDSL, as soon as practical that day. If the SDSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret."
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Be prepared to identify and support children who may benefit from early help, support, and interventions.
- Ensure they know who the SDSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

School access support from the EP Service, NSPCC, TETC team, Freedom Factory, MHST as well as the Healthy Family Team and Community LD and Paediatric Teams.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2023 (updated February 2024) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Working with Children's Social Care, support their assessment and planning processes including the attendance at conference and core group meetings and providing reports as required.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2024 Part Four 'Allegations made

against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.

- KCSiE 2024, Part Four ‘Children potentially at greater risk of harm and Children who need a social worker due to safeguarding or welfare needs’. All staff at St. Giles School are aware of the importance of working with agency partners directly or through senior leaders to safeguard our pupils. This may take the form of meetings, telephone or online calls, working with professionals within classes and supporting parents with professionals through the Early Help or Safeguarding procedures.

Teachers (including ECTs) and School Principals – Professional Duty

The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and School Principals should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

Designated Safeguarding Lead

We have a Snr Designated Safeguarding Lead (SDSL), Kirstie Passmore, who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team and their responsibilities are explicit in their job description.

We also have a Deputy Safeguarding Lead (DDSL), Ally Smith, who works in partnership with the Snr Designated Safeguarding Lead. Our Deputy Safeguarding Lead receives the same training as our Snr Designated Safeguarding Lead. The DDSL will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. The DDSL will assist the Snr Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children.

Because of the size of our school and pupil numbers and needs, we have additional Designated Safeguarding Officers named within this policy. At St. Giles, these are the School Principal, Matt Rooney, Sarah Taylor (Deputy School Principal), Rochesca Moody (Assistant School Principal and Donna Edwards (Family Support Advisor) who is overseen by the Snr Designated Safeguarding Lead to ensure we fulfil our child protection responsibilities to meet the needs of the children/ young people on roll.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Senior Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all of the members of the school community in cases of suspected abuse. Regular training, support and guidance is given to enable staff to fulfil their duties.

The SDSL and DDSL staff ensure that any safeguarding concerns (not specific to a pupil) within school can be brought to the attentions of senior leaders and acknowledged/discussed by staff as part of our pathway collaboration groups.

The role and responsibilities of the SDSL are discussed with staff at the Safeguarding Staff Meeting at the start of the school year. Any training notes used by the SDSL at staff training will be accessible to staff via CPOMs. Staff will also have access to the NSCP newsletters and any information that is relevant to staff following Level 3

and Level 4 training by any Designated Lead as appropriate. Designated Teachers will be trained every two years as part of their statutory duties.

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children’s social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
- Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.
- Work with the School Principal, Matt Rooney, to refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.

Should children be subject of safeguarding concerns the Senior DSL remains responsible for oversight of any child on placements or alternative education arrangements. Ofsted will inspect these arrangements as part of ‘the child’s journey’ and form a judgement regarding the safeguards in place. (KCSiE 2024 Annex C)

Work with others

- Consult with the School Principal, Matt Rooney to inform him of any issues and ongoing investigations
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children
- Consult with the local authority and other agencies in line with Working Together to Safeguard Children 2023 2018 (updated February 2024) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance
- The SDSL will arrange for a Safeguarding Briefing with Designated Teachers on at least a bi-monthly basis to ensure that all cases, where appropriate, can be discussed or highlighted. Safeguarding is also an agenda item for at the weekly meetings with the SDSL providing an overview of safeguarding.
- As required, consult with the ‘case manager’ (as per Part Four of KCSiE 2024) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Consult with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- The School Principal, designated safeguarding leads and governing body are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training.

Undertake training.

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
- The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.

- The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NCC & NSCP's Pathway to Provision, the Early Help Service, and Family Hubs.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures and any revisions/updates.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2024 Annex A and B).
- Understand the reporting requirements for FGM and PREVENT.
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

Raise awareness.

- Ensure that the child protection policies are known, understood, and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

Child Protection file

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- We will ensure our management arrangements for maintaining, keeping, and storing information and records for children where a safeguarding or child protection concern has been identified for a child is managed in accordance with statutory guidance in KCSiE 2024.

All concerns are received through CPOMs referrals or through face to face discussion. The incidents are raised with the complete DSL Team to ensure that the incident is seen and can be actioned. It is usually the SDSL who has responsibility for incident management and for overall incident management oversight and children's files.

Unless a pupil is moving to Post 16 education, the SDSL will manage the transfer of records, either electronic and/or hard copy to the new setting. The SDSL will liaise with the Safeguarding Lead from the new setting to discuss the concerns and ensure the records have transferred correctly. CPOMs will transfer a pupil file to other settings using the same system, however the SDSL will always print out and send a hard copy file to ensure that safeguarding is up to date if the transfer through CPOMs is delayed.

The SDSL will follow KCSiE 2024 guidance and discuss concerns that may arise if a parent wishes to Electively Home Educate or a pupil moves into Alternative Provision.

Availability

- During term time either the Snr Designated Safeguarding Lead, (Kirstie Passmore) the School Principal (Matt Rooney) the Deputy Designated Teacher, (Ally Smith) or Designated Teachers (Sarah Taylor, Rochesca Moody and Donna Edwards) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2024 Part Two and Annex C.

School Principal

The School Principal of the school will ensure that:

- The policies and procedures adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by **all** staff.
- Our Senior Leaders have oversight of our Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The School Principal will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - our Child Protection Policy; the Code of Conduct Policy.
- The School Principal will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2024.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the School Principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors.
- If the allegation is against the School Principal, the Chair of the Governing Body, Bill Iliffe, will be required to manage the allegation and consult with statutory safeguarding leads, such as the Local Authority LADO – see below.

Governing Body

We recognise our governing body has a strategic leadership responsibility for the 'safeguarding arrangements' we put in place and must ensure they comply with their duties from the statutory guidance informed by KCSiE 2024 and Working Together to Safeguard Children 2024, ensuring all policies, procedures and training are effective and always comply with the law.

The governing body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2024 regarding Data Protection Act 2018 and UK GDPR and the additional clarification regarding processing personal information fairly and lawfully and to keep the information they hold safe and secure (KCSiE paragraph 92).
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring all staff, including supply teachers and governors read and fully understand at least KCSiE 2024 Part One and or Annex A as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's 'safeguarding arrangements,' even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'
- All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the School Principal.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2024 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring the Chair of Governors is able to respond if there is an allegation against the School Principal, by consulting with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, or have unexplained or persistent absence from education.

- Ensure an overview is in place to help identify the risk of abuse, including child sexual exploitation and being at risk of exploitation.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the DSL team and SLT has appropriate policy, procedures in place and staff are trained, to recognise and respond to incidents and resources to manage actions and support for those involved.
- Ensure the DSL team and staff are alert and able to respond to harmful online challenges and hoaxes, including providing information and advice to parents and carers and informing where to get help and support.
- The SLT and DSL team works closely with the police and safeguarding partners to raise awareness of the impact of knife crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Give all staff the opportunity to contribute to and shape the 'safeguarding arrangements,' and child protection policy.
- When the school premises are used for non-school/college activities the Governing body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the School Principal. This will apply regardless of whether or not children who attend the provision are on the school or college roll.
- Any safeguarding concerns involving outside organisations will be addressed through our safeguarding policies and procedures, and in line with the local Nottinghamshire Safeguarding Children Partnership procedures.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Inform any new prospective employees' that online social media checks will be completed as part of the interview process (KCSiE 2024 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead

- A Designated Teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training and will collaborate with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead and LAC Lead will work closely together, as we recognise that children may have been abused or neglected before becoming looked after and may also have SEND. We will ensure they are fully supported, able to thrive and take the most out of their education or the learning opportunities we are able to provide by linking with the virtual school, their social worker, parents, and carers.
- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our pastoral support.
- We will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

Children with Special Educational Needs

As a SEND school, we recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening.

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving peer on peer/child on child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

Our policy reflects throughout, the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include but may exceed:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

Taking action where concerns are identified

The staff at St. Giles School recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child, they will decide what action to take in consultation with the Snr Designated Safeguarding Lead. This will be by using the CPOMs online referral form, which is mailed directly to the SLT team who alongside support of the SDSL will agree a course of action including the recording of all details, any disclosures and the actions that need to be taken.

If a child is in immediate danger, however or at risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or the police immediately by the SDSL and member of staff if required.

If one of our pupils chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The Snr DSL and staff member will decide who is best placed to establish key facts
- The key facts will be established in language that the child understands, asked by a member of staff the pupil trusts and the child's words (in whatever form) will be used in clarifying/expanding what has been said
- No promises will be made to the pupil, e.g. to keep secrets
- Staff will stay calm and be available to listen

- Staff will actively listen with the utmost care to what the child is saying
- Where questions are asked, this should be done without pressurising and only using open questions;
 - Leading questions should be avoided as much as possible
 - Questioning should not be extensive or repetitive
- Staff will not put words in the child's mouth but subsequently note the main points carefully and in the pupils' own words.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc. Records will be uploaded and stored safely on our online system, CPOMs.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on
- The Snr Designated Safeguarding Lead will be immediately informed, if not already involved, unless the disclosure has been made to them
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response
- The Police would only therefore be contacted direct in an emergency
- If unsure, the MASH has available a Consultation Phone Line during office hours where a conversation (without naming children) can be used to speak with a qualified social worker. No record of the conversation will be made it is purely an advice line.

Staff will never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved. The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC.

Alongside the Child Protection Policy, St. Giles School safeguards our pupils through the use of other policies such as the Moving and Handling Policy, Intimate Care Policy, Medication Policy and First Aid Policy. Staff will follow care plans at all times when supporting pupils physically or medically. School maintains a close working partnership with Nottinghamshire School Transport to ensure pupils are safe travelling to and from school. Any concerns identified by staff or parents are discussed and reported directly to Notts County transport.

Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

The School Principal or Senior Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies to safeguard children. They are aware that the Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR) should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm (KCSiE 24 paragraph 55).

Further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website:
<https://www.nottinghamshire.gov.uk/nscp>

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children 2023, updated February 2024).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- *DfE KCSiE 2024 paragraphs 114 to 122 and Annex C.*
- *HM Working Together to Safeguard Children 2023 Paragraphs 28 to 34 and on pages 18 to 22.*
- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR)).*

Records and Monitoring (KCSiE 2024 paragraphs 66 to 67, Part Four, Part Five, Annex C)

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time will an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps will be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

Any concerns will be reported and recorded without delay to the appropriate safeguarding services e.g., MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main school file prior to the commencement of a confidential safeguarding file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a confidential safeguarding/child protection file (see below) is commenced then the chronology will be transferred to the confidential safeguarding/child protection file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'confidential safeguarding or child protection' file, which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right-hand corner to denote a separate file exists.

We will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit as required by statutory guidance.

Why recording is important.

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often

when a chronology of information is pieced together that the level of concern escalates or the whole or wide picture becomes known.

St. Giles School uses CPOMs but does have some paper files from prior to adopting CPOMs and also for pupils who transfer to us from schools who still use an electronic system. These records are all transferred onto CPOMs as part of our safeguarding procedure with the paper copy remaining locked in a cabinet stored in the safeguarding office.

We acknowledge without information being recorded it can be lost, miss informed, open to interpretation or change. This could be crucial information, the importance of which is not always necessarily apparent at the time. We will ensure all our recording is made in timely manner and is kept safe and signed off by one of our DSLs to evidence the reporting and information being used to safeguard the child and detail the 'child's journey through the safeguarding system.'

We acknowledge, on occasion this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

Recording Practice and Procedures

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

Support and advice will be sought from social care, or the early help service whenever needed. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHA should be undertaken, or whether a referral should be made to MASH/Children's Social Care in-line with the NCC Pathway to Provision, made available by Nottinghamshire Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.

[The Child Protection \(CP\), Child in Need \(CiN\) or Confidential file](#)

(KCSiE 2024 Annex C pages 171 to 172 and paragraphs 101,121 to 122, 547 and 550).

The establishment of a 'concern' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events such as feeding, health and moving and handling requirements. *It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, CIN may be looked at differently to a child*

recently bereaved, parental health issues, etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and Designated Safeguarding Leads in school, (Kirstie Passmore, Ally Smith, Sarah Taylor, Matt Rooney, Rochesca Moody and Donna Edwards)

A 'concern' or 'child protection confidential' file should be commenced in the event of:

- A referral to MASH/Children's Social Care
- A number of minor concerns on the child's main school file
- Any child with an open case to social care

It is suggested that within a child's 'concern' or 'child protection confidential' file there is:

- A front sheet
- A chronology
- A record of concern in more detail and body map, where appropriate (a body map is *always* accompanied with an INC sheet)
- A record of concerns and issues shared by others

The online tool, CPOMs, automatically registers this information but for our hard copy Confidential Files St. Giles School will keep written records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately but these records will be kept within the separate Concerns File.

Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead, Kirstie Passmore, to evidence and support the actions taken by staff in discharging their safeguarding arrangements. Original notes are retained within the file (scanned and stored into CPOMs and clearly identified as such in either file) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The Concern File can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns, then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be considered for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be a key factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

A 'child protection' or 'confidential safeguarding' file should be commenced in the event of:

- A referral to MASH/Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child is open to social care or Early Help Service.
- Involved with statutory safeguarding agency.

Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):

We will adopt the file transfer guidance and arrangements contained in KCSiE 2024 and ensure when a child moves school/education provision their child protection/confidential safeguarding file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2024. Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

Our Senior DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

In accordance with KCSiE 2024 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

(KCSiE 2024 paragraph 121 to 122 and Annex C).

Educating Young People – Opportunities to teach safeguarding 2024 paragraphs 128 to 136, Annex A & Annex C Online Safety).

(KCSiE

As a school we will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness

The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment whether that be in school in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

We will carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in school and ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

As a school, we welcome advice and support from external providers such as Equation, the NSPCC and the TETC Team.

The work that we do therefore will include issues such as:

- Communication and how that looks for all our pupils
- understanding healthy relationships, including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to *be* safe and to *feel* safe)
- recognising abusive and coercive language and behaviours

St. Giles School recognises that a clear Relationships and Sex Education (RSE) policy will support the school in meeting outcomes of staying healthy and staying safe. This policy incorporates latest guidelines and ensures a clear framework for a relevant RSE curriculum for all of our pupils and students taking into account issues such as sexuality, disability, ethnicity and faith. Our whole school philosophy is that we believe our pupils/students have an entitlement to a person centred, personalised and appropriate RSE curriculum.

Relationships and Sex Education forms an integral part of the school curriculum, and whilst sex education is seen as part of the wider programme of health education for pupils and students, it is important that these sensitive issues are addressed if pupils are to gain skills to deal with life - its joys as well as its hazards. Dedicated time is given to this area of the curriculum. The sex education and relationship education is sensitive to the different needs of individual pupils and the school recognises that this education will need to evolve and adapt over time as the pupil population changes.

St. Giles School has developed its curriculum to meet the needs of three pupil cohorts; pre-formal, semi-formal and formal. At every learning level, a pupil's safety and well-being is considered, especially a pupil's vulnerability when accessing on-line resources. Staff use varied approaches to develop online safety messages, however pupils who access our semi and formal curriculums are taught online safety as part of discrete ICT lessons and whilst accessing the wider curriculum. Our RSHE and our ICT curriculum all teach the importance of online safety. Pupils also have access to external resources such as the NSPCC "Speak Out Stay Safe" programme and resources. All staff are aware that these messages need to be repeated regularly to both parents and pupils as this particular platform for learning develops and grows over the next few years following the Covid 19 pandemic.

KCSiE 2024 acknowledges the risks as well as the positives that technology can pose to children when they are using technologies in the home. School has supported parents and carers through the use of an "online safety awareness" Google Classroom which can be accessed freely on our school website. Parental support sites are offered as well as sites which offer online learning for parents and their children to access together.

For pupils who may be learning from home, it is important that all staff who interact with children, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per this Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Code of Conduct.

St. Giles School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by the school to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

KCSiE 2024 Annex D provides additional links to guidance and has an additional paragraph added – Education at home. Staff have been given a copy of this to support and advise their teaching and advice to parents, if required.

Child on Child Abuse

St. Giles School recognises that all children are vulnerable to and capable of abusing their peers. At St. Giles School, this may manifest itself in different ways according to the cognitive capacity of each pupil. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will **not** be tolerated or passed off as part of "banter" or "growing up". At St. Giles School, child on child abuse is likely to include, but is not limited to; bullying (including cyber-bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexual violence and sexual harassment, sexting (also known as youth produced sexual imagery and initiation), up-skirting initiation, hazing type violence and rituals.

At St. Giles some of these behaviours such as hitting, kicking, shaking, biting, and hair pulling, or otherwise causing physical harm are linked to the particular disability and needs of our pupils, however no abuse is tolerated and all physical abuse is noted using Behaviour Reporting on CPOMs, our online tracking tool. Staff are supported and encouraged to discuss episodes of aggression with senior leaders to determine the root cause of the physical abuse and is dealt with accordingly.

It is recognised by all staff that sometimes our pupils may not understand what child on child abuse means and may use the term to describe a different, completely innocent conversation with peers. Support and guidance will be given on these occasions but procedure will still be followed and the accusation investigated.

At St. Giles child on child abuse may take different forms and may be linked to their diagnosis; Attachment Disorder for example. Staff are trained through specific behaviour training to recognise in pupils the need for attention, maintaining a balance of power over adults and peers or for pupils who have extreme anxiety there are specific, personalised approaches to be used to support pupils to recognise that child on child abuse is not to be tolerated. All pupils are taught to respect and help their friends through pastoral class activities and whole school and departmental fund raising and assemblies. Older pupils are also encouraged to "buddy," show care and consideration for their younger peers.

At St. Giles School, we support the victims of child on child abuse by applying some of the following where it is appropriate to do so:

- interviewing the 'victim', getting him/her to describe how he/she feels and identify the other students concerned.
- offering the 'victim' alternative courses of action
- giving them on-going support and suggest ways of coping with the situation through support of class TA's or a preferred adult.
- provide a time limit to see if any coping strategies work and the abuse stops.
- obtain his/her permission to talk to the 'bully(ies)' and other people involved.

- set up a meeting with the ‘bully(ies)’ and explain to them how the victim is feeling and how the group should act to address these feelings (The No-Blame Approach). Ask the group members to make a commitment to doing something to improve their relationship with the victim. This would be done within the class teams or cross classes.
- arrange a face-to-face meeting between the victim and the bully and allow each to bring a friend if they wish. Discuss how the victim feels and what has brought about the problem. Gain reassurances that both the victim and the bully will do whatever they can to improve the situation.
- if needed then it may be necessary to involve outside agencies such as the Youth Counselling Service, Education Welfare Service or the Police. This should only be done after discussion with the SDSL or DDSL’s

We will always follow our child protection procedures, recognising that both the victim and perpetrator will require support.

In our training, staff at St. Giles School are aware that there are a number of factors that make children more vulnerable to child on child abuse, experience of abuse within their family: living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify as or are perceived as LGBT; or who have other protected characteristics (race, religion).

Research tells us that girls are more frequently identified as being abused by their peers; girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers) and LGBTQ young people. We recognise that both boys and girls experience child on child abuse but they do so in gendered ways.

St. Giles School is a “school without Boundaries” with some of our more able pupils, of both genders having the potential to require support in these areas stemming from involvement in their community. The Snr DSL and Safeguarding leads will support staff to support their pupils through the RSHE curriculum and through close links with a pupil’s Pastoral team. We also support pupils through the use of external providers such as “The Great Project” “NSPCC,” and “The Consent Workshops.”

All our staff will **always act in the “best interest of our pupils”** and report or refer concerns in accordance with our school policies and procedures.

Contextualised Safeguarding

At St. Giles, we recognise as a staff that some of our pupils, especially our older young people, can be particularly vulnerable to safeguarding incidents and / or behaviours that can be associated with factors outside of the school occurring between children who are outside of our school community. Our school catchment area is vast, encompassing the whole of Bassetlaw and our pupils live in wide ranging communities in which they are particularly vulnerable. All our staff, but particularly our Designated Safeguarding Leads (DSL’s) will consider the context within which such incidents and or behaviours occur. We recognise this is known as **‘contextual safeguarding’** and as part of our safeguarding responsibilities will take this aspect into account by assessing whether wider environmental factors are present in a child’s life that threaten their safety or welfare. In such cases, we will work together with safeguarding agencies and support the child and family as part of any referral process.

All school staff are aware that contextualised safeguarding can include the following:

- Child Sexual Exploitation – CSE.
- Radicalisation and Extremism.
- Criminal Child Exploitation – CCE.
- Serious Youth Violence - County Lines.

- Human Trafficking.
- Harmful Sexual Behaviour and Violence Abuse (HSBVA)

Staff recognise that due to the nature of our pupils' disabilities they are particularly vulnerable to these areas of harm. We also realise that our school's location (on the A1 and near motorway and rail networks) also places some of our pupils to some risk of harm. With this in mind staff work closely with pupils and are often in positions to notice changes in pupil behaviour or to form professional bonds with pupils where they may open up and discuss concerns with them. Staff will then use our reporting systems to alert designated staff who can then take the concerns to partnership agencies; Police and Local Authority.

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>.
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <http://www.childline.org.uk/explore/onlinesafety/pages sexting.aspx>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-a-parents-guide](#)
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- There is information on the ChildLine website for young people about sexting: [Childline information for young people](#)
- The Safer Internet Centre has produced resources called '[Childnet So you got naked online](#) which helps young people to handle incidents of sexting.

The NSPCC adult's helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and pupils.

Helplines and reporting

- Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing

channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

All Agencies

- [Pathway to Provision Version 9.1 \(NCC\)](#)
- [Guidance where children are at risk of missing education](#)
- *Escalation policy (NCC)*
- *Interagency Safeguarding Children Procedures of the NSCP*

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link:
<https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

Safeguarding Policy

APPENDICES

St Giles School



St Giles School
No Dreams Are Out of Reach

The following [appendices](#) are a part of this policy:

Appendix 1	Identifying Concerns including a new LA Flow Chart 'What to do if you are worried a child is being abused, at risk of harm or neglect'
Appendix 2	Template: CPOMs (online Form) and Yellow Form – Initial Note of Concern
Appendix 3	Templates: Front Cover, Safeguarding Chronology, Logging an External Concern Sheet
Appendix 4	Template: Body Map Guidance for Schools and Body Map Templates
Appendix 5	Template: School's Safeguarding Action Plan
Appendix 6	Child Sexual Exploitation (CSE)
Appendix 7	Youth Produced Sexual Imagery
Appendix 8	Online Safety
Appendix 9	The Prevent Duty
Appendix 10	Female Genital Mutilation
Appendix 11	Children Absent from Education
Appendix 12	Photographing and Videoing of Children
Appendix 13	Private Fostering
Appendix 14	Communication between home and school including contact numbers
Appendix 15	Safe transportation to and from school using school transport
Appendix 16	Safe use of the outside play area
Appendix 17	Practice that ensures policies are followed both when students are in school but also off site, E.G. Residential' s, Coffee Shop, Community and College
Appendix 18	Non-Verbal Pupils and Recognising their Communications
Appendix 19	Moving and Handling of Pupils
Appendix 20	Supporting children at the end of their lives and their families, peers and staff
Appendix 21	Policy and practice linked to intimate care and use of hydrotherapy changing spaces
Appendix 22	Safeguarding, Behaviour and Positive Handling
Appendix 23	Medical Needs, First Aid and Nursing Team
Appendix 24	Induction Checklist for Safer Recruitment
Appendix 25	Mobile Phone Policy and Use of Phones in School by Staff
Appendix 26	Volunteers RA's
Appendix 27	Use of CPOMs Policy

A member of staff, volunteer has concerns about a child's welfare

Be alert to signs of abuse and question unusual behaviour

Where a child or young person discloses abuse or neglect

- Listen to what they say, keep calm, reassure they are right to tell and you will take action to help keep them safe. **DO NOT DELAY take any immediate necessary action to protect the child**
 - Inform them you need to share the information and what you are going to do next
 - Do not promise confidentiality, you will need to share/ report the information onwards
 - Do not question further, or inform the alleged abuser

Discuss concerns with Kirstie Passmore, the Snr Designated Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH, if a new concern
- Concerns and discussion, decisions and reasons for decision should be recorded on CPOMs and a 'confidential concerns' or 'child protection' file should be opened and stored in line with the school child protection policy

Still have concerns? Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/ families personal details to hand and be clear about concerns / allegations

Safeguarding concern resolved/no longer held

Support has been agreed, record decision, any follow up actions

Children's Social Care

During Office Hours, Monday to Friday
Multi Agency Safeguarding Hub (MASH)
Tel: **0300 500 80 90**

If the child is at immediate risk dial 101 and ask for assistance

Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Board procedures – www.nottinghamshire.gov.uk/nscp

**Out of hours Contact: -
Emergency Duty Team
(5.00pm - 8.30am)**

Tel: 0300 456 4546

Un-met needs identified

Decide what actions are needed to support the child

Consult with child/young person, family and relevant agencies: Agree support, refer to NCC LA guidance 'Pathway to Provision' Version 9.1, March 2021

Useful Safeguarding Contacts

Kirstie Passmore – Snr Designated Safeguarding Lead (DSL)
Matt Rooney – School Principal and Deputy DSL
Sarah Taylor – Deputy Headteacher DSL and DT LAC
Katie Shaw – Voyager Cohort Leader and DSL

Ally Smith – Asst Headteacher Deputy DSL and LAC DT
Roschesca Moody – Asst Headteacher DSL
Donna Edwards – Parent Support Advisor and DSL
Terry Hayes – Safeguarding Governor

**For any allegations/concerns regarding an adult who works with (paid or voluntarily) employment with children contact the LA Designated Officer (LADO) Tel: 0115 8041272
LA Safeguarding Children in Education Officer (SCIEO) Tel: 0115 8041047**

St Giles School CPOMs Incident reporting Form

St. Giles School
Dashboard
Account Settings
CPOMS Staff
Add Incident
LOGOUT

Add Incident ← Back

Student

Incident

Categories

Attendance
 Behaviour Related Log
 Bullying / Friendship Related Issues
 Cause for Concern
 Child Protection
 Communication
 Contact with External Agency
 Home Issues / Parenting Issues
 Medical Issues
 Parental Contract
 Safeguarding
 SEND

Linked student(s)

Type a student's name to link them to this incident.

Body map

Date/Time

Alert Staff Members

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Files

Agency Involved

Pupil's Name:	Date of Birth:	Class:
Date and Time of Incident:	Date and Time (of writing):	
Name in Print:	Job Title:	
Signature:		
Note the reason(s) for recording the incident:		
<p>Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</p> <p>(Please continue overleaf if more space needed.)</p>		
Referrers professional opinion where relevant (how and why might this has happened; drug changes, ill-health etc)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

Check to make sure your report is clear to someone else reading it.

Please pass this form to your Designated Safeguarding Lead Designated Safeguarding Lead or Designated Teacher Response:	
Time and date information received by DSL, and from whom.	
Any advice sought by DSL (date, time, name, role, organisation and advice given).	
Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc) with reasons. Note time, date, names, who information shared with and when etc.	
Parent's informed Y/N and reasons.	
Outcome Record names of individuals/agencies who have given information regarding outcome of any referral (if made).	
Where can additional information regarding child/incident be found (eg pupil file, serious incident book)?	
Should a concern/confidential file be commenced if there is not already one? Why?	
Signed	
Printed Name	

Checked by:

HOS

SDSL

Date and Time:

[Appendix Three](#)

Template 1

**St. Giles School Safeguarding
INFORMATION/FRONT SHEET**

Appendix Four

Body Map Guidance for Schools to be used only if CPOMs is unavailable

Medical assistance should be sought where needed. This should be a School First Aider.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

School staff are advised to:

- Always use a **black** pen (never a pencil) and do not use correction fluid or any other eraser.
- Not to remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

When staff notice an injury to a pupil, they are advised to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file and always accompanied with an INC.

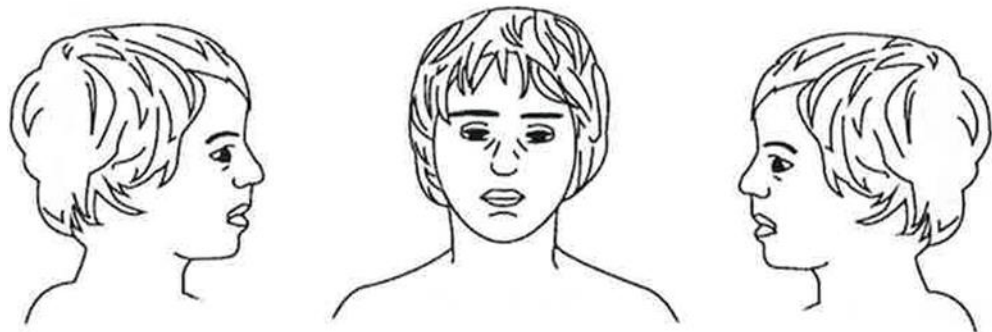
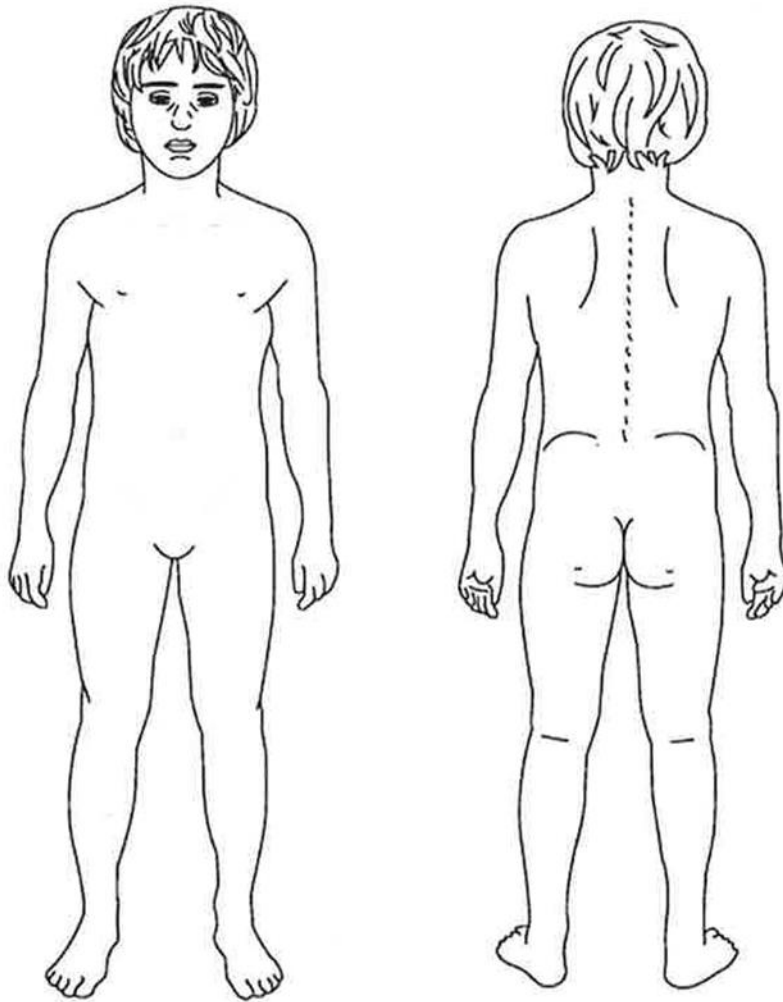
Staff should always be aware of any specialist aids and equipment used by the pupil and how the use of these may cause injuries such as rubbing, blisters, bruising, pressure sores if the equipment is getting too small, new or worn. Staff are aware that in this case they speak immediately to our Safe Handling Advisors who will alert therapists, complete a Body Map and INC Sheet and inform parents either by phone call or in the Home/School Diary.

St Giles School Body Chart

Child's Name: _____

Class: _____ DOB: _____

Date and Time of Observation: _____



Staff Name: _____ Signed: _____ Date: _____

Pupil Comment re injury (whether the injury hurts, feels hot, burning, throbbing etc)



Staff description of Injury:

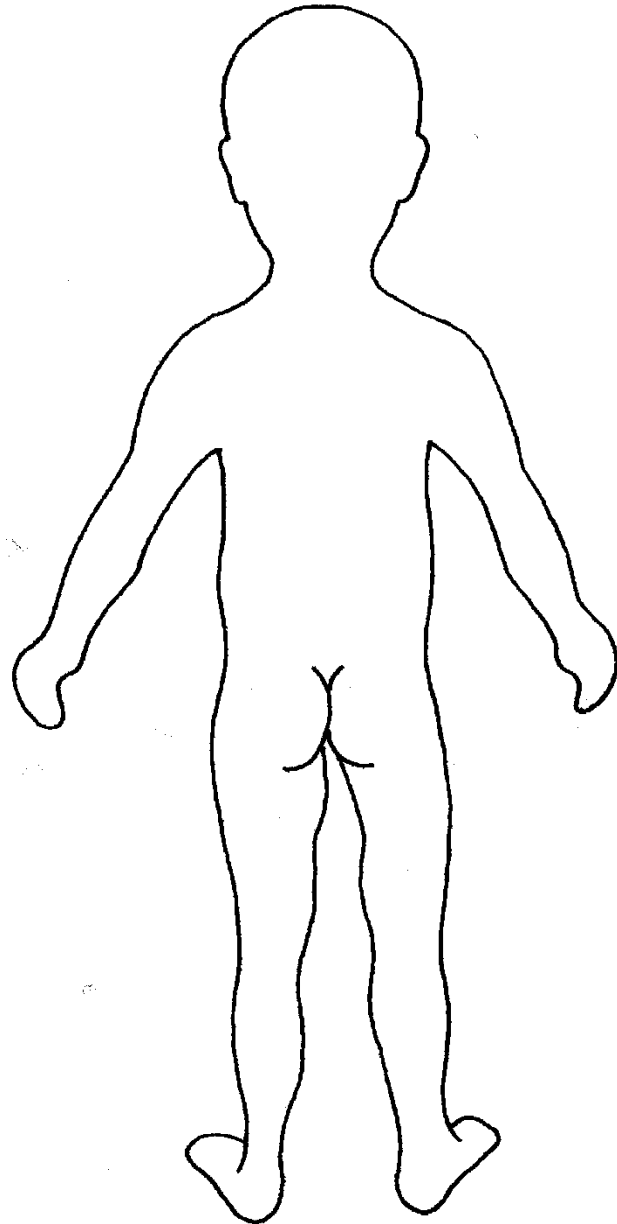
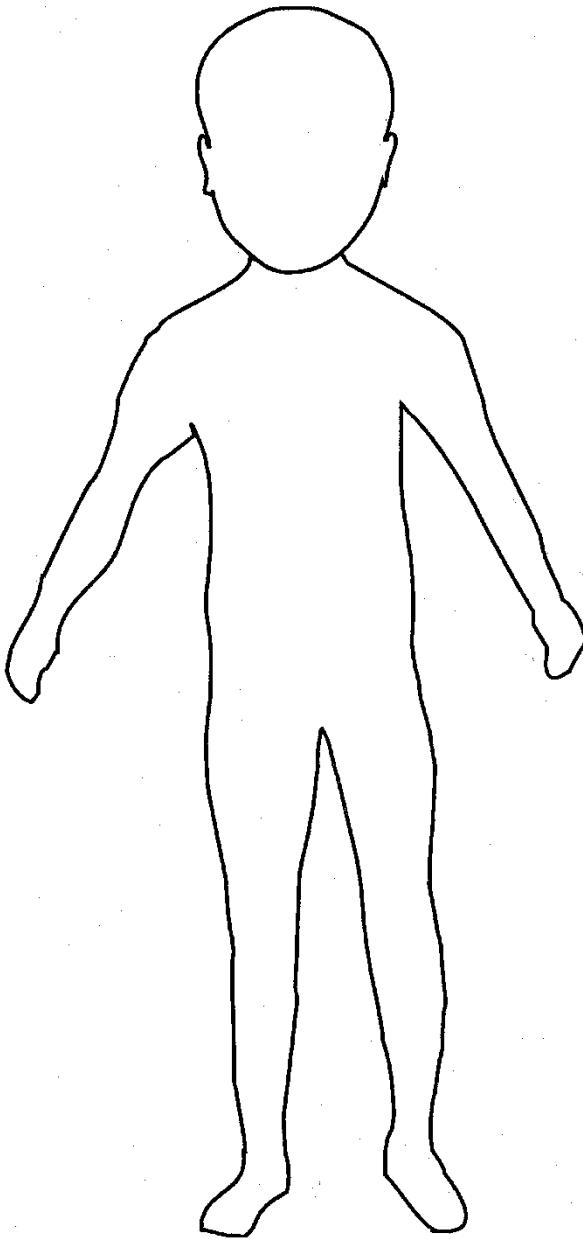
BODYMAP

(This must be completed at time of observation)

Name of Child: _____ Date of Birth: _____

Date and time of observation: _____

Staff Name:



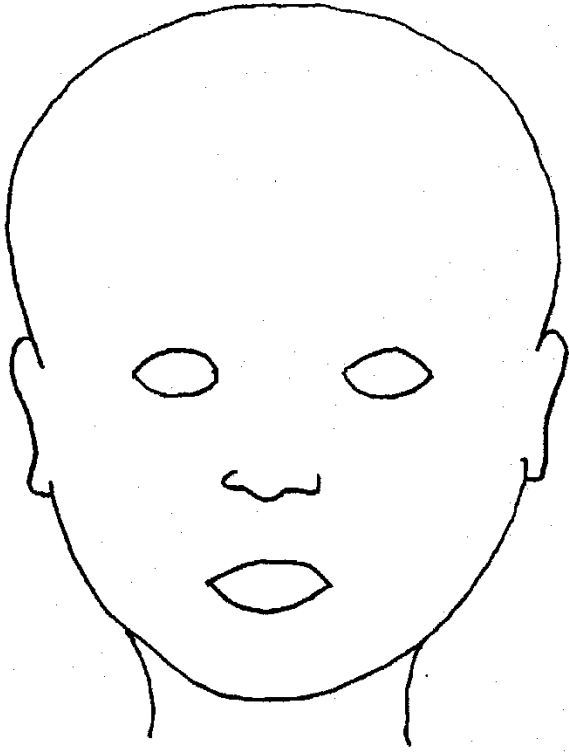
Pupil Comment re injury (whether the injury hurts, feels hot, burning, throbbing etc)

Name of Child and

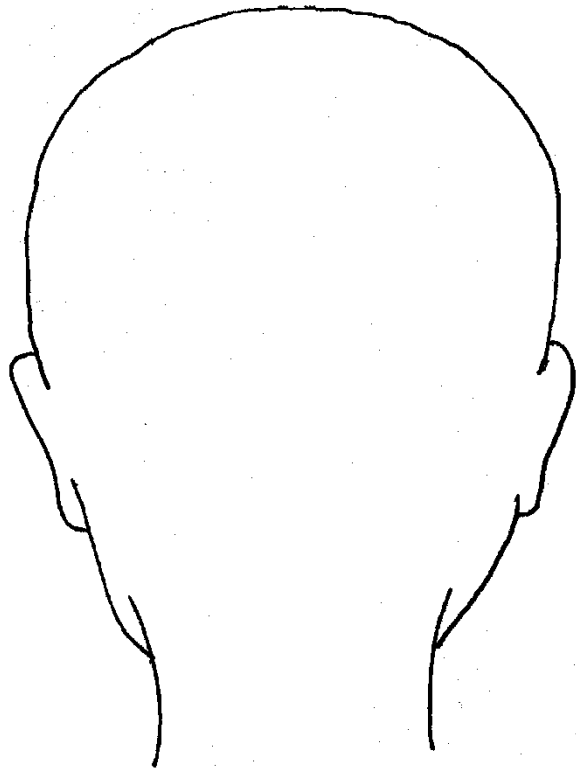
Date and time of

Date of Birth: _____

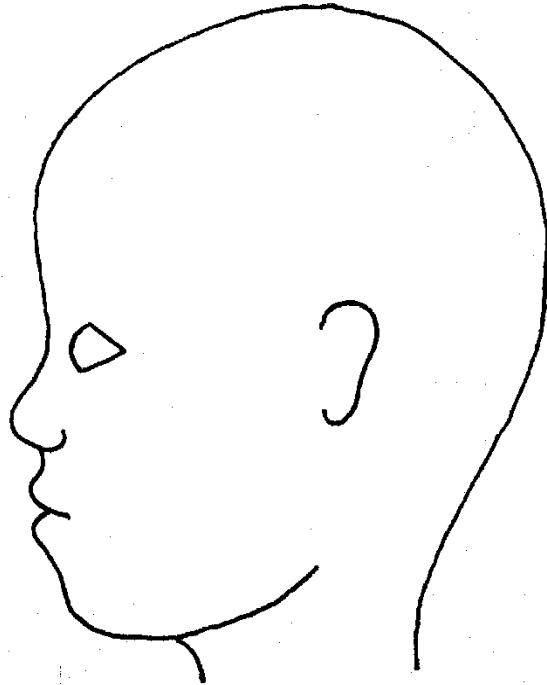
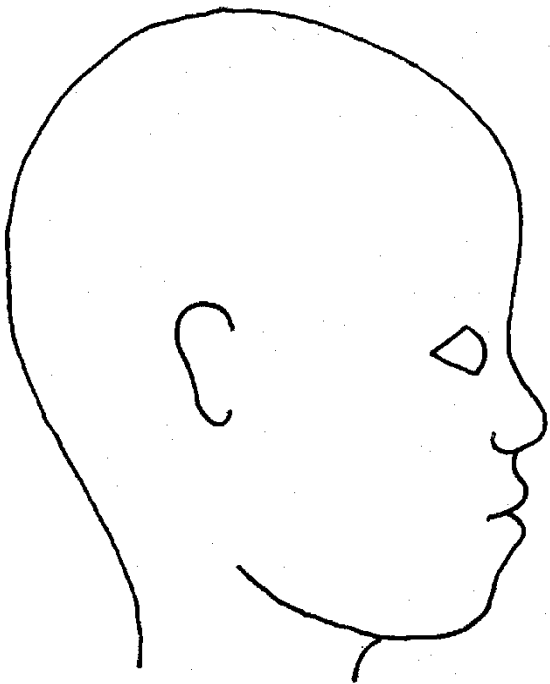
observation: _____



FRONT



BACK



RIGHT

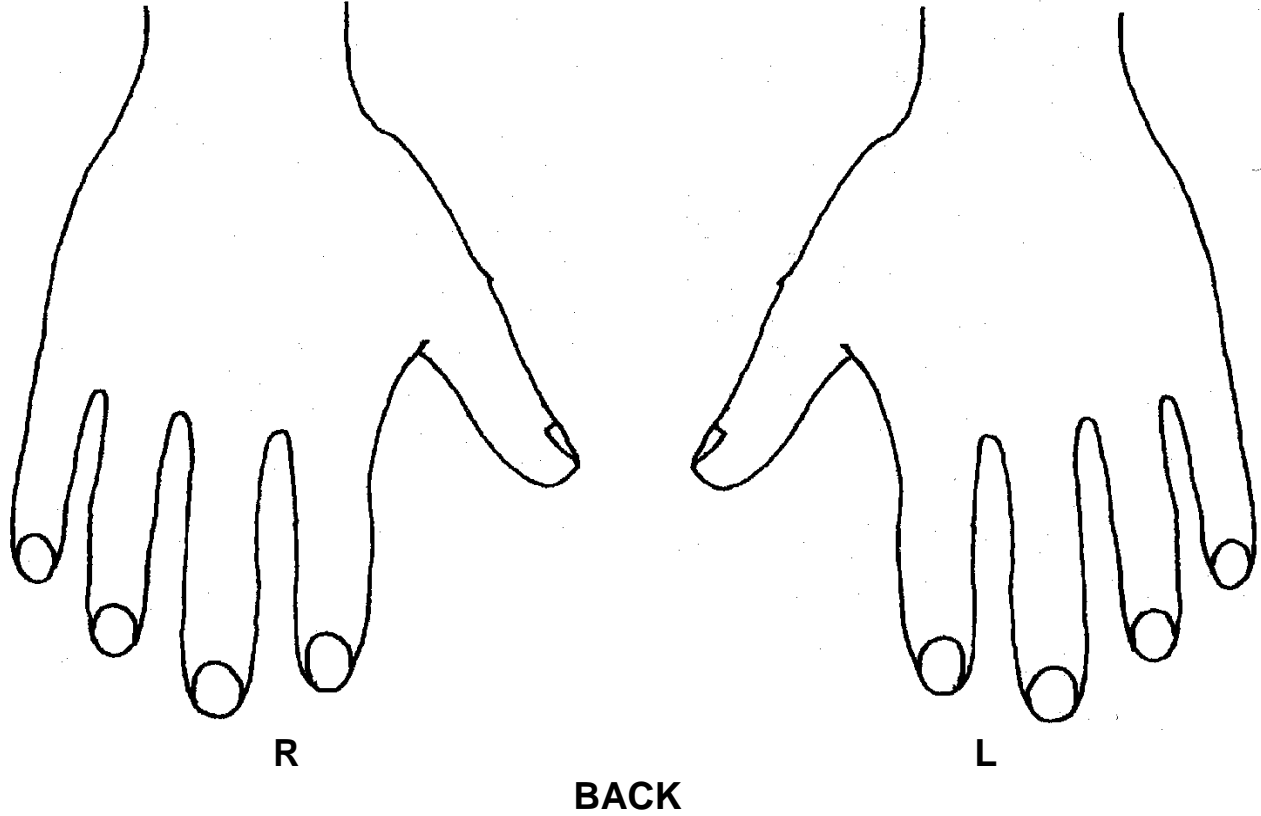
LEFT

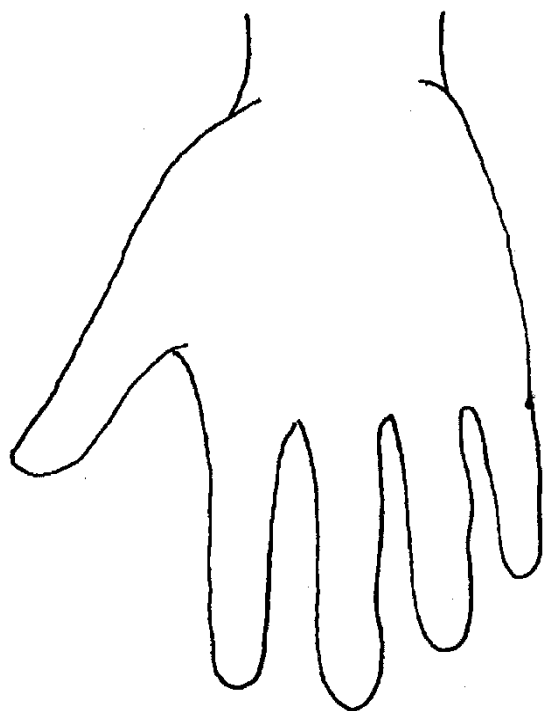
Staff Name:

Pupil Comment re injury
(whether the injury hurts,
feels hot, burning, throbbing
etc)

Name of Child:

Date and time of
observation:





R



L

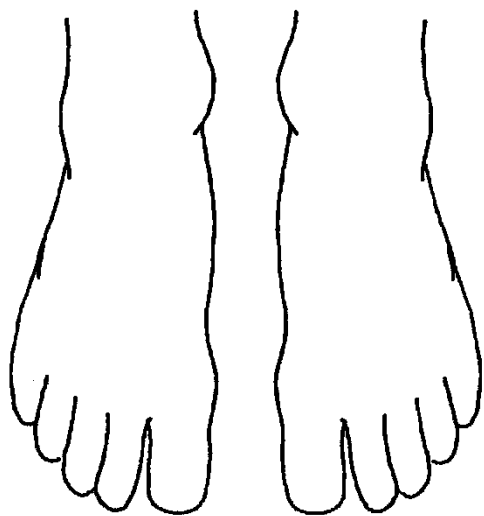
PALM

Staff Name: _____

Pupil Comment re injury
 (whether the injury hurts, feels
 hot, burning, throbbing etc)

Name of Child: _____

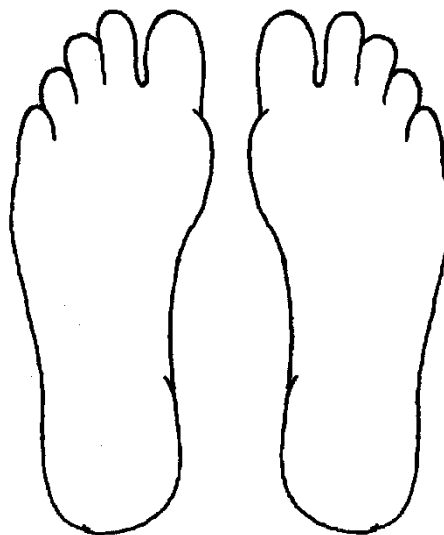
Date and time of
 observation: _____



R

TOP

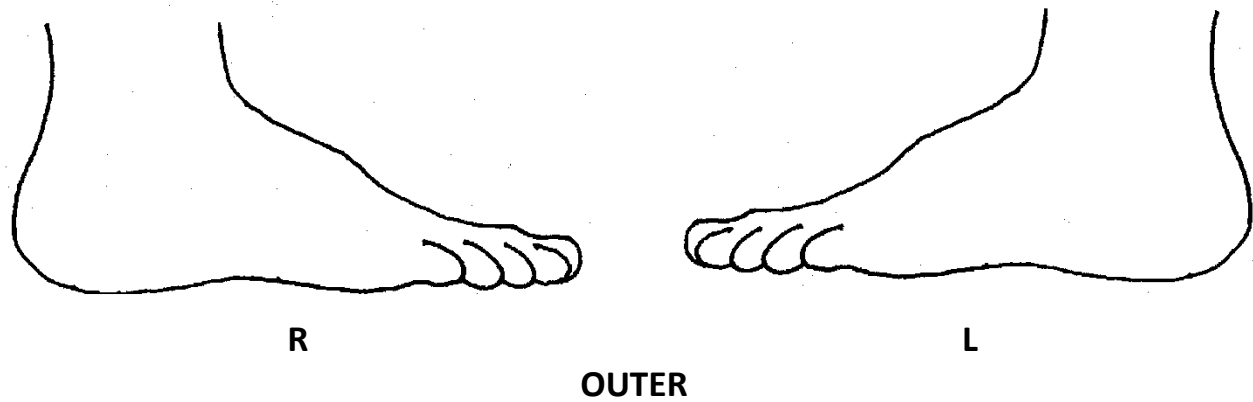
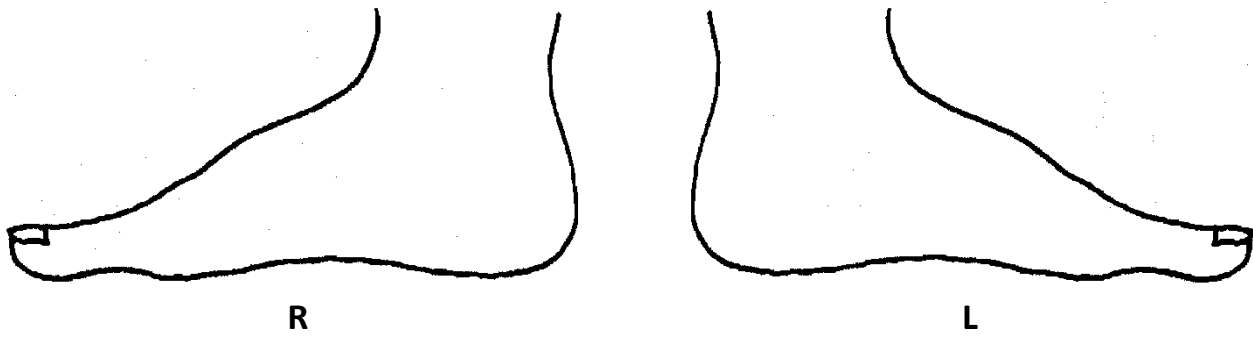
L



R

BOTTOM

L



Staff Name:

Date and
Time:



St Giles School
No Dreams Are Out of Reach

St. Giles School Safeguarding Action Plan

Name of School: St. Giles School

Date:

Completed by: Kirstie Passmore

Aim:

Safeguarding Area	Safeguarding Requirement	Response	Action Taken	By Whom and Timeline

Appendix Six

Child Sexual Exploitation (CSE) Policy

St. Giles School adheres to the NSCP procedure in relation to child sexual exploitation. This is our policy to summarise our position.

As a school, we recognise that child sexual exploitation is a high profile issue both nationally and locally.

In February 2017, the DfE revised the definition of 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 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”

We recognise that child sexual exploitation (CSE) can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities including our school. We also realise that some of our pupils at St. Giles School are particularly vulnerable as they are cognitively less aware of their own vulnerability whilst wishing to be accepted within their community.

Child sexual exploitation can happen in a number of ways to both boys and girls, for example, it can happen through various social media and this can cause significant harm. It can happen through inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. We recognise however that any child can become a potential target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited. At St Giles School, we are also aware of the risks of our older pupils who attend college and work at our Coffee Shop.

As a school, we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience supported by close relationships with pastoral class staff and families and families. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe. This is supported by our RSHE Curriculum and through the use of community projects such as “The Great Project” (Equation) or Speak Out, Stay Safe (NSPCC) We also run e-safety workshops for parents and deliver a range of other parent's workshops throughout the year relating to the Sex and Relationship's Curriculum.

If prevention is not possible, we aim to identify children who are at risk of, or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk.

Once they have been groomed, some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

An important part of educating our pupils is focussing on what a healthy relationship looks like and issues concerning consent. This is addressed at St. Giles School from the start of a pupil starting at St. Giles School in Early Years and Primary. For many of our pupils “consent” may involve staff requesting from a pupil an acknowledgement for appropriate touch for procedures such as personal and intimate care or moving and handling. For others a more widely understood meaning of the term, and discussion around it is appropriate. Many of our pupils have experienced multiple inter agency involvement from birth and their recognition and understanding of a healthy relationship and consent is based upon these experiences. Staff recognise this and our RSHE Curriculum reflects this. Our approach is also intended to target potential abusers at an early age with the intention of helping to shape their attitudes to others.

At St. Giles School, we want to have a culture where the welfare of our pupils is actively promoted and staff and pupils are encouraged to be vigilant and aware. As part of this pupils will feel listened to and safe.

Further information is available from the Department for Education:

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>



Youth Produced Sexual Imagery (Sexting)

Introduction

St. Giles School recognises that ‘sexting’ is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Pupils at St. Giles School are equally as vulnerable to the concerns surrounding “sexting.”

Producing and sharing images of under-18’s is also illegal.

There is no clear definition of what is ‘sexting’ and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2016. The full guidance is located at [UKCCIS 2016 Guidance](#).

This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts, which don’t contain imagery.

The term “youth produced sexual imagery” has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school’s policy and procedure in responding to incidents.

This policy forms part of our school’s safeguarding arrangements and our response to concerns about ‘sexting’ will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved. The school recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 years) but it does not define what is indecent.

However, the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this, children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately and according to our pupils' cognitive understanding and ability.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children, as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in. For our pupils it is often the desire to "fit in" and be "grown up" like their peers that encourages our pupils to get involved in incidents involving youth produced imagery.

Our school is therefore empowered to deal with the majority of these incidents without involving the police unless absolutely necessary.

Handling Incidents

The school may become aware of the issue in a variety of ways i.e. from the child direct, a friend of parent or a member of staff.

We recognise that a pupil is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that a pupil can be under to take part in sharing such imagery but staff will reassure them they are not on their own and will help and support them.

We will also help them to understand, in a manner that is appropriate to need, what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:

- Once highlighted to staff the incident will be reported to the Designated Safeguarding Lead (DSL) or Safeguarding Teachers as soon as possible.
- An initial meeting with the appropriate school staff will be held to:
 - Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
 - Consider facts about the children involved, which could influence a risk assessment. Further guidance and questions to consider is in Annexe A, page 25 of UKCCIS Sexting in Schools Guidance 2016
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

An immediate referral to children's social care and/or the police should be made if at the initial stage:

- *The incident involves an adult*
- *The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent*
- *If the sexual acts are unusual for the developmental age or violent*
- *Children under 13 years are involved*
- *The child is at immediate risk e.g. suicidal or self-harming*

Where the above do not apply then the school will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the SDSL with the input of the School Principal and others as appropriate and will be recorded.

Examples of cases where there is no need to involve the police are:

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly.

In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

The following information will be considering when deciding on a course of action:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Professional judgement will always be applied.

The images should not generally be viewed by staff unless there is a clear reason for doing so and the decision recorded, reporting of the content is usually sufficient.

- We will NOT copy, print or share the image as this is illegal
- If viewing is done, it will be with another member of safeguarding staff or senior leadership

Once a decision has been made not to involve the police or CSC then images may be deleted but we will be clear that this is appropriate action.

Where it is necessary to involve the police and it is appropriate we are authorised to seize any device (Education Act 2011) and pass it the police

CSC will be involved where there are concerns which meet the threshold or if we know they are already involved with a child.

Educating Young People

As a school, we teach our pupils in an age appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks. This is thorough our RSHE Curriculum.

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider PSHE and CSE programme and through IT curriculum work to underpin a specific message such as 'sexting'.

The work that we do therefore will include issues such as:

- communication
- understanding healthy relationships, including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to *be* safe and to *feel* safe)
- recognising abusive and coercive language and behaviours

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>.
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre

- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <http://www.childline.org.uk/explore/onlinesafety/pages sexting.aspx>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-a-parents-guide](#)
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images [Childline Zipit Ap](#)
- There is information on the ChildLine website for young people about sexting: [Childline information for young people](#)
- The Safer Internet Centre has produced resources called '[Childnet So you got naked online](#)' which help young people to handle incidents of sexting

The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

ChildLine: www.childline.org.uk ChildLine offers direct support to children and young people including issues relating to the sharing of sexual imagery.

The Professionals Online Safety Helpline (POSH):

<http://www.saferinternet.org.uk/about/helpline> Tel: 0844 381 4772. This helpline supports professionals with an online safety concern or an online safety concern for children in their care. Professionals are able to contact the helpline to resolve issues.

Resources for teaching staff

There is a wealth of resources for teachers at page 28 of the [UKCCIS Sexting in Schools Guidance 2016](#)

Online Safety

Please Note: further Guidance is available on the TETC section of the School Portal. Staff at St. Giles will need to see the school's Snr DSL, Deputy Designated Leads or SBM for further information regarding the site.

Our school ensures that children are able to use the internet and related communications technologies appropriately and safely and this is part of our wider duty of care. We recognise that the use of technology can be a significant component of many safeguarding issues including child sexual exploitation; radicalisation and sexual predation. We are also aware that many of our pupils at St. Giles School are very competent at negotiating and navigating technological equipment but may not have the understanding to recognise if what they are viewing is age appropriate or appropriate to view.

Online safety now covers the safety issues associated with all information systems and electronic communications as a whole. This encompasses not only the internet but all wireless electronic communications including mobile phones, games consoles, cameras and webcams. It also needs to take into account the increasing mobility of access to digital technology through the range of mobile devices.

Staff at St. Giles are aware that technology often provides a platform to facilitate harm. However, it is important to remember that the issue at hand is not the technology itself but the behaviour around how it is used and especially at St. Giles, the cognitive ability of our pupils to respond to issues that may occur. However, the staff do realise that the use of new technologies in education brings more benefits than risks for many of our pupils for whom their world and environment is very different from that of their peers.

Through our Online Safety Policy, our school will ensure that we meet our statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside our school. The policy also forms part of our school's protection from legal challenge, relating to the use of digital technologies.

There are additional duties under the Counter Terrorism and Securities Act 2015, which requires our school to ensure that children are safe from terrorist and extremist material on the internet.

Our school engages the services of an outside provider, Jasmine IT, to support us to ensure that there are filters and monitoring systems in place to limit exposure to risks when children are using the school's IT systems and any technology that can be used online.

Our school recognises that whilst we have appropriate filters and monitoring systems in place, we also do not "over block" so that we do not restrict this teaching opportunity to teach children about keeping safe online.

Staff at St. Giles use our recording protocols (INC sheet) to record any incidents whereby pupils have had potential exposure to sites that may pose a risk. The Snr DSL as well as the E-Safety Co-ordinator and Jasmine IT is made aware of any breeches and appropriate action is made to support and educate pupils as appropriate through their pastoral class teams as well as inform parents if appropriate.



Appendix Nine

Prevent Duty and Radicalisation

There are now duties imposed on schools and other agencies in relation to The Prevent Duty, which came into force on 1 July 2015.

The Prevent Duty is now incorporated into our existing school policies.

Further advice in relation to this is within KCSiE (September 2022) and also the DfE guidance information on “The Prevent Duty,” Guidance for schools and Early Years’ Providers in relation to:

- Risk assessment (page 5).
- Working in partnership (page 7).
- Staff training (page 7).
- IT policies (page 8).
- Building children’s resilience to radicalisation (page 8).

As a school we realise that we need to be proactive in our approach and have ensured the DSL has accessed face-to-face training (Wrap Training completed: 10.12.15) to help identify risk and support other colleagues where there are specific concerns. Staff, with support from the DSL will work with key partners to ensure that we are aware of any tensions within our local community and nationally and internationally, so that we can create safe spaces and areas for our children to discuss their experiences and concerns.

Where we are concerned about individual children there is a referral pathway of which all staff are aware and the DSL can support staff in completing where needed.

Initial advice and support can be obtained from the Tackling Emerging Threats to Children Team (TETC) and more serious concerns should be referred to the Police Prevent Team or the MASH where there is a concern that a child is at immediate risk.

In exercising our specific duty under Prevent, we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism.

This includes and is not restricted to Daesh, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. We will therefore ensure that we build children and young people’s critical thinking skills and resilience through both our curriculum and pastoral provision/systems.

As a school, we are clear that we have a duty to safeguard our young people from such dangers and are particularly aware that our pupils are increasingly more vulnerable due to their special needs and the potential difficulties they face in recognising who can be trusted and who cannot.

We will actively promote resilience to such risks through our RE curriculum, Prevent Policy, SEND policy, assembly policy, our SMSC and anti-bullying work, and in our policies for use of the school premises by external agencies, visitors, premises’ hire and our online safety and ICT policies.

Female Genital Mutilation

Additional guidance is available on the TETC School’s portal and includes information for Honour Based Violence and Forced Marriage. Please see the Snr DSL for further information, advice and where to source additional materials.

All staff involved in the personal and intimate care of our pupils at St. Giles School have undergone training in this area and it is highlighted as part of the Safeguarding Induction programme for staff new to the school. Not all of our pupils, however, require personal care and pastoral class staff at St. Giles are also trained to be alert to the signs and indicators below if there is reason to be concerned about a pupil.

Guidance Notes for Staff and GOVERNORS Board Members

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies including schools within the Nottinghamshire Safeguarding Children Board procedures [NSCP Procedures FGM](#), which has been informed by the government Multi-Agency Statutory Guidance 2016.

FGM is a procedure that includes the partial or total removal of the external female genital organs for non-medical reasons. *It is illegal in the UK to subject a child to female genital mutilation (FGM); to assist or facilitate the practice; or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003.* The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of girls have the procedure between the ages of 5-8 years. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences.

Although the prevalence of FGM within Nottinghamshire is not likely to be high, no local authority area is likely to be free from FGM entirely. Staff and GOVERNORS members therefore need to have an awareness of the signs that a girl may have undergone FGM or be at risk of the practice.

The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015, which strengthened protection to women and girls through the introduction of FGM Protection Orders and placed new mandatory duties on professionals to report known cases of FGM on girls under the age of 18 to the police. The duty only applies in cases where the victim discloses. If someone else, such as a parent or guardian, discloses that a girl under 18 has had FGM, a report to the police is not mandatory. However, in these circumstances disclosures should still be handled in line with wider safeguarding responsibilities.

In all cases where schools suspect a girl to be at risk they must follow normal safeguarding procedures.

Certain times of year present a greater risk to girls from practicing communities. The ‘cutting season’ during the summer months is often the riskiest time for girls as the healing time required following the procedure, often necessitates it being carried out during the long summer holiday. The main indicators and risk factors are highlighted below but all staff

and the nominated governor for safeguarding will need to have undergone at least basic awareness raising training to ensure they can identify when a girl may be at risk.

Through specific staff training, all staff who engage in intimate and personal care with pupils at St. Giles School have been alerted to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community
- A child may talk about a long holiday to a country where the practice is prevalent
- A child may talk about 'special female visitors' who are staying with the family, especially during the 'cutting season'
- A child may confide that she is to have a 'special procedure' or to attend a special occasion
- A child may request help, directly or indirectly, from a teacher or another adult
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family
- A girl is withdrawn from PSHE/SRE without any specific reason being given

In brief the signs that FGM may have occurred are:

- Difficulty walking, sitting or standing
- Spending longer in the bathroom
- Urinary or menstrual problems
- Prolonged absence and then noticeable behaviour changes
- Reluctance to undergo normal medical examinations
- May confide in a professional but may not be explicit or may be embarrassed

Where it is suspected that a girl may have undergone or is likely to undergo FGM staff must share concerns with the DSL who in turn should immediately consult the MASH.

Where staff suspect that FGM has occurred they must:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly
- Fulfil their duty to protect, safeguard and share information
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent)
- Understand that there will be potential enquiries under Section 47
- Understand there is likely to be police enquiries
- Understand the possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child.

Where you know that FGM has taken place:

This must be reported directly to the police in accordance with the mandatory duty.



Children Absent from Education

Following government consultation on plans to amend CAE regulations, changes were made to improve information sharing between schools and LA's to help identify children missing education and help protect to children from potential harm. The Government document can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and supports any special educational needs they may have.

St. Giles School staff recognise that local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education within their area.

It is accepted that a child going missing from education at St. Giles School without an acceptable reason such as the need for surgery or for health reasons, is a potential indicator of abuse or neglect.

At St. Giles School, many of our pupil's experience periods of absence from school for authorised reasons such as medical appointments, surgery and appointments for adaptations or specialist equipment. When a child is absent from our school without authority we will follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have an admission register and an attendance register, which supports the school in safeguarding children who may be at risk of missing education.

Absence

School office staff will always contact parents or carers by telephone if a pupil is absent without authorisation or a reason given. They follow a strict protocol and will inform the class teacher, Snr DSL and Senior Leadership Staff if there is no response from the home. Class staff are expected to liaise with parents and pupils to encourage school attendance.

First Day of Absence

Parents are expected to phone the School Office if their child is absent. The School Office will record the absence and then inform the relevant teaching staff of the absence who will inform colleagues who need to be aware. Teaching staff will be responsible for completing the absence in the registers. If school does not hear from parents as to why their child is absent after registers close the School Office will contact the home or respite to find out the reason why. If contact is not made with parents then other emergency numbers will be tried to ascertain the whereabouts of the child. If the parent is unaware of the child's absence, then the LA's 'Children Who Go Missing from Home, Care or Education Protocol' will be initiated.

Second and Third Day Absence

If the child continues to be away and the school is still unaware of the reason, the School Office will phone the parents/emergency contacts again to ask after the welfare of the child and when they are likely to be back at school. If there is an unexplained absence of more than 2 days for a child who is subject to a **child protection plan**, Children's Social Care will be notified.

Continuing Absence

If the whereabouts of the child and family remains unknown after the 3rd day after repeated efforts to contact the family, then a home visit by member of staff will take place. If concerns regarding the whereabouts of the child still exist following that visit, the Local Authority Children Missing Officer (CMO) will be contacted in accordance with LA guidance. If a pupil's whereabouts are known but they remain absent without authorisation for 3 consecutive days, the School Principal will contact the parent to explore the underlying issues and identify possible solutions.

Ten Days Absence

If a pupil's whereabouts are known but they remain absent without authorisation for 10 consecutive days, and their attendance has been below 85% over the previous 6- 10 weeks with a significant element being unauthorised, a referral will be made to the LA's Early Help Unit in accordance with LA guidance. Staff will continue to make regular visits to the pupil's home to continue contact between pupil, home and school.

We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education within Nottinghamshire County Council for pupils who are to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the home elective team
- does not arrive at the school as part of an admission process and we are not aware of their whereabouts
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school
- has been certified by the school medical officer 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; or have been permanently excluded

The actions that will be taken by the school are in the School Attendance Flow chart (January 2018)

The flow chart summarises that every child should be accounted for, their whereabouts should be known, or we will make a referral to the relevant service. We will not remove a child from our roll unless we can evidence an agreement with the local authority to do so.

Where a pupil who fails to attend our school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more we will follow Nottinghamshire County Council's Attendance Flow chart

Missing from School

In very rare circumstances our pupils may arrive and register in the morning and then go missing throughout the day without a satisfactory explanation. In order to develop independence some pupils are encouraged to walk independently or being observed by staff from a distance as they move around school. On occasions some pupils may access classes or areas that are not expected. At these times an alert will go out on the school "Walkie Talkie" system for staff to check classes and corridors. A risk assessment and behaviour plan may then be put in place by staff.

Any pupil deemed "at risk" of going missing in school be closely monitored by staff. A risk assessment and behaviour plan will be put in place that takes into consideration parent's views and supported involvement from external agencies.

The St. Giles School site is very safe and access to school can only be gained through the school main doors which can only be opened by office staff. Entry for pupils via the Primary and Secondary doors is only available in the morning and at night and is controlled by staff when open. Entry to the Primary and Secondary corridors is controlled access and only staff can open these doors. Exits to public school areas is via a "push button" and whilst some of our pupils are able to access these and move into the public areas the external site is enclosed by a high fence which is difficult to climb. All exit gates are controlled by the office or are padlocked at all times. If opened such as at morning and night time drop off and collection the gates are controlled by school staff. The external areas of school are monitored by CCTV.

If a child is 'missing', their whereabouts cannot be established within the school. Schools will need to identify whether the child is at significant risk.

Children are more vulnerable who:

- are on a plan (child protection plan, child in need plan, looked after child, early help)
- have specialist educational needs and or a disability
- are using substances
- have an education health care plan
- where there are indications that the child is at risk of CSE, grooming, radicalisation

There may be other contributing factors that should be taken into consideration when determining if the child is at significant risk such as the child's emotional health, known issues at home etc.

Once a child has been identified as missing and cannot be located within school, the Designated Safeguarding Lead will be informed.

Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis.

When a decision has been made to contact the police, the police will require information from the school to assist in locating the child and returning them to a safe environment.

If a child has a social worker or case manager (e.g. early help) then they should also be informed.

This is unlikely at St. Giles School but if a child is known to regularly go missing from school during the school day, a risk assessment for the child will be undertaken.

College and School Visits

Some of our older student's access local colleges, off site learning environments and our coffee shop. Pupils using these sites may arrive at school each morning and register at St. Giles School. Others may meet staff at the college or offsite environment. Staff accompany and closely monitor our young people when they are off site and are aware of our own as well as the protocols in place of the external sites in reporting a pupil that has gone missing. School links policy and procedures including names and photographs of college DSL and other lead professionals are clearly accessible on the websites of the external school sites and a paper copy is held by the AHT for KS4/5. All St. Giles staff accompanying pupils for external programs are fully briefed and inducted in the protocols on which to follow and systems to follow. However, our school safeguarding policies and procedure are always followed in the first instance.

For further guidance please see the missing protocol or speak to Nottinghamshire County Council's Glen Scruby, Children's Missing Officer: glen.scruby@nottscc.gov.uk / 0115 8041045

Photographing and Videoing of Children in School

At St. Giles School, we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy around “Photographing and Videoing of Children,” and a copy of the document is available from the school website and/or the school office on request.

Taking pictures and video images of children’s achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains in detail the school’s requirement to obtain parental permission while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

At St. Giles, we have a strict protocol regarding the taking and using of photographs and video. All classes use iPads to take both photos and video. These are used by staff both in school and when out on school visits.

We consider that there is never a reason for staff to use their own personal equipment; cameras, mobile phones, hand held video cameras.

All photographs and videos captured are used either as part of our online assessment recording tool (Evidence for Learning), used in pupils’ books or used for displays around school.

As a school, we are very aware of the requirement for some of our pupils to remain anonymous and class staff have a list of pupil permissions in light of photographs and videoing in school.

At school, performances and events senior staff remind parents of school protocols relating to the taking of photographs and videos and parents are always given opportunities to take individual photographs of their children following the activity.

School staff are also aware of the need of care when taking photographs and video in class to ensure that no photograph is ever sent home containing the image of a pupil for whom permission has not been given.

The staff at St. Giles School recognise that whilst we use photographs and videos to record progress, on some occasions pupils may not wish to have a photograph or video recording made. Verbal pupils will make their needs known clearly, however staff who know non-verbal pupils well will be aware of their subtle communications, which may include non-verbal gestures, withdrawal of eye contact or engagement that may signify a wish for pupils not to want to be recorded. Staff will ask all pupils, regardless of ability if they are happy for a photo to be taken of either work or the activity and respond as per the answer the pupil gives.

Further guidance is provided by the Information Commissioners Office on taking photographs in Schools and the Data Protection Act 1998

[ICO: taking photographs in schools](#)



Private Fostering Guidance for Schools

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are can be safeguarding issues and children and young people often find it difficult to know who to talk to about their safety or welfare.

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is not when a child is “Looked After” by the Local Authority or placed in any residential home, hospital or school.

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer. Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step-parent - are *not* private foster carers.

Who may be privately fostered?

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover:

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison
- Children sent to this country, for education or health care, by parents who live overseas
- A child living with a friend's family because they don't get on with their own family
- Children living with a friend's family because of their parents' study or work
- Children staying with another family because their parents have separated or divorced
- Teenagers living with the family of a boyfriend or girlfriend
- Children from abroad who attend a language school or mainstream school in the county and are staying with host families
- Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians'
- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to Nottinghamshire MASH.

What to do if you are aware of a private fostering arrangement:

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Social Care are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional, it is important for you to notify Children's Social Care if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for:

- Has someone else started collecting a child from school on a regular basis?
At St. Giles, this may be highlighted by a pupil being collected from school rather than going on the school transport.
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
At St. Giles, an unknown name may start to write in the Home/School Diary or the diary may not come into school.
- Is there something unusual or unclear in the child's administration file? *This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.* At St. Giles, this may be highlighted by a carer not having a full understanding of the young person or child.

Many pupils at St. Giles are non-verbal and are not able to communicate changes in family circumstances. Staff are vigilant in ensuring that any changes to regular parental or carers contact is brought to the attention of the DSL team.

What St. Giles can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear
- Whenever staff become aware of private fostering arrangements they should notify the Senior Designated Lead for Safeguarding (SDSL).

- The SDSL or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Social Care of the arrangement.

If you believe that a private fostering arrangement has not been reported to Nottingham Social Care you should contact them directly:

**Nottinghamshire Multi Agency Safeguarding Hub 0300 500 80 90
[Mon-Thurs: 08.30am -5pm, Fri: 08.30-14]
Emergency Duty out of hours Team 0300 456 4546**

If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures as laid out in this Child Protection Policy.

What happens after the Local Authority is notified?

When the Local Authority receives notification about a private fostering arrangement, the Nottinghamshire MASH Team will arrange for an officer to visit the child within seven working days. They will contact the parent or person with parental responsibility, run checks on the carer and talk to the young person.

This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need. The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required.

Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.

Further Guidance & Resources:

- <http://privatefostering.org.uk/>
- ['Child Trafficking and Private Fostering', ECPAT UK](#)



Communication between home and school including the regular check of contact numbers

Positive lines of communication between home and school, is an essential element of the work of our school. Effective communication enables our pupils to receive continuity of education, care, support and management within home and school settings.

At St. Giles School, this communication takes place mainly through our Home/School Diary as most pupils are transported into school using school transport. This means that the frequent verbal interactions that may occur in a mainstream school between parents and staff do not happen and whilst our older and more able pupils are encouraged to discuss their day with their families, the Home School Diary bridges this gap. Staff will communicate with parents using telephone calls, emails and where requested meetings. In addition to the EHCP Review, the school holds two Parent's Evenings a year and consults with parents on reviews of the IEP, feeding and personal care plans and any behaviour plans as necessary.

The diary is completed daily by class pastoral staff who will give a brief account of the pupil's day with specific parental requests answered if requested. Parents are encouraged to complete the diary for evenings and weekend activities and to pass on any messages as necessary. The format of the diary will be different in each Key Stage and age range. Class teams are aware that diaries are not to be used to share confidential information or communications.

Class teams are aware that diaries or not to be used to share confidential information or communications.

On occasions, staff at St. Giles may read information in the Home/School Diary that may cause concern. Pastoral class staff know their pupils and families very well and are well placed to recognise when they need to seek advice and support from the SDSL or DSL's. Staff will seek advice if unsure or use the school protocols to report concerns. Where possible and appropriate staff work to support families but where targeted support is required, staff will work, where necessary with families and professionals to reach a positive conclusion.

The majority of pupils at St. Giles are transported into school. On occasions safeguarding concerns may be noted by the transport drivers and escorts. Although transport follow their own procedures the escorts and drivers may pass on information to school staff. Staff will then complete a CPOMS to note the incident.

Personal Contact details: Home Address, Telephone Numbers, Email

The school holds emergency contact details for all pupils, and parents are contacted on at least an annual basis to ensure that these are updated.

Keeping Children Safe in Education 2024 states that schools must have at least two contact numbers for each pupil with one of these being a number not linked within the family home. This is to ensure that in the event of school being unable to contact a member of the family home there will always be availability to the family home if needed.

Families are encouraged to alert the school immediately in the event that contact information needs to be revised. Families are also requested to give the school at least two emergency contact numbers in the event school cannot contact the main number given. This is particularly important in the event that a pupil is taken ill.

Office staff can use "Parent Mail" to contact parents where a parent has signed into the scheme and can request, at regular times of the year an update to any contacts. Paper copies can also be sent out to parents.

Depending on the nature of the communication, the school will use the most practicable means to contact a parent/carer.

In the event that a parent cannot be contacted, the school Senior Leaders will decide on an appropriate course of action. This might be taking a pupil to hospital or contacting the pupil's Social Worker.

Open Door Policy

Parents are welcome to visit the school to discuss their child's progress, ask questions, and gain support or to have the opportunity to talk about their child/home issues with firstly their child's class staff, Donna Edwards, Family Liaison Support, an Assistant School Principal or the School Principal if concerns have not been addressed.

Parents are asked to phone/use Home School Diary to make an appointment. This allows the school time to organise cover to make the requested staff available to speak to the parents. Our aim is to see or speak to the parents as quickly as practically possible.

Letters

The school subscribes to Parent Mail; this allows us to email letters to parents. Not only is it more environmentally friendly as it decreases paper usage, but reduces photocopying and other costs in the school. We urge parents to provide us with a valid email address. Where it is not possible to use Parent Mail, most written correspondence is passed on to families through the home/school Diary or by the escorts on school transport. It is important that the folder is checked on a daily basis. Any other correspondence will be forwarded through the Royal Mail postage service.

Telephone Calls

Telephone calls will be made where immediate contact with a family member is required i.e. for pupil injury or pupil incident. A member of staff will call the first named emergency contact as listed. Where no contact is made, a call will then be made to the second named contact. In the event that no live contact can be made, the member of staff will either leave an answer phone message (ascending order as before) or ensure that repeat calls continue to be made to the contact numbers, where possible. All calls home are logged on CPOMs.

Health and Safety Issues

We pride ourselves on being an open, welcoming place for all members of the school community. However, in order to provide a safe and supportive environment for all who work and learn in the school the following procedures are in place:

- Main access/exit door is controlled by an access control system. All visitors (including parents/guardians) to the school must report to Reception to gain admission to the school
- Parents who drop off and/or collect their children directly from the school outside the beginning and end of the school day times, are requested to wait in the reception area until their child is collected by a staff member. Parents and Carers are requested not to go directly to the student's classroom unless asked to by school staff, in order to protect the privacy and confidentiality of other students
- If students sustain any injury in school, parents will be contacted by phone by the class teacher as soon as possible after the incident has occurred. Parents who drop off and /or collect their children directly will be given a verbal explanation about the incident by a member of the class team. Parents will be informed of a bump to the head with a letter and/or a phone call.
- All visitors to the school must sign in and sign out using the electronic system in the entrance foyer. All visitors will be asked to wear a white coded lanyard visitors badge at all times when on the premises.

Other ways of building relationships

- Parent and Friends Association
- Attending school functions e.g. assemblies, school productions, social evenings etc.
- Termly newsletter
- School website



Safe transportation to and from school using school transport

The safe arrival at school and return home of our pupils is of paramount importance to St. Giles School and the school has a strict protocol in place to manage the safe movement of pupils, parents, staff and vehicles within school grounds. There is a transport Risk Assessment available upon request.

School Transport is coordinated by Nottinghamshire County Council and contact details can be provided by school office staff or by searching the Nottinghamshire County Council website. Pupils may be transported in either a taxi or a minibus.



Safe use of the Outside Play Area

At St. Giles School, we believe that all our pupils require opportunities to engage in active play with peers and staff, in addition to experiencing quieter and more environmental areas. Opportunities for balancing, climbing, hanging and swinging are planned both within a pupil's personalised curriculum, sensory cycle and during play breaks outside.

Supervision

Children are supervised at all times whilst using outdoor play equipment.

Supervising staff are familiar with the equipment, the rules for use and the abilities of the pupils using the equipment.

General guidelines

All pupils are educated about the use of climbing equipment

- Staff/supervisors on duty ensure that outdoor play equipment is visible and can be appropriately supervised when in use
- Staff/supervisors on duty have a responsibility to report any defects they notice as soon as is reasonably possible
- Staff/supervisors must undertake a visual inspection of the play area and equipment to determine and act on any observed risk.
- Staff /supervisors must undertake a visual inspection of the play area and equipment to determine and act on any observed risk.
- School has a rota for use, which takes into consideration the age and number of children using it at any one time
- Staff/supervisors have a responsibility to ensure appropriate behaviour
- Consideration is given to weather conditions, outdoor play equipment will not be used during wet or icy conditions or during periods of extreme heat.
- All staff on duty are expected to make regular risk assessment to determine if the weather conditions restrict access to specific equipment.
- Apparatus will only be used at appropriate times when supervised



Practice that ensures policies are followed both when students are in school but also off site, E.G. Residential visits, Coffee Shop, Community and College

It is our school's responsibility to safeguard and promote the health and safety of all our pupils on visits outside school. The school retains responsibility for pupils at all times during school offsite activities. It acts in loco parentis and hence takes due regard for safety by exercising its duty of care to the pupils involved. Parents accept this duty of care by giving written consent when their child joins the School.

Our senior pupils regularly leave the school site to attend college or work at our Coffee Shop. Staff accompanying and supporting pupils to college follow the college procedures regarding any necessary evacuation procedures or learning activity health and safety advice. All staff involved in these activities are aware of St. Giles School protocols; Moving and Handling, Personal and Intimate Care, Administration of Medications as needed to safeguard our pupils. School staff and pupils undertake a college induction prior to the start of all learning programs.

School staff accompany pupils at all times to ensure that additional vigilance is taken at all times due to the nature of being off the school site and being out within the community and by the very nature of the vocational activities. All school policies apply in the first instance and work alongside college policies, procedures, and individual and group risk assessment of activities. All of which are clearly accessible on the websites of the particular colleges or service.

The Assistant School Principal with responsibility for KS4 and 5 works in partnership with the colleges 'School Links Managers to ensure all systems, risk assessments, insurance arrangements are up to date and in line with the college learning activities and programs. Regular quality assurance monitoring is undertaken at regular intervals throughout the academic year.



Non – Verbal Pupils and Recognising their Communications

The staff at St. Giles School recognise that the need to communicate well is crucial when considering safeguarding concerns. It is important to remember that communicating with children is a two-way process: it not only relates to a child’s ability to communicate but also relies upon the professional’s competency with communication and the manner in which a child will communicate.

Staff who know their pupils well will have a comprehensive understanding of a child’s preferred communication style and, in our non-verbal children the method of communication that a child may use. It is recognised that changes in behaviour are often noted as indicators of abuse but in the same way, changes in a child’s desire to communicate may also be an indicator of abuse.

Pupils may use different ways of communication; vocalisation, gesture, eye-pointing, Picture Exchange Communication System (PECS), symbols, Alternative and Augmentative Communication (AAC), Objects of Reference, sign and pupils may combine a few of these methods within their everyday lives.

When considering safeguarding issues, staff are adept at ensuring that all pupils are given every opportunity and time to communicate their thoughts, thought, needs and worries if a Safeguarding issue is indicated or suspected.

Staff will always:

- Approach communication in its broadest terms using a child’s preferred communication methods
- Make sure that a pupil has sufficient time to speak. Using alternative communication methods may take a while but if a child is given time to communicate all they want to, they will not need to repeat information to other professionals. On the other hand, staff will recognise that some pupil may need shorter periods of time appropriate to the child’s concentration span; it may be helpful to have breaks
- Be competent in communicating using the child’s preferred method. Other professionals who know the child may be able to facilitate the conversation. The best person would be someone who knows them well, with whom they feel comfortable and who is as neutral as possible in the assessment process
- Try to make sure the child is comfortable in their surroundings
- Discuss any concerns which maybe of a safeguarding nature with the Snr DSL or DDSL’s without delay.

Moving and Handling of Pupils

Moving and handling of all students should always be carried out with respect and dignity for the individual whilst following the school policy. The school ethos at St. Giles promotes treating students with dignity and respect in all school activities. It is the duty of all staff to demonstrate that ethos in our duty of care in safeguarding our students.

Before entering into a moving and handling situation with any student all staff should make themselves aware of

- The medical needs of the pupil
- The Risk Assessment of the pupil and the Safe System of Work detailing the equipment needed for the transfer.

At St. Giles School, these can be located on a pupil's Specialist seating or on the pupil's class peg.

All relevant staff will receive annual training. This is usually carried out by the school's Safe Handling Advisors.

All staff access appropriate Safeguarding training and are aware of the protocols involved when Safeguarding concerns arise, either through observations seen during transfers or through observations made through the use of equipment that may need alterations.

Please see the Moving and Handling Policy for more details.



Supporting children at the end of their lives and their families, peers and staff

Death is a fact of life and something that we all have to face at some point. Whilst rare at St. Giles School we realise that we can't protect our children from death and bereavement, whether it be a family member or the death of one of their peers.

As staff supporting our pupils, talking about death and dying isn't easy but staff recognise that when asked trying is far better than ignoring the questions that may be asked. If a pupil dies, class staff, with support from the Senior Leadership Team, School Principal and any external professionals such as CAMHs or the Educational Psychologist and parental involvement will support bereaved pupils in a way that is age appropriate and linked to pupil ability, skills and understanding. School has a bank of resources to support pupils and staff under such circumstances.

In rare circumstances, some pupils attending the school will have a DO NOT Resuscitate (DNR), Do Not attempt CPR, (DNACPR), Limitation or Withdrawal of Treatment Order, (LOWTA), "no code" or "Allow Natural Death" order. This is a legal process to withhold CPR or any other method of life support in respect of the patient's wishes. There may be pupils within school who have one of the orders listed above. In the event that a pupil with an order becomes ill, school will follow a strictly agreed protocol that has been agreed by parents, The Health Authority, the School's School Principal and the Governing Body. All documents that detail the protocols in place for a pupil should be shared and followed by all staff supporting the pupil.

Each case is considered separately and an individualised plan is put in place for each pupil. All DNR orders will be kept in the pupil's main file and also within the care plans and protocols held by the Health Care, Medical Team.



Policy and practice linked to Intimate Care and use of Hydrotherapy changing spaces

Children with disabilities can be especially vulnerable for many reasons. At St. Giles, we know we have pupils who are adult dependent for their positioning, feeding, personal care and communication. Staff at St. Giles who are involved with intimate care are sensitive to each pupil's individual needs. Intimate care can be defined as any activity required to meet the personal care needs of each individual child.

Parents and carers have a responsibility to advise staff of the intimate care needs of their child when they enter school and at any time of change in procedure, and staff have a responsibility to work in partnership with children and parents.

Intimate care can include:

- Feeding
- Oral care
- Washing
- Dressing/undressing for PE or Hydrotherapy
- Toileting
- Menstrual Care
- Treatments such as enteral feeds
- Catheter and stoma care
- Supervision of a child involved in intimate self-care
-

As a school, we follow these underpinning principles to safeguard our pupils:

- Every child has the right to be safe. *Staff follow Moving and Handling plans and are training in safe handling and the use of specialist equipment.*
- Every child has the right to personal privacy. *Dignity is maintained at all times. Staff knock on changing room/toilet doors before entering if the area is in use, only staff undertaking an intimate procedure will remain in the room.*
- Every child has the right to be valued as an individual. *The likes/dislikes, wants, needs and preferences are always taken into consideration during intimate procedures. Verbal pupils can make their needs known and parents are asked to advise on the preferences of non-verbal children. School also uses on-body signing to aid communication.*
- Every child has the right to be treated with dignity and respect
- Every child has the right to be involved and consulted in their own intimate care to the best of their abilities
- Every child has the right to express their views on their own intimate care and to have such views taken into account
- Every child has the right to have levels of intimate care that are as consistent as possible.

Staff are aware of school protocols and if any safeguarding concerns are raised, these are then passed onto the school DSL team using recognised protocols.

Staff are given training in Manual Handling (toileting, moving and handling to enable full access to the curriculum as well as transfers into specialist equipment such as Standing Frames, Supportive Seating, Walkers, hoisting as well as safe handling within the Hydro pool) and feeding pupils who require support for their delayed oral motor function. The school follows training and procedures as required by Nottinghamshire County Council.



Safeguarding and Positive Handling

St. Giles School believes in the use of positive touch to interact with, praise, nurture and comfort pupils to communicate to them that staff care and will keep them safe. Physical contact only becomes restrictive when used to stop a pupil from doing something they are intent on doing, that could cause actual or potential harm to themselves or others, or serious damage to property.

There may be occasions where the same or similar contact is used in each of the below examples, but with a very different purpose related to the situation.

The context and reason for making contact and the level of compliance from the pupil determines whether or not the intervention is restraint.

Physical Contact:

- There are many situations in which physical contact occurs between staff and pupils e.g. communication, praise, PE, physio, intimate care support, Sensory Circuits, Intensive Interaction, or to comfort a pupil in distress.

Physical Intervention / Physical Prompt:

- This may be used to divert a pupil from a disruptive or destructive action, for example guiding or leading a pupil by the hand, arm or shoulder, with little or no force. The pupil is compliant to the support or guidance given, and it should be both the pupil's and staff's perception and understanding that the pupil can choose to let go or break away from the contact should they wish to.

Restrictive Physical Intervention / Restraint:

- This will involve the use of reasonable force when there is an immediate risk to the pupil themselves, others, or a significant risk of damage to property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded and stored in an accessible way. At St. Giles, we use CPOMs, an online assessment and tracking tool.

Volunteers, visitors and untrained staff are not permitted to use "Positive Handling techniques to support a pupil unless trained to do so.

All incidents linked to Safeguarding will be reported as per Safeguarding procedures and protocols.



Appendix Twenty-Three

Medical Needs, First Aid and Nursing Team

Some pupils at St. Giles School require medical support. This may be through Gastrostomy or Nasal-Gastro Tube Feeding, Stoma Care, regular administration of medication, emergency medication for Epilepsy or severe allergies, use of oxygen, suction or prescribed creams.

At St. Giles School, we have a team of Health Care Support Workers who are responsible for administering all medications in school. In the event that a pupil goes off site on a visit or to college/further education school staff are trained to fulfil these duties.

The Senior Healthcare is available during the day to speak to staff and parents and to sign medications in and out of school. Medications, (other than asthma inhalers) are not kept in class at any time.

The Senior Healthcare will be responsible for writing Care Plans with parents and health professionals that will then be given to class staff.

School staff will; however be in a position to recognise any potential significant signs of concern that might result in a Safeguarding Concern. These will be reported to the DSL Leads who will liaise, if needed with the Health Authority and parents.

Parents are responsible for ensuring that any medications are not placed in a pupil's school bag. Medications should be delivered into school in, either a locked box or in original medication boxes with full prescribing labels. The only exception to this is over the counter painkillers. This applies to medication for respite as well as school medication.

All staff at St. Giles School are First Aiders, however all Health Care Staff are First aiders and generally respond to First Aid incidents in school. First Aiders will administer First Aid to staff and pupils and will complete the First Aid book as required as well as support staff to complete Accident Forms obtained from the School Office for more significant injuries.

All First Aiders, as members of school staff are fully aware of the need to report any Safeguarding concerns/injuries that arise from their First Aider role to the SDSL or DSL Leads.

Appendix Twenty-four: Nottinghamshire Schools Induction of Staff - Checklist for Safeguarding

Name of Employee	
Name of School	St. Giles School
Post Title	
Start Date of Employment	
Name of manager responsible for induction	Kirstie Passmore
Name of mentor (where applicable)	
Name of School Principal	Matt Rooney


Induction of Staff – Checklist for Safeguarding	Date	Check
<p>1. Employee informed that the designated safeguarding lead in school is.....</p> <p>Employee informed that the deputy designated safeguarding lead in school is.....</p>		
<p>2. Explanation of the systems the school has in place to ensure safeguarding is secure and the role of the safeguarding lead.</p> <p>2.1 Procedures in school for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead (or deputy) are absent. Staff informed / reminded that they must always act in the best interests of the child.</p> <p>2.2 Inform staff of the procedure to follow if an allegation is made about another member of staff (including supply staff, volunteers, governors,</p>		

<p>contractors) posing a risk to children and what to do if they have</p> <p>(a) safeguarding concerns about another member of staff or</p> <p>(b) concerns about safeguarding practices in the school. Refer to School Disciplinary procedure Part 2 (Part (A) and (B) - their duty to report and assist with the management of low-level concerns</p>		
<p>a. Ensure staff understand they are expected to support social workers, LADO, Police and other agencies following any safeguarding referral</p>		
<p>3. Advised of and given access to the following policies. The Governors Policy checklist will support this. These policies should also be discussed at induction, covering the agreed procedures and expectations of staff under each one. There should also be an opportunity for questions and any issues to be clarified:</p> <p>4.</p> <ul style="list-style-type: none"> a) Whole school child protection policy including child on child abuse and appendix templates b) School Behaviour Policy (which should include measures to prevent bullying, including cyberbullying, prejudice based and discriminatory bullying, Anti-bullying, Anti-racism, Homophobic and Transphobic) c) Employee Code of Conduct (including the mandatory duty for reporting Female Genital Mutilation (FGM) and the Prevent Duty) d) Safeguarding response to children who go missing from education e) Whistleblowing and Confidential Reporting Policy f) Physical intervention and use of "reasonable force" 		

<p>g) School IT Policy, Internet safety (including Social Media and Internet Usage Policy))</p> <p>h) Disciplinary Procedure part 1 – Managing conduct of school staff and Disciplinary Procedure part 2 – Managing allegations of school staff</p> <p>i) Guidance on Visitors, including VIPs, to schools</p> <p>j) Add any other relevant policy as determined by the head teacher, governing body or DfE:(add your school list here)</p>		
<p>5. Advised of and discuss and provide opportunity for questions and clarification on all statutory guidance for schools and the responsibility of staff within them.</p> <ul style="list-style-type: none"> - “Keeping Children Safe in Education” (latest edition) (Senior designated lead officer will ensure all staff read and are provided with a copy of at least part one of latest edition “Keeping Children Safe in Education) - Working Together to Safeguard Children (latest edition) - Dealing with Allegations of Abuse made against Teachers and other Staff. (Part 4 of the latest edition of KCSiE) - Single Central Record and statutory pre-employment checks - Disqualification under the Childcare Act 2009 – explanation of ongoing responsibility to self-report to head teacher where circumstances change. 		
<p>6. Advised of and discuss the Nottinghamshire and Nottingham City Safeguarding Children Boards’ Safeguarding Children’s Procedures and how they can be accessed at www.nottinghamshire.gov.uk/nscp</p> <p>7.</p>		

<p>8. Advised of and discuss the relevant paragraphs regarding safeguarding under the teacher standards. (See part 2 of the Teachers Standards, 3rd bullet point)</p>		
<p>9. Arrange safeguarding training as detailed in Keeping Children Safe in Education (KCSIE) and the latest NSCP Training programme</p> <p>a) To Include Whole School safeguarding and Child Protection training including online safety for all school staff and for any governor responsible for leading on safeguarding. Refresher dates should be diarised.</p> <p>b) Prevent Duty training for all school staff (on-line 20 minutes Channel training)</p> <p>c) Specific training for Designated Person for Safeguarding</p> <p>d) Recruitment and Selection training for staff, as required. (At least one member of any interview panel should have received appropriate training on safer recruitment).</p> <p>e) Ensure all new staff are on the school list to receive safeguarding and child protection updates</p>		
<p>10.a) For Teachers – Explanation of the statutory induction process (ECT) and appraisal process/ link with pay/Teachers’ standards</p> <p>b) For Support Staff – Explanation of the school’s probation arrangements for new employees and the support and supervision / appraisal arrangements.</p>		
<p>11. Relevant Policies, procedures and Guidance documents in relation to</p> <p>(a) Whole school and</p> <p>(b) Individual Risk Assessment, School Outbreak Management Plan and pupil and staff well being</p>		

Date Checklist fully completed

SDSL signature: 

Date:

Employee's signature:

Date:

Pupil use of Mobile Phones within School.

It is recognised that mobile phone and camera technology has become more sophisticated over recent years and will continue to evolve. Wireless connections in particular extends the capabilities of mobile phones further and allow access to new content and services, such as the internet, social networking sites and instant messaging.

Our older pupils and young people have increasing access to their own mobile phones whether they are brought into school or used when pupils are at home or in their community. We, as a staff, therefore have a duty to empower our young pupils with the skills they need to keep themselves safe.

Most modern mobile phones offer camera, video and audio recording as standard with mobile phones/cameras alongside other technologies aiming to change the way that we communicate.

The speed of communication will often provide security and reassurance; however, as with any other form of technology, there are associated risks.

At St. Giles School our children and young people, where appropriate must be encouraged to understand such risks to enable them to develop the appropriate strategies which will keep them safe. At St. Giles, we aim to manage these issues by reducing availability, restricting access and increasing resilience in our young people to help them to make decisions regarding their mobile phone safety.

The aim of our Mobile Phone Policy is to protect our children and young people from harm, by ensuring the appropriate management and use of mobile phones/cameras by all individuals who come into contact with the setting. Pupils and young people, alongside their parents/carers, who use any electronic device in school or on the journey to and from school will be asked to sign an agreement stating compliance with our school's policy.

Our pupils and young people are also to be empowered with the skills to manage the changes in technology in a safe and appropriate way; and to be alert to the potential risks of such use.

Our IT Lead will support staff in achieving this through balancing protection and potential misuse. It is therefore to be recognised that alongside the potential risks, mobile phones/cameras continue to be effective communication tools with some of our pupils.

See Mobile Phone Policy for further information.

School staff, students, visitors and volunteers are not permitted to use or have their personal mobile phones on view to pupils at any time during the school day. Staff can use personal phones in the staffroom or outside the building. The only exception to this is in a

medical emergency when staff may need to use a mobile phone to contact and keep in touch with a 999 responder or emergency call handler.



St Giles School
No Dreams Are Out of Reach

Appendix Twenty-Six

Volunteers

At St. Giles School, we recognise that volunteers to the School bring with them a range of skills and experiences that can enhance the learning opportunities of our pupils. The school therefore welcomes and encourages volunteers and visitors from the local and wider community.

Volunteers could include any of the following (this list is not exhaustive):

- Members of the Governing Body
- Parents, carers, guardians,
- Students on Work Experience or Placement
- University Students
- Local residents
- Staff family members

Some possible activities in which volunteers may support classes could include any of the following or similar activities:

- Undertaking art and craft activities with small groups of children
- Accompanying school visits
- Escorting children on local walks

There is a named member of the school staff responsible for volunteers in school who will be supported by the SDSL and/or DDSL's to guide any volunteers through our volunteer process.

Under KCSiE 2023, an Enhanced DBS check will be requested for all volunteers who will be in school regularly. Generally, a Barred List check will not be requested as employers are not legally permitted to request barred list information on a volunteer who, because they are supervised, is not in regulated activity. However, a Barred List check will be requested for any volunteer who is in regulated activity.

This is described as:

Regulated Activity Relating to Children

1. Unsupervised activities: teach, train, instruct, care for or supervise children, or provide advice/guidance on well-being, or drive a vehicle only for children. This is only regulated activity if done regularly
2. Work for a limited range of establishments with opportunity for contact: for example, schools, children's homes, childcare premises. Not work by supervised volunteers. This is only regulated activity if done regularly

3. Relevant personal care, for example washing or dressing; or health care by or supervised by a professional;
4. Registered child minding; and foster-carers.

In accordance with KCSiE 2023, the SDSL will be required to undertake a risk assessment for each volunteer to decide whether an enhanced DBS check will be required for the volunteer.



Use of CPOMs

CPOMs is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.

CPOMS allows staff to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports on vulnerable pupil groups at the touch of a button.

All staff have access to CPOMs using their school email addresses and a personal password. Staff can then complete an incident form, which can be sent to Safeguarding lead staff (SLT members) for assessment and action. Staff can send and receive emails alerting them to required actions.

Staff also have access to a Library of important policies, information and procedures enabling these documents to be on hand at all times for reference.

However, all staff still need to be aware that in serious incidents a direct conversation is always necessary to ensure information is received, passed and actioned.

School staff were trained on using the system in November 2018 and all new staff are given a demonstration of how to use the system on induction to school.

Short term supply staff who do not use CPOMs are supported to use the hard paper forms known as the Yellow Form or the Third Party Information form which can then be handed into DSL staff to be investigated and uploaded to CPOMs. Alternatively, they can use CPOMs using a staff member's log in as long as the entry is clear about who has completed the referral.



EMERGENCY SAFEGUARDING PROCEDURES DURING FULL SCHOOL CLOSURE

Aim:

- Ensure all pupils/families have contact from staff, at least once per week.
- Where possible learning/activities can continue at home through work provided.
- All vulnerable families have additional contact and support with any concerns reported and recorded.

Current child protection concerns:

- Weekly visits to family home, doorstep contact, with all children seen.
- Phone contact once a week
- Offer of food support through school
- Liaising with all necessary professionals as usual.
- Attending any planned review meetings, unless advised otherwise.
- Use of CPOMS to record and report.

Vulnerable families:

- Once per week visits, doorstep contact, with all children seen.
- Phone contact once a week
- Offer of food support through school or Government offer
- Use of CPOMS to record and report.

Financial difficulties:

- Phone contact at least once per week.
- Access to food through school FSM voucher scheme.
- If needed, food bank information to be provided.

Teachers:

- Contact details to be provided, of necessary pupils, this will be through a private, password-protected document.
- No personal information of pupils to be taken from the premises (paper copies etc)
- Any cause for concerns to be recorded and reported through CPOMS unless there is an immediate danger/ safety risk mail to K Passmore and SLT or School Phone

Logistics

- Food will be provided in vouchers sent to parents by email once a week. School milk to be handed out at each visit.
- Home visits will be taken by x2 staff, at least one will be designated child protection, this will be doorstep visits but children MUST be seen.
- Clear recording of families supported/ attending and available for home visits and support using CPOMS

It is essential that there is maintained contact between staff, always seek advice if concerns raised.

Personal numbers MUST NOT be shared with parent/carers.

Contact details below if immediate safeguarding concerns:

Upload to CPOMs/email SLT members/ kpassmore@st-giles.notts.sch.uk

or School Phone – 07713 199959

Existing Injuries Form – Tool to support reflection

The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns. Lessons from Child Safeguarding Practice Reviews tell us that the reflection which takes place alongside the recording is also key, particularly in identifying patterns to injuries.

This tool has been co-designed by practitioners who are dealing with these issues on a day-to-day basis. Whilst it is for each setting to determine how they discharge their safeguarding responsibilities, this tool is being made available to support you in the difficult work you do, with the aim of keeping our children safe.

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury(ies)?	Date(s) and injury(ies)
Is this part of a pattern?	Yes / No Comments:
Is the explanation consistent with the injury?	Yes / No Comments:

<ul style="list-style-type: none"> - Is the explanation concerning or are there conflicting explanations? 	Yes / No Comments:
<ul style="list-style-type: none"> - Interpretation of level of risk 	Low Medium High
Actions to be taken, either in response to the injury, or to reduce further risk. <ul style="list-style-type: none"> - What, By who, By when Referral to MASH Y/N	
Signed by.... Role.... Date	Reviewed by (e.g., DSL) Date....

Use of CCTV. **CCTV Policy.**

1.1 St. Giles School uses closed circuit television (CCTV) images for the prevention, identification and reduction of crime and to monitor the school buildings in order to provide a safe and secure environment for pupils, staff and visitors, and to prevent the loss or damage to school property.

1.2 CCTV surveillance at the school is intended for the purposes of:

- protecting the school buildings and school assets, both during and after school hours;
- promoting the health and safety of staff, pupils and visitors;
- reducing the incidence of crime and anti-social behaviour (including theft and vandalism);
- supporting the Police in a bid to deter and detect crime;
- assisting in identifying, apprehending and prosecuting offenders; and
- ensuring that the school rules are respected so that the school can be properly managed.

1.3 The system comprises of a number of 11 fixed cameras around the school site (11 external)

1.4 The CCTV system is owned and operated by the school and the deployment of which is determined by the school's Principal. The CCTV is a standalone system and operated by the school.

1.5 The CCTV is monitored centrally from the school office by the School Principal, the Deputy Head teacher and the School Business Manager.

1.6 The school's CCTV Scheme is registered with the Information Commissioner under the terms of the Data Protection Act. This policy outlines the school's use of CCTV and how it complies with the Act.

1.7 All authorised operators with access to recorded images are aware of the procedures that need to be followed when accessing the images. All employees are aware of the restrictions in relation to access to, and disclosure of, recorded images.

1.8 The school complies with Information Commissioner's Office (ICO) CCTV Code of Practice to ensure it is used responsibly and safeguards both trust and confidence in its continued use.

1.9 The use of the CCTV system will be conducted in a professional, ethical and legal manner and any diversion of the use of CCTV security technologies for other purposes is prohibited by this policy e.g. CCTV will not be used for monitoring employee performance.

1.10 CCTV monitoring of restricted access areas for security purposes will be conducted in a manner consistent with all existing policies adopted by the school, including Codes of Practice for dealing with complaints of Bullying & Harassment and Sexual Harassment and other relevant policies, including the provisions set down in equality and other educational and related legislations.

2.0 Justification for Use of CCTV

2.1 The use of CCTV for safety and security purposes has been deemed to be justified by the School Principal and the Governing Board. The system is intended to

capture images/video footage of intruders or of individuals damaging property or removing goods without authorisation or of anti-social behaviour.

2.2 CCTV systems will not be used to monitor normal teacher/student classroom activity in school.

3.0 Location of Cameras

3.1 Cameras will be sited so they only capture images relevant to the purposes for which they are installed and care will be taken to ensure that reasonable privacy expectations are not violated.

3.2 The School will ensure that the location of equipment is carefully considered to ensure that images captured comply with the Data Protection Act. The school will make every effort to position cameras so that their coverage is restricted to the school premises, including external areas of the school site.

3.3 CCTV will not be used in classrooms or corridors.

3.4 Use of CCTV to monitor areas where individuals would have a reasonable expectation of privacy would be difficult to justify. St. Giles School has endeavoured to select locations for the installation of CCTV cameras which are least intrusive to protect the privacy of individuals.

3.5 Cameras placed so as to record external areas are positioned in such a way as to prevent or minimise recording of passers-by or of another person's private property

3.6 CCTV Video Monitoring and Recording of Public Areas may take place for the following purposes:

- Protection of school buildings and property: the building's perimeter, entrances and exits and outdoor playground
- Monitoring of Access Control Systems: monitor and record restricted access areas at entrances to buildings and other areas
- Verification of Security Alarms: intrusion alarms, exit door controls, external alarms
- Criminal Investigations (carried out by police): Robbery, burglary and theft surveillance

4.0 Covert Surveillance

4.1 St. Giles School will not engage in covert surveillance.

5.0 Notification

5.1 A copy of this CCTV Policy will be provided on request to staff, students, parents and visitors to the school and will be made available on the school website.

5.2 The location of CCTV cameras will also be indicated and adequate signage will be placed at each location in which a CCTV camera(s) is sited to indicate that CCTV is in operation.

5.3 Adequate signage is prominently displayed at the entrance to the school property. Signage includes the name and contact details of the data controller as well as the specific purpose(s) for which the CCTV camera is in place in each location.

6.0 Storage and Retention

6.1 The images captured by the CCTV system will be retained for a maximum of 30 days, except where the image identifies an issue and is retained specifically in the context of an investigation/prosecution of that issue.

6.2 The images/recordings will be stored in a secure environment.

6.3 Access will be restricted to authorised personnel. Supervising the access and maintenance of the CCTV System is the responsibility of the School Principle.

6.4 In certain circumstances, the recordings may also be viewed by other individuals in order to achieve the objectives set out above. When CCTV recordings are being viewed, access will be limited to authorised individuals on a need-to-know basis.

7.0 Access

7.1 Recorded footage and the monitoring equipment will be securely stored in a restricted area. Unauthorised access to that area will not be permitted at any time. The area will be locked when not occupied by authorised personnel.

7.2 Access to the CCTV system and stored images will be restricted to authorised personnel only. The system can only be accessed by password encryption on authorised devices. The system software keeps a log of when the authorised user access the system or stored images

7.3 A record of the date of any disclosure request along with details of who the information has been provided to (the name of the person and the organisation they represent), why they required it and how the request was dealt with will be made and kept, in case of challenge.

7.4 Data will be provided to those requests authorised in a permanent format where possible. If this is not possible the data subject will be offered the opportunity to view the footage.

7.5 In relevant circumstances, CCTV footage may be accessed:

- By the police where St. Giles School are required by law to make a report regarding the commission of a suspected crime; or
- Following a request by the police when a crime or suspected crime has taken place and/or when it is suspected that illegal/anti-social behaviour is taking place on The school's property, or
- To the HSE and/or any other statutory body charged with child safeguarding; or
- To assist the School Principal in establishing facts in cases of unacceptable student behaviour, in which case, the parents/guardians will be informed; or
- To data subjects (or their legal representatives), pursuant to a Subject Access Request or
- To individuals (or their legal representatives) subject to a court order.
- To the school insurance company where the insurance company requires same in order to pursue a claim for damage done to the insured property.

8.0 Subject Access Requests (SAR)

8.1 Individuals have the right to request access to CCTV footage relating to themselves under the Data Protection Act.

8.2 Individuals submitting requests for access will be asked to provide sufficient information to enable the footage relating to them to be identified. For example, date, time and location.

8.3 The school will respond to requests within 30 calendar days of receiving the request in line with the school's data protection policy.

8.4 The school reserves the right to refuse access to CCTV footage where this would prejudice the legal rights of other individuals or jeopardise an on-going investigation.

8.5 A record of the date of the disclosure along with details of who the information has been provided to (the name of the person and the organisation they represent) and why they required it will be made.

8.6 In giving a person a copy of their data, the school provide a still/series of still pictures or a disk with relevant images. However, other images of other individuals will be obscured before the data is released.

8.7 Where footage contains images relating to 3rd parties, the school will take appropriate steps to mask and protect the identities of those individuals.

9.0 Complaints

9.1 Complaints and enquiries about the operation of CCTV within the school should be directed to the Head teacher in the first instance. Contact can be made via the School Office.

10.0 Staff Training

10.1 Staff authorised to access the CCTV system will be trained to comply with this policy. Staff will understand that all information relating to the CCTV images must be handled securely.

10.2 Staff will receive appropriate training to enable them to identify and handle different requests according to regulations.

10.3 Staff misuse of surveillance system information will lead to disciplinary proceedings.

11.0 Responsibilities

11.1 The School Principal (or nominated deputy) will:

- Ensure that the use of CCTV systems is implemented in accordance with the policy set down by St. Giles School
- Oversee and co-ordinate the use of CCTV monitoring for safety and security purposes within school
- Ensure that all existing CCTV monitoring systems will be evaluated for compliance with this policy
- Ensure that the CCTV monitoring at St. Giles School is consistent with the highest standards and protections
- Review camera locations and be responsible for the release of any information or recorded CCTV materials stored in compliance with this policy
- Maintain a record of access (e.g. an access log) to the release of any material recorded or stored in the system
- Ensure that monitoring records are not duplicated for release
- Ensure that the perimeter of view from fixed location cameras conforms to this policy both internally and externally
- Give consideration to both students and staff feedback/complaints regarding possible invasion of privacy or confidentiality due to the location of a particular CCTV camera or associated equipment
- Ensure that all areas being monitored are not in breach of an enhanced expectation of the privacy of individuals within the school and be mindful that no such infringement is likely to take place
- Co-operate with the Health & Safety Officer of St. Giles School in reporting on the CCTV system in operation in the school
- Ensure that external cameras are non-intrusive in terms of their positions and views of neighbouring residential housing and comply with the principle of “Reasonable Expectation of Privacy”
- Ensure that monitoring footage are stored in a secure place with access by authorised personnel only

- Ensure that images/digital recordings are stored for a period not longer than 30 days and are then erased unless required as part of a criminal investigation or court proceedings (criminal or civil).
- Ensure that when a zoom facility on a camera is being used, there is a second person present with the operator of the camera to guarantee that there is no unwarranted invasion of privacy
- Ensure that camera control is solely to monitor suspicious behaviour, criminal damage etc. and not to monitor individual characteristics
- Ensure that camera control is not infringing an individual's reasonable expectation of privacy in public areas