

# Safeguarding Policy

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## 1. Introduction

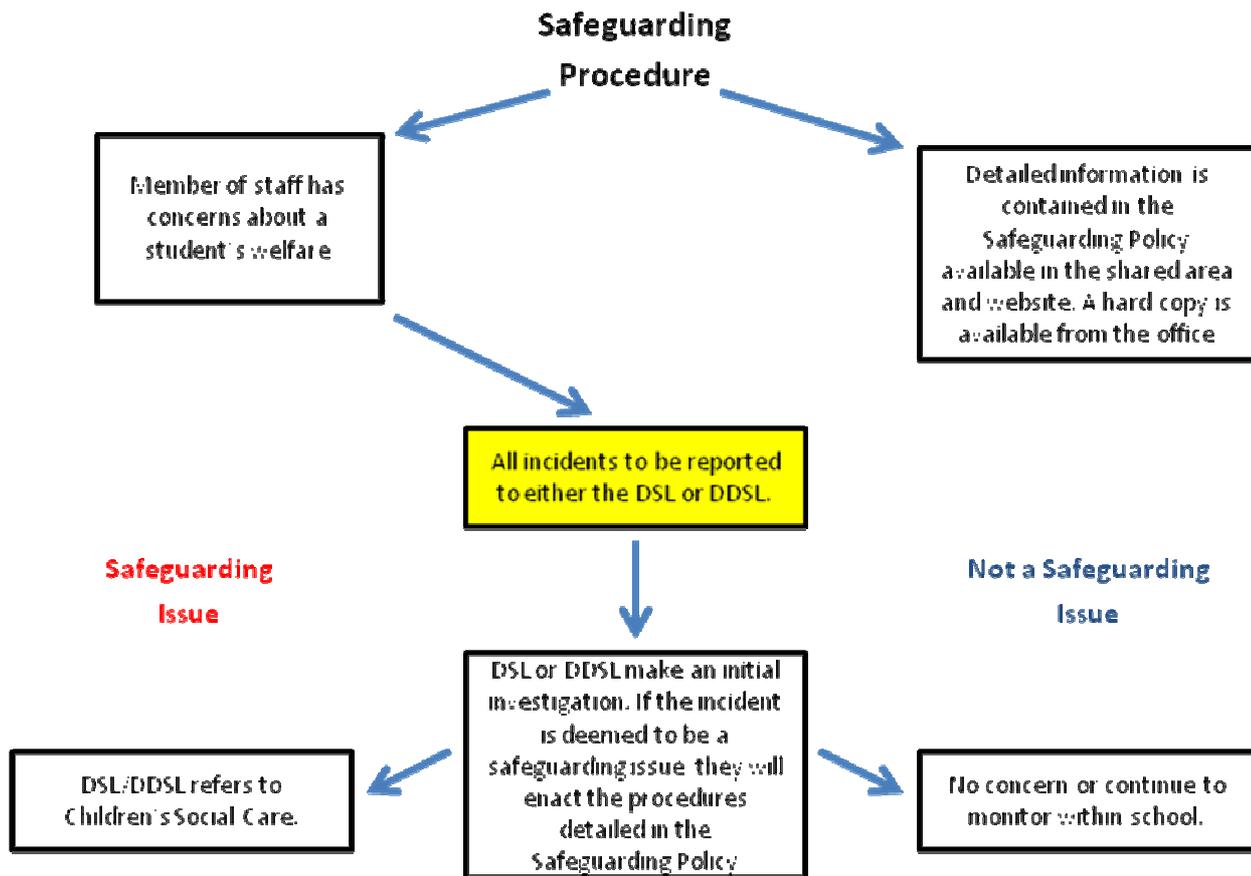
- 1.1 Nightingale is committed to providing a safe and secure environment for students, staff and visitors. Promoting a climate where students, staff and parents/carers will feel confident about sharing any concerns which they may have about their own safety or the wellbeing of others is a high priority. We aim to safeguard and promote the welfare of students by protecting them from maltreatment; prevent any impairment of health or development; ensure that they grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all students to feel safe and thrive, giving them the best chance possible to achieve great outcomes during their education.
- 1.2 This policy draws upon duties conferred by the Children Acts (1989 and 2004), The Children and Families Act (2014), S175 of the Education Act (2002) and the guidance contained in Working together to safeguard children (2015), Keeping children safe in education (2016), Ofsted Guidance and procedures produced by the London Safeguarding Children Board (LSCB) and the Bromley Safeguarding Children Board (BSCB). We also have regard to the advice contained in DfE's 'What to do if you're worried a child is being abused' and 'Information Sharing – Advice for practitioners'. The policy is applicable to all on and off-site activities undertaken by students while they are the responsibility of Nightingale.
- 1.3 This policy is consistent with all other policies adopted by the Management Committee and should be read in conjunction with other policies relevant to the safety and welfare of students.

## 2. Aims of Policy

- 2.1 The purpose of this policy is to:
- Identify the names of responsible persons in Nightingale and explain the purpose of their role
  - Describe what should be done if anyone in the school has a concern about the safety and welfare of students who attend Nightingale
  - Identify the particular attention that should be paid to those students who fall into a category that might be deemed "vulnerable"
  - Set out expectations in respect of training
  - Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
  - Set out expectations of how to ensure students are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors etc.
  - Outline how complaints against staff will be handled
  - Set out expectations regarding record keeping
  - Clarify how students will be kept safe through the everyday life of the school
  - Outline how the implementation of this policy will be monitored

## 3. Immediate Action and Responsibilities

- 3.1 Safeguarding students in Nightingale is the responsibility of the whole school community. All adults working in Nightingale (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect.
- 3.2 The Designated Safeguarding Lead (DSL) is: Mr M Mason  
Tel.: 01689 829648  
Email: [martin.mason@bromley.gov.uk](mailto:martin.mason@bromley.gov.uk)/[martin.mason@nightingale.bromley.sch.uk](mailto:martin.mason@nightingale.bromley.sch.uk)
- 3.3 The Deputy Designated Safeguarding Lead (DDSL) is: Mrs F Roberts  
Tel.: 01689 829648  
Email: [Fiona.roberts@bromley.gov.uk](mailto:Fiona.roberts@bromley.gov.uk)/[fiona.roberts@nightingale.bromley.sch.uk](mailto:fiona.roberts@nightingale.bromley.sch.uk)
- 3.4 In the event of the DSL and DDSL being unavailable, the duty will fall to the Form Tutor.
- 3.5 All members of staff should be aware of procedures to be followed in the event of a student disclosing information or their detecting signs of abuse.



3.6 Having been informed that there is a safeguarding concern, the DSL or DDSL will make an initial investigation. If the incident is considered to be a safeguarding issue, they will implement the procedures set out in this policy. The duty social worker will also be able to provide advice and guidance. They will advise whether a referral is appropriate action.

**Safeguarding duty desk for immediate advice: 020 8461 7373/ 7379/ 7404 / 7309/ 7127**

3.7 The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, Honour Based Violence, fabricated or induced illness or the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

3.8 In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the safeguarding referral process should not delay the administration of first aid or emergency medical assistance. **If a student is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention will be requested.**

#### 4. Roles and Responsibilities

4.1 The DSL will:

- Ensure all staff know who the designated safeguard lead is and their deputy for all Child Protection issues.
- Refer promptly all cases of suspected child abuse to MASH (Multi-Agency Safeguarding Hub) using the procedures outlined in this Policy.
- Remind key staff that if a parent arrives to collect the child before the social worker has arrived then it must be remembered that we have no right to prevent the removal of the child. However if there are clear signs of physical risk or threat, the Police should be called.

- Maintain and update as necessary the Safeguarding Monitoring list.
- Organise regular training on Child Protection within the school, including new staff.
- Ensure staff are able to recognise the 4 main types of abuse and also have knowledge of Child Missing Education, Child Sexual Exploitation, Female Genital Mutilation and Preventing Radicalisation and Extremism and any other forms of abuse.
- Ensure the LA's procedures are followed.
- Co-ordinate action where child abuse is suspected.
- Facilitate and support the development of the policy on Safeguarding – ensuring it is reviewed and updated annually.
- Liaise with Human Resources to ensure all staff who work in the school and have direct contact with students are DBS checked to enhanced level and all other staff are DBS checked to standard level including volunteers and governors.
- Attend case conferences or nominate an appropriate member of staff to attend on their behalf.
- Maintain records of case conferences and other sensitive information in a secure, locked and confidential file and to disseminate the information only on a "Need to know basis".
- Pass on records and inform the key worker when a child who is on the Safeguarding list register leaves the school.
- Keep up to date with current practice and procedures by participating in training opportunities wherever possible.

4.2 The DDSL is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL, the DDSL will assume all of the functions above.

4.3 Nightingale will ensure that there is a:

- A DSL for safeguarding and child protection who has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training,
- A child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request,
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head,
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance (see: *Keeping Children Safe in Education September 2016 paragraph 80 and 82 Part 2*).
- A training strategy that ensures all staff, including the Head, receive child protection training, with refresher training annually and updates more frequently where applicable. The DSL should receive refresher training annually,
- Arrangements to ensure that all temporary staff and volunteers are made aware of Nightingale's arrangements for child protection,
- Nightingale nominates a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Head.

4.4 The Head:

- Ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff,
- Allocates sufficient time and resources to enable the DSLs and DDSLs to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings,
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the LA's whistle blowing procedures,
- Ensures that student's safety and welfare is addressed through the curriculum.

## 5. Types and forms of abuse

5.1 **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 (e.g. via the internet). They may be abused by an adult or adults or another child or children.

5.2 **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.

- 5.3 Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 5.4 Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- 5.5 Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the student's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a student from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a student's basic emotional needs.
- 5.6 Breast ironing:** Breast ironing is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear. It is typically carried out by the girl's mother who will say she is trying to protect the girl from sexual harassment and rape, to prevent early pregnancy that would tarnish the family name, or to allow the girl to pursue education rather than be forced into early marriage. The most widely used implement for breast ironing is a wooden pestle normally used for pounding tubers. Other tools used include leaves, bananas, coconut shells, grinding stones, ladles, spatulas, and hammers heated over coals.
- 5.7 Bullying including Cyberbullying:** Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. *The DfE have produced guidance on this issue (October 2014) – which you can refer to for further advice.*
- 5.8 Children Missing Education:** All students regardless of their circumstances, are entitled to an education which is suitable for their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of students of compulsory school age who are missing education in their area. A student going missing from education is a potential indicator of abuse or neglect including sexual exploitation. All schools must inform the local authority of any student who has ceased to attend school. The DSL will make a referral to children's social care for any student who has been absent without the school's permission for a continuous period of 10 school days or more. Parents or carers must contact Nightingale to inform us of a student's absence and giving reasons for their non-attendance. Parents or carers should contact Nightingale each day that a student does not attend. Where there are five or more days of continuous absence, a letter from the student's GP is required. Please refer to the Attendance Policy for more information.
- 5.9 Child Sexual Exploitation (CSE):** CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex

(it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the London Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

- 5.10 **Domestic violence and Abuse:** The DfE issued guidance on this subject in March 2015. The cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: emotional financial, psychological, physical or sexual.
- 5.11 **Controlling behaviour** is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
- 5.12 **Coercive behaviour** is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.
- 5.13 **Fabricated or induced illness (FII):** is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as Munchausen's syndrome by proxy. An example of this would include for example, a mother or other carer who manipulates test results to suggest the presence of illness by putting glucose in urine samples to suggest the child has diabetes or mother or other carer who deliberately induces symptoms of illness by poisoning her child with unnecessary medication or other substances
- 5.14 **Faith abuse:** The beliefs which are the focus of this type of abuse are not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide among Europeans, Africans, Asians and elsewhere as well as in Christian, Muslim, Hindu and pagan faiths amongst others. Not all those who believe in witchcraft or spirit possession harm children. However, under-reporting of abuse is likely. Terms you may hear might be: Kindoki, ndoki, Juju, sorcerers, the spirit world, the evil eye, djinns, black magic, voodoo, obeah, Aje, Abazimu, demons. Once a child has been branded as being possessed or a witch, a catalogue of abusive actions can follow in response to what people believe is a way of countering evil. The 'rituals' used to neutralise the 'witch' or rid the victim of the 'demon' are commonly known as 'deliverance', 'exorcism' or less commonly 'healing' or 'praying for children'. The DfE have published guidance on this issue - Child abuse linked to faith or belief.
- 5.15 **Female Genital Mutilation (FGM)** Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practised in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls. It is a mandatory duty to report all 'known' cases of Female Genital Mutilation in girls under 18 to the police.
- 5.16 **Forced Marriage:** A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel

like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

- 5.17 **Gangs and Youth Violence:** The Government has produced guidance on safeguarding children and young people who may be affected by gang activity. Young people join gangs for lots of different reasons which can include feeling part of something or having a feeling of belonging, feeling respected and important, to be protected from bullying or other gangs, making money from crime or drugs and gaining status and feeling powerful. We would refer any student who was identified as being involved in this type of activity to an outside agency for intervention.
- 5.18 **Gender-based violence (GBV):** Is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. While women, girls, men and boys can be victims of GBV, the main focus is around violence against women and girls. This is not to say that gender-based violence against men does not exist. For instance, men can become targets of physical or verbal attacks for transgressing predominant concepts of masculinity, for example because they have sex with men. Men can also become victims of violence in the family – by partners or children. It has been widely acknowledged that the majority of persons affected by gender-based violence are women and girls, as a result of unequal distribution of power in society between women and men. Further, women and girls who are victims of violence suffer specific consequences as a result of gender discrimination.
- 5.19 **Mental Health:** The DfE have produced guidance on this issue. The briefing confirms that one in ten children and young people aged 5 to 16 have a clinically diagnosed mental health disorder and around one in seven has less severe problems. It is important that students with a mental health disorder are offered support and specialist interventions to enable the student to become resilient and mentally well. The DSL will refer a student for specialist intervention to Child and Adolescent Mental Health Service (CAMHS) for any student who presents with a mental health problem or is at risk of harming themselves or others. The DSL will contact parents/carers to seek their permission before the referral is made.
- 5.20 **Preventing Radicalisation:** The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Example indicators that an individual is engaged with an extremist group, cause or ideology include:
- spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
  - Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
  - Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

- 5.21 Channel:** School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.
- 5.22 Sexting:** 'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. 'Sexting' is an increasingly common activity among children and young people, where they share inappropriate or explicit images online or through mobile phones. It can also refer to written messages. Under the Sexual Offences Act, possessing or distributing indecent images of a person under 18 is illegal; by sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted or placed on the sex offenders register even if the picture is taken and shared with their permission. This issue has been raised in assemblies and specific lessons to warn students of the serious dangers of 'sexting'.
- 5.23 Teenage relationship abuse:** The Home Office have issued a teacher's guide to violence and abuse in teenage relationships which has been distributed to all staff. Abuse in relationships can happen to anyone regardless of age, gender or family situations. It can happen to boys as well as teenagers in same sex relationships. Abuse in teenage relationships is a pattern of abusive behaviour that someone uses against a partner. Abuse does not have to be physical: it can take many forms, including threats, emotional abuse, insults, isolation from friends and family, and controlling what someone wears or who they socialise with. It can also include sex before they are ready and rape. Evidence shows that coercive and controlling behaviour is more likely to escalate into violence and then to become a pattern.
- 5.24 Trafficking:** Child trafficking is a very serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK. In 2011 the Government initiated a *Human Trafficking Strategy* for the UK. The trafficking of children is a clandestine activity, which makes it difficult to identify victims. Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as 'organ donation or 'harvesting', all agencies should remain vigilant.

## **6. Allegations of abuse made against other students**

- 6.1** At Nightingale we believe that all students have a right to attend school and learn in a safe environment. Students should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's discipline Policy. The DfE guidance 'Keeping Children Safe in Education' September 2016 (point 42) records that all staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. We recognise that children are capable of abusing their peers. If an allegation of peer on peer abuse, which is of a safeguarding nature, is raised, it must be reported to the DSL immediately.
- 6.2** Where there is an allegation of peer on peer abuse, this will always be taken seriously, investigated and dealt with within the context of the school's discipline policy. The allegation may:
- be made against an older student and refers to their behaviour towards a younger or more vulnerable student
  - be of a serious nature, possibly including a criminal offence
  - raise risk factors for other students in Nightingale
  - indicate that other students may have been affected by this student
  - indicate that young people outside the school may be affected by this student
  - be violent in nature
  - involve forcing others to use drugs or alcohol
  - involve blackmail, extortion threats or intimidation
  - involve indecent exposure, indecent touching or serious sexual assaults
  - involve forcing others to watch pornography or take part in sexting
  - involve encouraging other children to attend inappropriate parties
  - involve photographing or videoing other children performing indecent acts
- 6.3** We will initiate an individual risk management plan for any student who poses as a safeguarding risk to any other student to ensure that other students are kept safe. The DSL will meet with the parents of any student when it is deemed that a risk management plan is considered necessary.

6.4 With reference to our values and ethos, we will:

- include regular consultation with children e.g. through safety questionnaires and participation in anti-bullying activities through our PSHE programme
- ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- include the teaching of safeguarding across the curriculum, including PSHE opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include online safety, anti-bullying work, transition support; prevention of radicalisation
- ensure all staff members are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- The DSL will make a referral to Children's Social care as soon as there is a significant concern.
- Initiate a risk assessment plan for any student who poses a safeguarding risk to any other student
- Ensuring that appropriate information is forwarded under confidential cover to the student's new school or college.

## 7 Staff responsibilities in handling disclosures

7.1 Staff cannot offer absolute confidentiality. Where there are child protection issues, the member of staff should contact the DSL and follow the Nightingale's confidentiality procedures. Teachers should make clear the level of confidentiality that can be given, before the disclosure is made. Under common law, information given in confidence should only be passed to a third party with the agreement of the person disclosing it. This applies to the student/staff relationship and staff must be clear when speaking to students about the level of confidentiality they can offer. If a student begins to confide any matter involving alleged abuse, whether physical, emotional or sexual, to a member of staff, they should follow the following guidelines:

- Don't make any promises to the student. Stay calm and re-assuring.
- Explain that you cannot promise to keep what they tell you as a secret, in their own interest.
- You have to inform the DSL/DDSL.
- Listen to the student rather than question them.
- Do not press them for details or ask leading questions.
- Ask the student's permission to take notes.
- Write a detailed account, in the student's own words, dated, timed and signed.
- Give the detailed account to the DSL/DDSL.
- The DSL/DDSL will then implement the safeguarding procedure.

7.2 The key task at this moment is to listen to the student and not interrupt if he or she is freely recalling significant events, and to make a note of all that is said to be passed to the designated member of staff. Staff should also be aware that noted recordings of the discussion may need to be used in any subsequent court proceedings and may be made available to the student's parents at the Child Protection conference. The welfare of the student is paramount; therefore, all situations must be treated with sensitivity. The teacher should not reveal his/her own feelings to the student.

## 8 Confidentiality

8.1 If a student requests confidentiality they must be told that this cannot be promised and it should be explained that staff have a responsibility to share information with those adults who will be able to help protect them from harm. This could result in the student not continuing the conversation, in which case do not pursue the matter and report concerns to the DSL. Staff have a professional duty to share confidential information about the protection of children with Social Services via the DSL. Staff should take care not to discuss information given in confidence outside the appropriate professional contexts. The DSL will inform the CP team within 24 hours of every report that is brought to their attention. The DSL will disclose any information about a student to other members of staff on a need to know basis only.

## 9 Recording information

9.1 All concerns about, or disclosures regarding any form of abuse or risk of being abused must be recorded. The record includes stating the time, date, circumstances and who else was present as well as giving exact details of what the student said quoting the exact words used. Signs of physical injury should also be recorded. Reports should be objective and based on evidence; they should distinguish between fact, observation, allegation and opinion. The note should record the time, date, place and people who were present as well as what was said. Decisions regarding

photographic recording of evidence and full medical examinations should be left to the experts. All records should be given to the DSL and may be passed to Social Services when a referral is made. In cases which are taken to court, the Nightingale may be required to provide these records. All records relating to child protection should be kept in the single central file which must be kept within a locked cabinet.

## 10 Supporting staff

10.1 We recognise that staff working in the Nightingale, who have become involved with a student who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such members of staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

## 11 Referrals

11.1 Safeguarding referrals should be made to the Duty Desk by the DSL or DDSL. The LA's Schools Safeguarding Coordinator may also be informed. If the referral concerns alleged abuse by a member of staff, then the LADO will also need to be informed (see section 18). The duty social worker will also be able to provide advice and guidance. They will advise whether a referral is appropriate action. They can be contacted on the following numbers:

**020 8461 7373**

**020 8461 7379**

**020 8461 7404**

**020 8461 7309**

**020 8461 7127**

11.2 The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, Honour Based Violence, fabricated or induced illness or the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

11.3 In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. **If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention will be requested.**

11.4 Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.

11.5 All parents applying for places at Nightingale will be informed of our safeguarding responsibilities and the existence of this policy. In situations where students sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible. Nightingale recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other students) who may wish to harm children in school or students travelling to and from school and will take all reasonable steps to lessen such risks.

## 12 Vulnerable students

12.1 Some students may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect. To ensure that all of our students receive equal protection, we will give special consideration and attention to students who are:

- Looked After Children
- Disabled or have special educational needs,
- Living in a known domestic abuse situation,
- Affected by known parental substance misuse,
- Asylum seekers,

- Living away from home,
- Vulnerable to being bullied, or engaging in bullying,
- Living in temporary accommodation,
- Living transient lifestyles,
- Living in chaotic, neglectful and unsupportive home situations,
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality,

**12.2 Support for pupils with a parent or close relative in prison or at risk of custodial sentence.** Nightingale is committed to support students who have a parent or close relative in prison and will:

- Raise awareness of the needs of students with a parent or close relative in prison.
- Secure the educational achievement and attendance of those students during their time in our school.
- Promote their social inclusion and equal opportunities within our school community.

**12.3 Supporting Young Carers.** Nightingale will:

- Provide PSHE lessons including the challenges faced by young carers during year.
- Consider referring young carers to the local Young Carers Service. We can also put families in touch with other support services.
- Ensure we are accessible to parents who have mobility and communication difficulties and ensure they are given the opportunity to be involved in parents' evenings.
- Respect right to privacy and only share information with those who need to know.
- Consider alternatives if a young carer is unable to attend out of school activities e.g. detention, sports coaching, concerts, due to their caring role
- Allow young carers to telephone home during breaks and lunchtimes.
- Provide advice to parents regarding transporting their children to school where there are difficulties in this area.

### **13. E-Safety (see ICT User Agreement)**

13.1 Most students will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some people, including other young people, will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Our e-safety policy explains how we try to keep children safe in Nightingale.

13.2 Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites whilst in school. Some students will undoubtedly be 'chatting' on mobiles or social networking sites at home and we are able to work with and help parents and children understand the possible risks.

### **14. Training and Professional Development**

14.1 Nightingale follows the Bromley Safeguarding Children Board (BSCB) training programme. In the absence of any further Government guidance on training at the time; the London Safeguarding Children Board adopted Competence Still Matters 2015 in respect of the training and development of staff and volunteers across London with the view to enable them to effectively safeguard and promote the welfare of children. They group audiences together based on their degree of contact with children and /or parents /carers and their levels of responsibility. There are eight groups which are:

1. Those who have occasional contact with children, young people and/or parents/carers.
2. Those in regular or in intensive but irregular contact with children, young people and/or parents/carers.
3. Those who work predominantly with children, young people and/or parents/ carers.
4. Those who have particular specialist child protection responsibilities.
5. Professional advisers and designated leads for child protection.
6. Operational managers of services for children, young people and/or parents / carers.
7. Senior managers responsible for strategic management of services for children, young people and/or parents/carers.
8. Members of Local Safeguarding Children Boards.

14.2 Whole-school in-service training on safeguarding issues will take place annually. All newly recruited staff (teaching and non-teaching) and Management Committee Members will be appraised of this policy. Any new member of staff will be made aware of the safeguarding procedures during their induction. All new staff are required to attend Group 3 Safeguarding training within a term of joining the Nightingale. The DSL and DDSL are Group 4 trained and will attend refresher training at least every two years. The DSL will attend appropriate network meetings and participate in the multi-agency training programme organised by the Local Authority Safeguarding Board.

## **15. Recruitment**

15.1 Nightingale is committed to the process of creating a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate criminal record checks [Disclosure and Barring Service (DBS) checks], barred list checks and prohibition checks will be undertaken. The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in the school, as outlined in Part three of the DfE guidance "Keeping children safe in education". We will also have regard to DfE's statutory guidance for schools about the employment of staff disqualified from childcare "Disqualification under the Childcare Act 2006", which also contains information about 'disqualification by association'.

15.2 Relevant members of staff and Management Committee Members who are involved in recruitment will undertake the safer recruitment training. Nightingale will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with staffing regulations. Nightingale will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining Nightingale on a permanent or temporary basis will be given a copy of this policy.

## **16. Volunteers**

16.1 Any parent or other person/organisation engaged by Nightingale to work in a voluntary capacity with students will be subjected to all reasonable vetting procedures and Criminal Records Checks. There is no legal requirement to obtain DBS certificate for volunteers who are not in regulated activity and who are supervised regularly and on ongoing day to day basis by a person who is in regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment. Volunteers will be subject to the same code of conduct as paid employees of Nightingale.

16.2 Voluntary sector groups that operate within Nightingale or provide off-site services for our students or use Nightingale facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by Bromley Safeguarding Children Board. Premises lettings and loans are subject to acceptance of this requirement.

## **17. Staff code of conduct**

17.1 All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with students and their families. Students will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the Behaviour Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and students, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a student for their own protection or others' safety, this will be appropriately recorded and reported to the Head and parents. Any physical restraint used will comply with Nightingale policy on use of physical restraint.

17.2 Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the student to remove clothing for first aid treatment, there will, wherever possible, be another adult present. All first aid treatment and non-routine personal care will be recorded and shared with parents/carers at the earliest opportunity. Students requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents/carers and health professionals.

17.3 For their own safety and protection, staff should exercise caution in situations where they are alone with students. Other than in formal teaching situations, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the

meeting. All rooms that are used for the teaching or counselling of students will have clear and unobstructed glass panels in the doors.

- 17.4 Nightingale staff should also be alert to the possible risks that might arise from social contact with students outside of the Nightingale. Home visits to students or private tuition of students should only take place with the knowledge and approval of the head. Visits/telephone calls by students to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Head. Any unplanned contact of this nature or suspected infatuations or “crushes” will be reported to the Head. Staff supervising off-site activities or Nightingale journeys will be provided with a Nightingale mobile telephone as a point of contact for parents and carers.
- 17.5 Staff will only use Nightingale’s digital technology resources and systems for professional purposes or for uses deemed ‘reasonable’ by the Head and Management Committee. Staff will only use the approved Nightingale email, Nightingale Learning Platform or other Nightingale approved communication systems with students or parents/carers, and only communicate with them on appropriate Nightingale business and will not disclose their personal telephone numbers and email addresses to students or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of students or staff without permission and will not store images at home.
- 17.6 Staff are expected to exercise extreme caution in the use of social networking sites, to ensure that personal information is not accessible by students or parents. Parents, students (past or present) must not be accepted as “friends” and any inadvertent contact must be reported to the Head, as should any pre-existing relationships with students and their families. Staff should be aware of Nightingale’s whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Head and nothing should be said to the colleague involved. It should be shared with the Chair of Management Committee if it relates to the Head.

## **18. Contractors**

- 18.1 Building contractors who are engaged by or on behalf of Nightingale to undertake works on site will be made aware of this policy and the reasons for this. Long-term contractors who work regularly in Nightingale during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Head deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to students in non-teaching sessions. All contractors and sub-contractors will be issued with copies of Nightingale’s code of conduct for staff.
- 18.2 Individuals and organisations that are contracted by Nightingale to work with or provide services to students will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly). Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. We will always check the identity of contractors and their staff on arrival at Nightingale.

## **19. Complaint/allegations made against staff**

- 19.1 Nightingale takes seriously all complaints made against members of staff. Procedures are in place for students, parents and staff to share any concern that they may have about the actions of any member staff or volunteer. All such complaints will be brought immediately to the attention of the Complaints Officer or the Head if not available and nothing should be said to the colleague involved. In cases where the Head is the subject of the allegation or concern, they will be reported to the Chair of the Management Committee in order that they may activate the appropriate procedures. These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:
- behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- 19.2 The Local Authority’s Designated Officer(s) (LADO) should be informed of all allegations that come to Nightingale’s attention and appear to meet the criteria. Contact can also be made with LA’s Schools Safeguarding Coordinator who will liaise with the LADO. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children’s social care services.

In these cases, local arrangements will be followed to resolve cases without delay. Some rare allegations will be so serious they will require immediate intervention by children's social care services and/or police. In such cases, referral to the LADO will lead to a Strategy Meeting or Discussion being held in accordance with the DfE guidance and London SCB procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

- 19.3 Nightingale has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual. The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part Four of the DfE guidance "Keeping children safe in education". At Nightingale allegations against staff must be reported by the Head to the London Borough of Bromley LADO:

LADO: Rita Dada

Email: lado@bromley.gov.uk Tel: 020 8464 3333

- 19.4 Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual students. This information may be shared directly with other agencies as appropriate. All contact with parents/carers and external agencies will be logged and these will be kept as CP records. Nightingale will take into account the views and wishes of the student who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets". Child protection records are not open to students or parents/carers. The content of Child Protection Conference or Review reports prepared by the Nightingale will follow the headings recommended by Children's Services and will, wherever possible, be shared with the parents/carer in advance of the meeting.
- 19.5 If a student is withdrawn from Nightingale due to a family move or any other reason, all efforts will be made to identify any new address and school to which they are being admitted. This will ensure that their educational records are sent without delay to the student's new school. If the parent/carer fails to provide this information, an urgent referral will be made to Education Welfare in order that they might make further enquiries. If this school receives educational records concerning a student who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA's Children's Services Department. **A student's name will only be removed from the Register in accordance with the Pupil Registration Regulations or with the authorisation of the Local Authority Educational Welfare Service.**
- 19.6 Nightingale will require documentary proof as to the identity of students presented for admission. If there is any doubt as to the identity of a student, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate and up to date records of those with Parental Responsibility and emergency contacts. Students will only be released to the care of those with Parental Responsibility or someone acting with their written consent.

## 20. Safety in Nightingale

- 20.1 All staff who are wearing blue lanyards are staff members of the school or staff who have been cleared to work here. Adults wearing a red lanyard should always be with a staff member who is wearing blue. Students are aware that if they ever see anyone on the school site with a Red lanyard or without any lanyard, that they must inform a teacher immediately.
- 20.2 No internal doors to classrooms will be locked whilst students are present in these areas.
- 20.3 Entry to School premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Head or office. Carelessness in closing any controlled entrance will be challenged.
- 20.4 The presence of intruders and suspicious strangers seen loitering near the school or approaching students, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stop these individuals they can be spoken to about what they were doing and dealt with accordingly. If appropriate Brief information about the incident will be sent to LA's Schools Safeguarding Coordinator with a view to alerting other local schools in liaison with the police and through appropriate systems. Parents, carers or relatives may only take still or video photographic images of students in school or on school-organised activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents whose children may be

captured on film. Without this consent the Data Protection legislation would be breached. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

## **21. Curriculum**

21.1 Nightingale acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our students for the responsibilities of adult life and citizenship. It is expected that all curriculum coordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of students. As appropriate, the curriculum will be used to build resilience, help students to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, students will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure;
- emotional literacy.

21.2 All computer equipment and internet access within Nightingale will be subject to appropriate “parental controls” and Internet safety rules in line with our ICT User Agreement.

21.3 Nightingale will work with partners to promote a healthy school through the curriculum with the aim of:

- Developing a school ethos and environment which encourages a healthy lifestyle for students;
- Using the full capacity and flexibility of the curriculum to help students to achieve safe and healthy lifestyles;
- Ensuring that food and drink available across the school day, reinforce the healthy lifestyle message;
- Providing high quality Physical Education and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and well-being.

## **22. Working in partnership with parents/carers**

22.1 It is our policy to work in partnership with parents or carers to secure the best outcomes for our students. We will therefore communicate as clearly as possible about the aims of Nightingale.

- We will use clear statements in our brochures and correspondence.
- We will involve parents and students in the review of this policy and in the development of Codes of Conduct and Behaviour policies.
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families.
- We will be alert to the needs of parents/carers who do not have English as their first language and will utilise the translation services as necessary.
- We will keep parents informed as and when appropriate.

## **23. The role of the Management Committee**

23.1 The Management Committee will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times. The Management Committee will ensure that the school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” and that the school’s safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures.

23.2 The Management Committee has formally adopted this policy and will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the Head. The Management Committee has nominated Kay Sirett as the link member for Safeguarding and Child Protection Concerns about and allegations of abuse made against the Head will be referred to the Chair of the Management Committee who will liaise with the LA’s designated officer (LADO) and partner agencies and will attend any strategy meetings called in respect of such an allegation against the Head.

23.3 As a good practice, the DSL will provide termly/annual report to the Management Committee outlining details of any safeguarding issues that have arisen during the term/year and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name. Also as a good practice, the nominated member will meet on a regular basis with the DSL to monitor both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding. This is in addition to and does not replace the responsibility that rests with the Head to monitor the work of the DSL.

## 24. Monitoring

- The Policy will be reviewed by Management Committee and staff annually.
- The Policy will be on Nightingale Website.
- A summary of the Policy will be communicated to parents and students.
- The DSL will be given a high profile around Nightingale.
- Safeguarding will be a regular and frequent part of Management Committee meeting agendas.
- An important part of any Nightingale review process will include asking students if they feel safe in Nightingale.

## 25. Complaints

24.1 All complaints arising from the operation of this policy will be considered under Nightingale’s complaints procedure, with reference to the Lead Officer for safeguarding in education services as necessary.

## 26. References

DfE (2015) **Information Sharing – advice for practitioners**. Available at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

DfE (2015) **What to do if you’re worried a child is being abused**. Available at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

DfE (2015) **Working together to safeguard children**. Available at: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

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Legislation.gov.uk (1989) **Children Act 1989**. Available at: <http://www.legislation.gov.uk/ukpga/1989/41/section/47>

Legislation.gov.uk (2004) **Children Act 2004**. Available at: [http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga\\_20040031\\_en.pdf](http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf)

Legislation.gov.uk (2014) **The Children and Families Act 2014**. Available at: [http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)

Legislation.gov.uk (2002) **Education Act 2002**. Available at: [http://www.legislation.gov.uk/ukpga/2002/32/pdfs/ukpga\\_20020032\\_en.pdf](http://www.legislation.gov.uk/ukpga/2002/32/pdfs/ukpga_20020032_en.pdf)

Prepared by:	M Mason
Date approved by Management Committee:	20 November 2017
Review date:	20 November 2018

Appendix A

**Confirmation of receipt of Safeguarding Policy**

Name:

\_\_\_\_\_

Date of joining Nightingale:

\_\_\_\_\_

Post:

\_\_\_\_\_

Date of induction:

\_\_\_\_\_

Name and designation of staff member responsible for induction:

\_\_\_\_\_

I confirm that I have received and read Nightingale's Safeguarding Policy and Part 1 of Keeping Children Safe in Education. I have been made aware of my duty to safeguard and promote student's welfare. The procedure for reporting concerns about a student has been explained to me.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return this form to the designated senior person:

\_\_\_\_\_

**Nightingale**

**Safeguarding Concerns**

**Please tick relevant box**



For file / Note observation.



To be followed up within 48 Hours by DSL



Immediate referral to Safeguarding team - Head to be made aware of incident

<b>Date:</b>	<b>Student Name:</b>	<b>D.O.B</b>	<b>Year:</b>

<b>Address:</b>	
<b>Contact Numbers:</b>	
<b>School on roll at:</b>	
<b>Current Provision:</b>	

<b>Referrer Name:</b>		<b>Position:</b>	
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<b>Area of Concern:</b>	
<b>Brief Description:</b>	
<b>Additional external circumstances for consideration:</b>	
<b>Action taken:</b>	

<b>Date</b>	<b>Staff involved</b>	<b>Description</b>	<b>Outcome</b>	<b>Further Action</b>