



ST NICHOLAS' SCHOOL

**Parent Handbook
February 2023**

St Nicholas' School Parent Handbook

CONTENTS

SCHOOL AIMS	4
CHAPTER 1 – CONTRACTUAL ISSUES.....	5
ACCEPTANCE FORM	14
ADMISSIONS POLICY	17
WHOLE SCHOOL POLICY ON THE AWARD OF MEANS TESTED BURSARIES	20
CHAPTER 2 – THE SCHOOL DAY	24
ABSENCE	24
BREAK TIMES	25
SCHOOL MEALS	26
BEFORE AND AFTER SCHOOL ARRANGEMENTS	27
AFTER SCHOOL	28
SEVERE WEATHER PROCEDURE	29
MISCELLANEOUS	30
CHAPTER 3 – RULES & REGULATIONS.....	31
PUPILS' CHARTER.....	31
SCHOOL RULES	33
ALCOHOL, DRUGS AND SMOKING	35
UNIFORM AND APPEARANCE POLICY	37
FIRST AID POLICY	39
USE OF ICT AND INTERNET SAFETY POLICY	46
GOOD BEHAVIOUR POLICY	52
CHAPTER 4 – EDUCATIONAL MATTERS	57
CURRICULUM POLICY & CURRICULUM ANALYSIS	57
TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE	61
SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY.....	62

EQUAL OPPORTUNITIES POLICY	68
GIFTED & TALENTED	72
CHILD PROTECTION & SAFEGUARDING POLICY	74
ANTI-BULLYING POLICY	132
HEALTH & SAFETY ON EDUCATIONAL VISITS	137
DATA PROTECTION	144
COMPLAINTS PROCEDURE	154

SCHOOL AIMS

St Nicholas' is a happy, thriving school where education is seen as a partnership between teachers, pupils and parents. We aim to encourage each pupil to achieve the highest possible standards in academic work and to benefit fully from the aesthetic and physical education programmes we offer. We aim to develop self-esteem, confidence and leadership and to cultivate a sense of responsibility in every pupil together with a growing awareness of moral and spiritual values. We aim to offer all pupils a caring and well-run environment, in which to develop the skills and knowledge they will need in school and in their future lives.

Chair of Governors: Mr Stephen Mellor

Head: Dr O Wright

Correspondence may be addressed during term times and holidays:

c/o St Nicholas' School

Redfields House

Redfields Lane

Church Crookham

Fleet

Hampshire GU52 0RF

Telephone number: 01252 850121

Facsimile number: 01252 850718

CHAPTER 1 – CONTRACTUAL ISSUES

St Nicholas' School (Fleet)

Terms and Conditions

1. Definitions

(a) In these terms and conditions

"Acceptance deposit" means the sum set out in the Schedule of Fees which is payable when parents accept an offer of a place at the School;

"Acceptance Form" means the form provided by the School for parents to complete when accepting a place for their child at the School;

"the Complaints Procedure" is the School's procedure for handling concerns or complaints regarding pastoral care, safety, educational issues or other matters affecting the School, as amended from time to time. A copy of the procedure is available from the School at any time upon written request;

"fees" means the fees set out in the Schedule of Fees as amended from time to time;

"Head" means the person appointed by the Governors of the School to be responsible for the day-to-day management of the School, including anyone to whom such duties have been duly delegated;

"Schedule of Fees" means the note of the School's prevailing fees;

"School Rules" means the rules of the School, a copy of the current version of which is provided to each child on entry and is sent to parents with the letter offering a place at the School, as those rules may be amended from time to time. Parents will be given reasonable notice of such amendments;

"term" means the period between and including the first day and last day of the relevant School term;

"a term's notice" means written notice addressed to and received by the Head given by all those who sign the Acceptance Form before the last day of the term preceding the term to which the notice relates as published in the School calendar as amended from time to time;

"terms and conditions" means these terms and conditions as amended from time to time;

"we" or the **"School"** means the legal entity carrying on as the School as identified in Clause 1(b) below, or its duly authorised representative, as the context requires;

"you" or the **"parents"** means each person who has signed the Acceptance Form as parent or guardian of a child, or a person who with the School's written consent replaces a person who has signed the Acceptance Form.

- (b) The Acceptance Form, the Schedule of Fees, the School Rules, the Complaints Procedure and these terms and conditions form the terms of a contract between you and St Nicholas' School (Fleet) Educational Services Ltd (registered company no. 872200 and charity no. 307341). It is not intended that the terms of the contract shall be enforceable by your child or by any other third party.

2. Acceptance and Deposit

- (a) An offer of a place for your child at the School is accepted by your submitting the duly completed and signed Acceptance Form and paying the Acceptance deposit.
- (b) The Acceptance deposit is not refundable if your child does not take up a place at the School. The Acceptance deposit will form part of the general funds of the School until 40% is refunded without interest against your child's first term's fees and the balance is credited without interest to the final payment of the fees or other sums due to the School on your child's leaving.
- (c) If you wish to withdraw your acceptance of a place after submitting the Acceptance Form and paying the Acceptance deposit but before your child starts at the School, you shall give written notice to that effect prior to the first day of the term immediately preceding the term in which child was due to start. If such notice is received by the School by that time, the Acceptance deposit will be forfeited in accordance with Clause 2(b) above, but no further fees will be payable. Subject to the remainder of this Clause 2(c), if such notice is received on or after that date (or if no notice is received), a term's fees shall be payable and shall become due and owing to the School as a debt. The term's fees shall be charged at the rate applicable for the term when your child was due to start and the School shall credit the Acceptance deposit (without interest) to such payment of the term's fees (and you hereby acknowledge and agree that the School shall be entitled to retain the deposit on account of payment of the term's fees). Where applicable, such fees shall be reduced to take account of any scholarship or bursary awarded to you.

3. School Fees

- (a) All the costs incurred in the usual course of the education by the School of your child, including the provision of any necessary educational materials and as outlined in the Schedule of Fees, shall be met by the fees unless otherwise notified by the School.
- (b) Any extra-curricular activities such as private music lessons, trips and visits in which you agree in advance your child may participate shall be deemed to be supplemental to items met by the fees and charged for accordingly. In particular, all public examination charges and any additional charges incurred by the School in providing for the special educational needs of your child shall be charged as supplemental to the fees, subject always to the School complying with its duties under the Equality Act 2010.
- (c) Each person who has signed the Acceptance Form is liable, individually and jointly, for the whole of the fees due and any supplemental charges. The School may expressly agree in writing with the persons who have signed the Acceptance Form to look exclusively to any other person for payment of the fees or any part of them. A separate agreement with a third party does not

release the persons who signed the Acceptance Form from liability where the third party defaults.

- (d) Fees are invoiced termly in advance, except supplemental charges which may be payable termly in advance or arrears. Each invoice must be paid in full in cleared funds on or before the first day of the then forthcoming term.

Where parents wish to pay fees in instalments, this will be subject to a separate agreement with the School Fees Plan.

Those parts of the fees in respect of the Nursery which are covered by childcare vouchers shall fall due on the due dates for payment provided by the relevant voucher company.

- (e) If your child has been awarded a scholarship for the senior school or a bursary, your liability will be for the amount of fees due after taking account of that award. An award may be withdrawn if, in the opinion of the Head, your child's attendance, progress or behaviour no longer merits the continuation of the award, but any such withdrawal of an award will not operate so as to increase the fees due in respect of a term which has already commenced. Where it appears likely to the Head that, for academic reasons, an award may be withdrawn from your child, you shall be notified in advance. If, within 14 days following the withdrawal of a scholarship or bursary, a child is withdrawn from the School, no fees in lieu of notice will be payable.
- (f) We reserve the right to refuse to allow your child to attend the School or to withhold any references while fees or supplemental charges remain unpaid. We may make an interest charge on late payment of $\frac{1}{2}\%$ on a weekly basis from the due date until the date of actual payment of the overdue amount, whether before or after judgment. We also reserve the right to recover payment of all costs, fees and charges reasonably incurred in pursuing you for unpaid fees. You consent to our informing any other school or educational establishment to which you propose to send your child of any outstanding fees or your payment history.
- (g) The fees will be reviewed from time to time and may be increased by such amount as the School considers reasonable. We shall endeavour to give at least a term's notice of any increase in the fees due for a particular term and in any event shall give you notice of any such increase not later than the final day of the preceding term.
- (h) Fees and any supplemental charges will not normally be reduced as a result of absence due to illness or otherwise. In the event that your child takes study leave at home before or during public examinations or stays at home following those examinations, no reduction of fees will be made.
- (i) We reserve the right to exclude any of your child(ren) for non-payment of any fees due. We will give you 3 days' notice of a decision to exclude in these circumstances. Where fees remain unpaid and your child(ren) remain(s) excluded for more than 28 days, your child(ren) will be deemed withdrawn from the School without a term's notice. Fees in lieu will be payable in accordance with Clause 4(a).

4. Notice Requirements

- (a) If you wish to:
- (i) withdraw your child from the School (other than at the normal leaving date); or
 - (ii) withdraw your child from an activity charged as supplemental;
- you shall either give a full term's notice to that effect or shall pay to the School a term's fees in lieu of notice, at such rate as would have been charged for the final term of provision if a term's notice had been given.
- (b) In cases where notice is not given, the appropriate sum in lieu of notice will become due and owing to the School as a debt on the first day of the term which would have been the final term of provision if a full term's notice had been given.
- (c) You are expected to consult with the Head before giving notice to withdraw your child from the School.
- (d) The School's affairs are organised on a termly basis and it is not possible for you to reduce the amount of fees due or to obtain a refund of fees by withdrawing your child or by your child's ceasing to participate in an activity part-way through a term.

5. School Rules

- (a) It is a condition of remaining at the School that your child complies with the School Rules as amended from time to time. In particular you undertake to ensure that your child attends School punctually and that your child conforms to such rules of appearance, dress and behaviour as shall be issued by the School from time to time.
- (b) The School may undertake drugs testing of pupils in accordance with any drugs policies with the aim of safeguarding the health and safety of all pupils.
- (c) The School reserves the right, subject to applicable data protection legislation, to monitor your child's email communication and internet use for the purpose of ensuring compliance with the School Rules.

6. Disciplinary Procedures

- (a) The Head may at any time in her discretion require you to remove or may suspend or, in serious or persistent cases, expel your child from the School if she considers that your child's attendance, progress or behaviour (including behaviour outside school) is unsatisfactory and in the reasonable opinion of the Head the removal is in the School's best interests or those of your child or other children.
- (b) The Head may at any time in her discretion require you to remove or may suspend or, in serious or persistent cases, expel your child if you are in material breach of these terms and conditions or if the behaviour of you or either of you is, in the opinion of the Head, unreasonable and affects or is

likely to affect adversely the child's or other children's progress at the School or the well-being of School staff or to bring the School into disrepute.

- (c) Should the Head exercise her right under sub-clause 6(a) or 6(b) above, you will not be entitled to any refund or remission of fees or supplemental charges due (whether paid or payable) and the Acceptance deposit will be forfeited. Fees in lieu of notice will not be payable in such circumstances.
- (d) Expulsion or withdrawal (whether required or not) will bring this agreement to an end upon the date of expulsion or withdrawal (as the case may be), without prejudice to any continuing obligation or remedy of either party.
- (e) The School Rules set out examples of offences likely to be punishable by suspension or expulsion. These examples are not exhaustive, and in particular the Head may decide that suspension or expulsion for a lesser offence is justified where there has been previous misbehaviour. All aspects of the pupil's record at the School may be taken into account.
- (f) The School will act in a way which is fair in all the circumstances when taking decisions under this Clause 6. Disciplinary matters and a review of a decision to expel or remove your child is governed by the School's Exclusions, Suspensions and Required Removal Policy. This policy applies to your child whenever they represent the School or are in the School's care, irrespective of whether they are on or off School premises.

7. The School's Obligations

- (a) Subject to these terms and conditions, the School undertakes to accept your child as a pupil of the School from the time of joining the School until the end of her GCSE year. The School shall not be obliged to permit your child to progress throughout the School unless satisfied that it is appropriate to do so having regard to your child's academic attainments and all other relevant circumstances. The Head will consult with parents if she does not consider it to be appropriate for your child to progress to the next stage of the School. Continued progression throughout the School will not usually require parents to enter into a new contract for educational services.
- (b) While your child remains a pupil of the School, we undertake to exercise reasonable skill and care in respect of your child's education and welfare. This obligation will apply during school hours and at other times when your child is permitted to be on School premises or is participating in activities organised by the School. The Head is authorised generally to take decisions in good faith to safeguard and protect your child's welfare.
- (c) In accordance with the law, we will not subject your child to corporal punishment. We will not subject your child to physical contact except where such contact may be deemed appropriate in order to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including your child). Unless you notify us to the contrary, you consent to your child participating, under proper supervision, in contact sports and in other normal sports and activities which may entail some risk of physical injury. You acknowledge that risk of physical injury cannot be eliminated.

- (d) If your child requires urgent medical attention while under the School's care, we will if practicable attempt to obtain your prior consent. However, should we be unable to contact you, the Head shall be authorised to make the decision on your behalf should consent be required for urgent treatment recommended by an appropriately qualified doctor (including anaesthetic or operation).
- (e) You authorise the Head to obtain a medical opinion of your child's health, where she considers it to be in the best interests of your child and/or members of the School.
- (f) Our prospectus describes the broad principles on which the School is presently run and is believed to be correct at the time of printing. The prospectus and School website are not part of any contractual agreement between the parents and the School and you confirm that you have not relied on their contents in entering into these terms and conditions.
- (g) We shall monitor your child's progress at the School and produce regular written reports. We shall advise you if we have any concern about your child's progress but we do not undertake to diagnose dyslexia or other specific conditions. A formal assessment can be arranged either by you or by the School at your expense. You may be asked to withdraw your child without being charged fees in lieu of notice if in the opinion of the Head the School cannot provide adequately for your child's special educational needs, subject always to the School's obligations under the Equality Act 2010.
- (h) We recognise that your child, if of sufficient age and maturity, has certain legal rights including entitlement to insist on confidentiality. The School will observe these rights which may take precedence over parents' rights.
- (i) The School acknowledges that you are entitled to receive relevant information about your child unless the School considers there to be reasons for withholding relevant information from you, including the safeguarding and promoting of your child's welfare.
- (j) Religious observance at the School shall be conducted in accordance with the School Rules.

8. The Parents' Obligations

- (a) In order to fulfil our obligations, we need your co-operation, including in particular by: fulfilling your own obligations under these terms and conditions; encouraging your child in his or her studies, and giving appropriate support at home; keeping the School informed of matters which affect your child; maintaining a courteous and constructive relationship with School staff; providing cooperation and assistance to the School to ensure (so far as reasonable and in appropriate and/or necessary circumstances) that your child can participate and benefit from the School's provision of education to your child in accordance with the terms of this agreement, including where the School wishes to provide such education remotely; and attending meetings and otherwise keeping in touch with the School where your child's interests so require.
- (b) You undertake to inform the School of any health or medical condition, disability or allergy that your child has or subsequently develops, whether

long-term or short-term, including any infections. If the School so requires due to a health risk either presented by your child to others or presented to your child by others or by reason of a virus, pandemic, epidemic or other health risk, you undertake to keep your child at home and not permit him/her to return to the School until such time as the health risk has been averted. In such circumstances we shall endeavour to continue providing education to your child remotely during such period (including, for example, by sending you/your child work assignments electronically or by post).

- (c) You undertake to inform the School of any situations where special arrangements may be needed in relation to your child.
- (d) The School is entitled to treat any instruction, authority, request or prohibition received from any person who has signed the Acceptance Form as having been given on behalf of both or all such persons.
- (e) The Head must be informed in writing of any reason for your child's absence from School. Wherever possible the School's prior consent should be sought for absence from the School.
- (f) We cannot accept any responsibility for the welfare of your child while (i) off the School premises in breach of School Rules, or (ii) outside School hours, unless on a School-organised activity.
- (g) If you have cause for concern as to a matter of safety, care or progress of your child you must inform the School without delay. Such concerns or complaints should be made in accordance with the School's Complaints Procedure.
- (h) You must inform the Head if your child is residing with someone other than you during term time. If both parents are to be absent from the child's home for more than 24 hours, you must notify the School of the person with care of your child.
- (i) Parents are legally responsible, individually and jointly, for fulfilling their obligations under these terms and conditions.

9. Insurance

You must make your own insurance arrangements if you require cover for your child's person or property while at School or for the payment of fees due to absence of your child or closure of the School premises. Your child is included in an obligatory personal accident insurance scheme, the cost of which shall be charged as supplemental to the fees.

10. Confidentiality and References

- (a) You consent to our supplying information and a reference in respect of your child to any educational institution which you propose your child may attend. Any reference supplied by us shall be confidential. We will take care to ensure that all information that is supplied relating to your child is accurate and any opinion given on his/her ability, aptitude for certain courses and character is fair. However, we cannot be liable for any loss you are or your child is alleged to have suffered resulting from opinions reasonably given in or correct statements of fact contained in any reference or report given by us.

- (b) You consent to us making use of information relating to your child whilst he or she is at the School (including photographs and video recordings) and after he or she has left for the purposes of:
- (i) promoting the School to prospective pupils, including through the School's prospectus (in whatever format or medium) and website;
 - (ii) managing relationships between the School and current pupils;
 - (iii) providing references; and
 - (iv) communicating with the body of former pupils.

If you wish to limit or to object to such use, you should notify the Head in writing.

- (c) You undertake to:
- (i) confirm (or update, if necessary), when requested, such information about you and/or your child that is held by the School; and
 - (ii) in any event, inform the School of any change to your or your child's circumstances (including, where applicable, in connection with an entitlement to enter and/or reside in the United Kingdom), or to information about you or your child that has previously been notified to the School, including relevant contact details.
- (d) The School will process personal data about you and your child in accordance with the Data Protection Act 1998.

11. Intellectual Property Rights

We shall recognise any intellectual property rights vested in your child.

12. Changes in Ownership etc

For the purposes of constitutional changes to the School or amalgamation we reserve the right to transfer the undertaking of the School to any other natural or legal person, and to assign the benefit of this contract in connection with any such transfer, and/or to amalgamate the School with any other educational institution.

13. Force Majeure (i.e., circumstances beyond your or our control)

Neither party shall be in breach of this agreement nor liable for delay in performing, or failure to perform, any of its obligations under this agreement if such delay or failure result from events, circumstances or causes beyond its reasonable control (including, for the avoidance of doubt, acts of God, war, riot, civil commotion, compliance with any law or governmental order, rule, regulation or direction (including that of a local authority), accident, fire, flood, storm, pandemic or epidemic of any disease, terrorist attack, chemical or biological contamination). In such circumstances both parties shall be excused from performing their obligations under this contract, provided that if the period of delay or non-performance continues for six months, the party not

affected may terminate this agreement by giving seven days' written notice to other party.

14. Communications

All notices required to be given under these terms and conditions must be given in writing. You undertake to notify the School of any change of address of any person who has signed the Acceptance Form. Communications (including notices) will be sent by the School to the address shown in its records and unless other arrangements are agreed between us, we shall be entitled to treat any communication from the School to any person who has signed the Acceptance Form as having been made to both or all such persons. Notices that you are required to give under these terms and conditions must be addressed to the Head and sent to the School's address. If sent by first class post, notice shall be deemed to have been given on the second day after posting.

15. Amendments to Services

From time to time it may be necessary to make changes to any aspects of the School, including the curriculum or the manner of providing education for your child (including by providing such education remotely (whilst your child remains at home, for example, where the School is required to close the School premises), and we reserve the right to do so. We will give parents reasonable notice of any changes at the School including changes in the curriculum that we regard as significant to your child prior to the end of the penultimate term before the change is to take effect, and where practicable will consult with parents on such changes.

16. Interpretation

Headings in these terms and conditions are for ease of understanding only and do not form part of these terms and conditions.

17. Jurisdiction and Governing Law

The contract between you and the School is governed by English Law. You agree with us to submit to the exclusive jurisdiction of the English courts.

18. Variations

We reserve the right to make reasonable modifications to these terms and conditions from time to time. The School will give you a term's notice of any such modifications.

ACCEPTANCE FORM

St Nicholas' School (Fleet)

We/I* hereby accept the offer of a place at the School for [*name of pupil*] with effect from the beginning of the [Autumn/Spring/Summer] [202•] and enclose a cheque for £[] as an Acceptance deposit.

By signing this Acceptance Form, we/I confirm that:

- The terms and conditions attached to this Acceptance Form as varied from time to time form part of the contract between us/me and the School.
- We have seen or had the opportunity to see the School Rules and all the documents referred to in the School's terms and conditions, and that we/I and our/my child shall observe and be bound by them.
- We/I will pay all fees and supplemental charges when due.
- In accordance with clause 4(a) of the School's terms and conditions, if we/I wish to withdraw my child we/I shall give a full term's notice or shall pay fees in lieu of notice.
- We are / I am not in arrears on the payment of any fees or charges owing to our/my child's current (or previous) school or educational establishment.
- Any information or circumstances about or relating to me/us and our/my child that has previously been notified to the School is and remains complete and accurate as at the date when we/I sign this Acceptance Form and I/we will inform the School where any information contained in this Acceptance Form changes;
- I/we have already provided and will continue to provide the School details of our/my child's medical conditions, health problems, allergies, disabilities, learning difficulties or special educational needs including any behavioural, social or emotional difficulty. Such information is provided to the School in confidence;
- I/we have and will inform the School where I/we are separated or divorced or there are any court orders made in relation to my/our child;
- If we/I require the School to sponsor our/my child as a condition of our/my child's entry into the United Kingdom, such requirement has previously been notified to the School. It shall be my/our responsibility to ensure that my/our child has the necessary immigration permissions to reside and study in the UK;
- These declarations are true and if found not to be true, the School may terminate this contract for educational services.

Signed by:

Parent/Guardian*

Date

Relationship to pupil:

Contact Details/Address:

.....

.....

Signed by:

Parent/Guardian*

Date

Relationship to pupil:

Contact Details/Address:

.....

.....

* Please delete as appropriate

Each person with parental responsibility for the child is required to sign this Acceptance Form. Each person signing this Acceptance Form declares that no person's consent is required other than those who are signing this Acceptance Form. The School is entitled to treat any instruction, authority, request or prohibition received from any person who has signed this Acceptance Form as having been given on behalf of both or all such persons.

FEES AND EXTRAS

Up to date School Fees are published on a separate sheet with this handbook.

School fees are due on or before the first day of term except for such parts of the fees in respect of the Nursery which are to be covered by childcare vouchers, which parts shall fall due on the due dates for payment by the relevant voucher company. Extra-curricular activities are usually charged in advance and as there are different arrangements in certain cases, please refer to the School office.

The following guidelines may be found useful.

Stationery and the use of text books are included in the termly fee. Charges will be generally levied for:

1. School trips and workshops within or out of school hours and entry fees where applicable.
2. Travel, board and lodging on residential visits either in UK or abroad.
3. Activities which take place wholly or mainly outside school hours.
4. GCSE text which pupils may annotate.
5. Music tuition and instrumental hire.
6. The cost of entering a pupil for public examinations and, where applicable, for preparing the pupil for such an examination outside school hours.
7. In practical subjects such as Textiles and Food Technology, parents may be asked for the full or partial cost of materials or ingredients.
8. Lost property and overdue library books. (These fines will be small and the money will be given to charity.)
9. Damage to school property or the misuse or loss of books and equipment.
10. After School Clubs and Activities.

NB Any insurance costs will be included for trips and activities.

A FULL TERM'S NOTICE MUST BE GIVEN NOT ONLY FOR THE WITHDRAWAL OF PUPILS BUT FOR THE CANCELLATION OF EXTRAS SUCH AS COACH, MUSIC AND EXTRA-CURRICULAR ACTIVITIES OTHERWISE FEES WILL BE CHARGED IN LIEU.



ADMISSIONS POLICY

St Nicholas' School admits boys and girls from ages 3 to 7 years and girls from ages 3 to 16 years.

The aims of this policy are:

- to set selection criteria and procedures that are fair to all applicants. No applicant will be treated less favourably during the application process or during assessment on the grounds of their skin colour, race, nationality or ethnic or national origin, gender, religious faith (or lack of belief), orientation, socio-economic group, disability or special educational needs.
- to identify applicants whose academic and other abilities appear to match the ethos and standards of the School and whose personal qualities suggest they have the potential to contribute sufficiently to the School community and benefit from the many opportunities that are offered here.
- to ensure compliance with the School's charitable purposes.
- to comply with the School's equality duties as required by the Equality Act 2010.

The School Prospectus describes the broad principles on which the School is operated and provides an overview of the School's history and ethos. The School takes reasonable care to ensure that the Prospectus is accurate and up to date, but does not form part of the contractual terms and conditions.

Pupils may enter the School at any age. If entry is at age 11 or above, the prospective pupil is required to sit an entrance examination in English, Mathematics and Verbal Reasoning. For younger pupils, new entrants are assessed informally in the classroom. Pupils come to the School from a range of feeder schools both Independent and Maintained.

Where there is a waiting list for places at the School, priority will be given to siblings of current pupils, providing they are registered 12 months before the proposed start date.

Transport for children in Junior and Senior Departments is provided from areas surrounding the School, for which a charge is levied.

This policy can be made available in larger print or more accessible format if required.

Admissions Procedure

Parents are encouraged to visit the School or attend an Open Day. Information about the School is also available from the School website. Parents who are interested in a place at the School should request a copy of the Prospectus which contains a registration form.

The admissions procedure is then as follows:

- Registration. Every parent is asked to register their child by completing the Registration Form within the School Prospectus and pay a non-refundable registration fee of £100. Entrance examinations take place for those pupils entering Year 7. Interviews with the Head may take place for younger pupils, at which their parents are present. This may form part of a visit at the School.
- Prospective pupils and parents are given a tour of the School and shown the facilities that the School has to offer.
- An offer of a place may then be made by the School. This is subject to the School's terms and conditions which will be provided with the offer.
- Parents accept a place by completing the Form of Acceptance and paying the acceptance deposit. The deposit is non-refundable if your child does not enter in the term specified.

Admissions procedure during COVID

The admissions procedure during COVID remains the same as our normal admissions procedure, however prospective pupils and parents are given an **external** tour of the school and shown the facilities that the school has to offer.

A face to face meeting with the Headmistress may also be available, in a Covid secure environment.

Special Needs and Disabilities

Whilst the School welcomes applicants with learning needs and disabilities its facilities (physical and otherwise) for disabled pupils and those with learning difficulties are limited at present. However, the School will do all that is reasonable to comply with its legal responsibilities under the Equality Act 2010 so that it may accommodate the needs of disabled applicants for which, with reasonable adjustments, the School can cater /adequately.

The School will do all that is reasonable to ensure the application procedure (and any information about the School) is accessible for disabled candidates and will make such reasonable adjustments as necessary.

In accordance with the School's terms and conditions, parents must inform the School when submitting a Registration Form of any special circumstances relating to their child's health, allergies, disabilities or learning difficulties or other circumstances which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the School.

Parents of disabled children will be invited to a preliminary meeting with the Head to discuss ways in which any disadvantages could be lessened or eliminated from the admissions process and to ensure that the applicant can be adequately catered for should an offer of a place be made.

The School may request further information, such as a medical certificate or educational psychologist's report, and any associated correspondence from the pupil's current school that the School considers necessary to make a fair assessment.

If, after reasonable adjustments have been considered, the School is unable to adequately cater for the needs of those children with disabilities, parents will be informed why an offer will not be made.

If an applicant's disability becomes apparent after admission, the School will consult with parents about what reasonable adjustments, if any, can be made in order to allow the child to continue at the School. If, after reasonable adjustments have been made, the School is unable to adequately cater for and meet the needs of the pupil, the Head may request parents to withdraw their child. Fees in lieu will not payable in this circumstances and the acceptance deposit will be returned.

Bursaries

Scholarships and Bursaries are available. Scholarship awards of up to 20% reduction in the tuition fee may be awarded. A number of Bursaries are offered for pupils whose parents have limited means. Please see the School's Bursary Policy.

Complaints

In the event of any dispute regarding admissions, parents are referred to the Complaints Procedure, which can be found in the Parent Handbook.

Reviewed and updated November 2021

Review date Autumn Term 2022



St Nicholas' School

WHOLE SCHOOL POLICY ON THE AWARD OF MEANS TESTED BURSARIES

Charitable Objects of St. Nicholas' School

The Objects for which the School is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a school or schools for girls, and if thought fit for boys to the age of 11 years. The School currently educates girls to the age of 16 years and boys to 7 years.

Background

This policy was introduced in March 2009 to formalise the way in which bursaries are granted. It has been written in line with the requirements of the Charities Act 2006. Following the publication of the revised ISI Handbook (second cycle) Regulatory Amendments were made in August 2009, June 2012 and October 2019. This edition was reviewed in November 2021.

The Governors of St Nicholas' School are committed to broadening access to the School by offering to eligible parents/guardians means tested financial support ("bursaries") to assist with the payment of school fees. Bursaries are available to those families with children in the Junior and Senior School. The School advertises the availability of means tested bursaries:

- in the School prospectus
- on the School website; and in
- the local press by means of advertisements

How does the Scheme work?

Every bursary is means tested and the value of the bursary is related to the income and financial resources of a pupil's family. Parents/guardians are asked to complete a Declaration of Income Form to disclose details of the family income, assets and liabilities. We require that parents/guardians corroborate all the figures disclosed in this declaration with original documentation such as P60s, bank statements and mortgage statements. The School Bursar and/or Headmistress will usually meet with the family, sometimes at the School but on occasion at the family home, to ensure the information has been correctly interpreted and the basis of the financial assessment has been fair.

Bursaries may be of any value up to that of a fully funded place, depending on the financial, compassionate or other relevant circumstances of applicants. The bursary will continue for every year the pupil remains at the School, subject to their sustained academic performance, good behaviour and also changes in the financial circumstances of the family.

Requests for financial support usually fall into two categories:

- New applicants to the School where a place may be offered but parents/guardians are unable to fund the tuition fees.

- Existing pupils where a change in parents'/guardians' circumstances has resulted in difficulty in meeting tuition fees and may result in the child being withdrawn part way through a stage of education.

The Initial Application Process

Bursaries may be made available to parents/guardians of children entering the School. They are awarded at the discretion of the School and are appraised by the Bursar and Headmistress. The Bursar is responsible for the management and coordination of the process.

- Step One - Parents/guardians asking for a bursary are required to complete an application form which seeks to establish the financial circumstances of the household. The form, which requests details of income and capital, must be accompanied by full documentary evidence. This form may be found on our website under admissions. The completed forms, together with the necessary documentary evidence, are to be submitted to the Bursar after payment of the registration fee.
- Step Two – The Bursar assesses all applications in order to establish the likely level of support which will be required in order to allow the child to attend the School and prepares a recommendation.
- Step Three – The Bursar and Headmistress meet to assess the application and agree a level of support or the need for further information.
- Step Four - The parents/guardians are advised whether their child is to be offered a place at the School and of the outcome of the application for a bursary after the entrance examination has been marked.
- Step Five –Parents/guardians are then required to sign a letter accepting the place at the School and an acknowledgement agreeing to any conditions relating to the bursary. All bursary places should be acknowledged and accepted/declined within a week of the offer to allow for any unaccepted funds to be redistributed to other applicants.

How much financial help can a family expect?

St Nicholas' School does not have a large endowment fund so all bursaries are funded out of income. This inevitably places a limit on the total number and value of bursaries the School can award.

New applicants to the School are asked to discuss their need early in the application process. Late applications will not be successful if insufficient funds are available to fund the grant.

Each case is assessed on its own merits and bursaries are awarded accordingly, subject to the School's ability to fund these. Factors which will be considered in determining the level of bursary include

- any opportunities to release capital. Significant capital savings and investments would be expected to be used for the payment of school fees, as would equity values in properties;
- the ability to improve the financial position or earning power of the family. Where there are two partners, both would be expected to be employed unless one is prevented from doing so through incapacity, the need to care for children under school age or other dependants, or the requirements of their partner's work;

- where parents are separated, a contribution may be expected from the absent parent;
- any contribution to fees by other family members, any adults unrelated to the child or by outside sources;
- any fees being paid to other schools (or universities).

Other Factors

It is recognised that, in addition to academic ability and financial constraints, there may be other circumstances which should be considered. These include:

- Where the social needs of the child are relevant (e.g., may be suffering from bullying at her present school).
- Where a parent/guardian is terminally ill or is unable to secure permanent employment due to poor health.
- Where a separation has resulted in the child having to be withdrawn from the School adding to the stress of coping with the parents/guardians separating.

It is recognised that judgements about what sacrifices a family should make to pay school fees will be personal. However, the School has a duty to ensure that all bursaries are well focused and that bursaries are not being sought to maintain a family lifestyle. Therefore the School considers that the following would not be consistent with receipt of a bursary:

- frequent or expensive holidays;
- new or luxury cars;
- investment in significant home improvements;
- a second property/land holdings;
- ownership of expensive "hobby" assets, such as horses, boats etc

Is academic achievement important?

A child's suitability for the School is the first consideration in granting support. The School will refer to the result of the School entrance examination and/or references of each applicant, but potential will also be considered as well as actual achievement. Because bursary funds are limited, those judged most suitable will be given priority as they will be most likely to gain from attending the School.

Will a bursary continue for all of my child's time at St Nicholas'?

Repeat testing of family means takes place in April/May each year and bursaries may be varied upwards or downwards, depending on a family's financial circumstances or at the discretion of the School.

If a pupil's progress, attitude or behaviour has been unsatisfactory and also where the parents/guardians have failed to fulfil the terms of the Parent Contract, for example by the late payment of any contribution they are making to the fees, then the bursary may be reduced or withdrawn. A bursary may also be withdrawn if parents/guardians knowingly or recklessly provide the School with false information on income/assets.

If your child is offered a part bursary you must decide whether you can afford to pay the balance of fees due together with all additional expenses such as uniform and educational trips. You should bear in mind that school fees are a significant commitment which continues until a child leaves the School at 16.

What if a family fall on hard times once a child is a pupil?

The School may award bursaries to existing pupils whose families suffer an unexpected financial difficulty and are no longer able to pay the school fees in full. This may be due to a period of ill health, a bereavement or unemployment. These bursaries are designed to avoid a pupil's education being disrupted during an important stage of their education or to cover a temporary difficulty.

Consideration of these awards is at the discretion of the School at all times.

Confidentiality

Bursaries are awarded on condition that the award remains confidential both on the part of the parents/guardians and also the School. The School respects the confidentiality of bursaries awarded and teaching staff are not aware of those children receiving support. Bursaries may be withdrawn if parents breach this confidentiality condition.

Other Sources of Bursary Assistance

In addition to the School's Bursary Fund, there are a number of educational and charitable trusts which provide assistance with tuition fees. In the majority of cases, these are to assist children who are already attending a fee-paying school and due to a change of circumstances may be unable to remain. St Nicholas School encourages parents/guardians to apply for support where it is felt a good case can be made for assistance.

Reviewed and updated November 2021

Review date Autumn Term 2022

CHAPTER 2 – THE SCHOOL DAY

ABSENCE

If your child is ill, please contact the main office on 01252 850121 before 11.00am, stating your child's name, class and reason for absence. Please follow this up with a letter to the form tutor.

Children who have been sick or have had diarrhoea must have a minimum of 48 hours free of sickness before returning to School.

Where an absence is unreported, the office will telephone the parents by 11.00 am.

Permission for any absence, other than sickness, must be requested in advance and in writing to the Headmistress. It is preferred that all holidays are taken out of term time. Any unauthorised absence will be recorded.

The Infant Department: Morning sessions in the nursery finish at 11.45am or at 12.45pm for those who take school lunch followed by their quiet time. Afternoon sessions in the nursery start no earlier than 12.45pm. The school day finishes at 3.45pm.

The Junior & Senior Departments: the school day finishes at 3.55pm for the Juniors and 4.05pm for the Seniors. If you are unavoidably detained, please telephone.

BREAK TIMES

Infants:

Morning

Nursery & Reception 10.00am – 10.15am
Years 1 & 2 10.20am – 10.35am

A small named airtight container will be required by all children in the Infant Department, filled with any simple unwrapped biscuit for morning and afternoon break. Fruit is an option but will need to be sent in each day. The School can provide milk and parents are invoiced termly. Alternatively, a named carton of juice can be brought from home.

Afternoon

Nursery & Reception 2.10pm – 2.30pm
Years 1 & 2 2.55pm – 3.15pm

Junior and Senior Department:

10.55 – 11.15am: A break-time drink and a snack are included in the cost of school lunches. Girls with food allergies, not participating in the lunches, need to bring a drink and a snack for break.

SCHOOL MEALS

School lunch costs are notified prior to the start of the Autumn Term and invoiced along with the tuition fees at the beginning of each term.

Infants:

Nursery – Year 2 Lunch 11.45am – 12.25pm
 Play 12.30pm – 1.30pm

Juniors: Lunch 12.30pm – 1.00pm
 Play 1.00pm – 2.00pm

Seniors: 1.00pm – 2.00pm

There is a hot two-course lunch for all infant, junior and senior pupils. An extensive cold salad bar is also available daily for juniors and seniors. Fruit and yoghurt are always available as a dessert option. All menus are created with particular consideration given to healthy eating and using the best quality raw ingredients. These are home cooked on site, with fresh and nutritious ingredients. The variety offered satisfies all cultural, religious and dietary requirements.

The Dining Room is open at:

- **Breakfast Club** between 7.30 and 8am. A selection of hot and cold breakfast options are available.
- **Morning Break** between 10.55am and 11.15am when pupils may obtain a drink and a piece of cake or fruit.
- **Lunch Time** from 12.25pm to 1.45pm. A range of healthy hot and cold food is available. All items are freshly prepared and of very good quality.

It is School policy that all pupils are to participate in school meals provided by the School. Those with special dietary requirements may bring their own lunch with the prior agreement of the School to ensure that particular dietary needs are rigorously adhered to and closely supervised by parents and that any risk to the pupil is minimised. This also applies to those with dietary requirements for religious reasons.

Drinks

There are a number of water machines situated around the School. These are serviced twice a year and the water is UV treated and filtered.

BEFORE AND AFTER SCHOOL ARRANGEMENTS

Pupils must enter the school building no earlier than 8.00am unless they are attending breakfast club which runs from 7.30 - 8.00am. From 8.00 - 8.15am, pupils must go to the Dining Room to be supervised by a teacher. At 8.15am, they may go to their classrooms where they must then remain until registration at 8.45am. Members of staff will be allocated early duties, duties after School and a bus duty to cover Health and Safety. Children will be supervised on school premises from 8.00am.

Infants

After school infants must be collected from the classroom at 3.45pm. The form teacher will supervise until 4.00pm. After this the remaining pupils will be left in the care of the duty teacher. Those involved in after school activities from 4.00pm until 6.00pm will remain with the duty member of staff. After this time, a pupil may be brought to the entrance hall and the school office informed. The parents will be telephoned and the child be left in the care of the Head until collection.

Juniors and Seniors

The official school day finishes at 3.55pm for Juniors and 4.05pm for Seniors. After school, all activities will begin at 4.05pm. The member of staff responsible for the activity must wait until the last pupil is collected from their care at the end of the activity. Children staying until 6.00pm will be given a drink and a biscuit at 5.20pm. Should there be a delay in collecting your child the School Office must be informed. Should you arrive after 4.15pm your daughter will be placed in supervised homework club. There is a charge of £3.00 per hour or part hour. The child will be left in the care of the Head or a member of the SMT should the delay be exceptional. The latest time for collection is 6pm.

Registers are maintained by members of staff running an activity and for homework club.

NB: Children collected after 4.05pm for Infants and 4.20pm for Juniors and Seniors, will join after school clubs/homework and parents may be charged. A charge will be levied for children collected after 6.00pm at the rate of £5.00 every 15 minutes (or part of).

AFTER SCHOOL

Infant Department: After school care and clubs are offered from 4.00 – 5.00pm and 5.00 – 6.00pm every day, but not on a casual basis. This must be arranged at the start of each term and will be charged per hour, invoiced termly in arrears. Ballet is offered from Reception class and above.

Junior & Senior Departments: A range of after school activities is available each day. A list of these is sent out prior to the start of each term. Activities are allocated on a first come first served basis so please return your request slip as soon as possible. Should it not be possible to accommodate your choice, you will be informed.

Pupils may also stay until 6.00pm for supervised homework. This is not organised on a casual basis; parents must inform the School in advance if they wish for their child to stay regularly until 6.00pm. The cost will be added to your invoice. Pupils are charged per visit. Should there be any exceptional need for your child to remain at School after hours on occasion, the School will do its very best to help.

SEVERE WEATHER PROCEDURE

In the case of severe weather, necessitating school closure, the following procedure will take place:

If School is to be closed:

- Parents will be advised using Parent Mail – by 7.15am
- A message will be placed on the School Website

During School Day

We will inform parents using Parent Mail.

Please ensure that you have informed the School Office of any changes to your contact details so that messages may get through!

NB. The School has the discretion to close the School during adverse or severe weather where it considers it appropriate to do so.

CONTACT

Infant Department: Parents' meetings are held once a term in the Autumn and Spring Terms. In addition the Nursery arranges a meeting in the Summer Term, whilst the other children receive written reports.

Junior & Senior Departments: Parents' Evenings to discuss progress are held once a year for all Juniors and Seniors. Years 9 and 11 have additional meetings to consider option choices for GCSE and the results of GCSE Mocks.

Curriculum Evenings for Infant and Junior Departments take place in September. Parents are invited to these and a Curriculum Handbook will be made available, usually online.

As with all Parents' Evenings, we are not always able to offer after-school supervision for children and ask that you kindly make alternative arrangements. This is for health and safety reasons and your assistance will be much appreciated.

The School has an "open door" policy. Parents are encouraged to contact the School as soon as an issue arises. Appointments may be made at a time which is convenient for all parties. The aim is to deal with an issue promptly and efficiently and to diffuse situations where necessary.

If you would like to get to know other parents, please ring the School Office we shall be happy to arrange for you to meet a parent in your area.

Email contact. Please email staff through the School office – schooloffice@stnicholas.hants.sch.uk. Your email will be promptly passed onto the member of staff during office hours. Your query will be dealt with promptly.

The Head and the staff are always pleased to meet with parents to review progress or discuss any areas of concern. Appointments may be arranged by telephone or by visiting the School office. School contact details: 01252 850121 (option 3 for School Office and option 4 for Head's PA).

MISCELLANEOUS

Car Park Etiquette

Parents are asked to use the parking bays first and not to park on driveways, where they may block the flow of traffic and endanger pupils on foot. Please follow the one-way system, the speed limits and observe the no entry signs and speed limits.

Change of Address

If you have a change of address and/or telephone contact number either at home or at work, please let us know immediately. This helps us to update our records, but more importantly it saves time if we need to contact you in an emergency.

Lost Property

Infant Department: Please speak to a member of staff if items are lost.

Junior and Senior Department: Items may be found in a white box under the stairs, outside the Senior Library.

Second Hand Uniform Shop

Second Hand School uniform is available from the second-hand school shop. Opening hours are Mondays 2.15pm to 5.00pm. To arrange an appointment outside these times please telephone the School Office.

Police in School

Should it be necessary for the police to interview a school pupil during school hours, the pupil's parents will be informed and their permission sought first. Parents may attend themselves or the Head will act in loco parentis, once permission has been granted by the parents.

Holiday Jobs

The demands of full-time education are such that parents will wish to consider carefully whether or not their daughters should take holiday (or term time) employment. The School recommends parents to be aware of both national legislation and local authority bye-laws with regard to both paid employment and participation in public performances. Work experience arranged in conjunction with the School will be subject to careful scrutiny regarding health and safety laws, other legislation and insurance requirements.

CHAPTER 3 – RULES & REGULATIONS

PUPILS' CHARTER

The School is a Christian foundation, which has strong links with the local Church (Church of England) but welcomes pupils from many different ethnic groups, backgrounds, religions and creeds. Pupils attend acts of collective worship on a regular basis, including visits to the local Church. The School helps pupils to understand what is right and wrong and to appreciate the needs of others. While maintaining high academic standards, all children are encouraged to reach their full potential within a caring and supportive environment.

High standards of behaviour and attitudes are expected from all pupils and reinforced by staff.

Everyone must be respectful and polite, and should observe school rules, which may be amended from time to time.

Bullying may be defined as the wilful, conscious desire to hurt, threaten or frighten someone. It is usually repeated over a period of time. All bullying, both physical and emotional is unacceptable. It should not and will not be tolerated by any member of the school community. Bullying can be the action of an individual or of a group of people against an identified victim. It can be difficult for victims to defend themselves against bullying without support. Bullying is viewed extremely seriously. It can lead to emotional damage or even in extreme cases suicide. All members of the school community have a role to play in reporting, and resolving, incidences of bullying.

Aggressive or deliberately hurtful behaviour, be it physical or verbal, will not be tolerated under any circumstances. The School recognises that some misbehaviour may be a result of a pupil's learning difficulty or disability and will take this into account when dealing with unacceptable behaviour.

If a pupil behaves badly to another, the matter should be brought to the attention of the teaching staff and the Head, as well as friends or parents. All bullying instances will be dealt with in accordance with the School's Anti-Bullying Policy. Serious or persistent bullying may result in exclusion or suspension in accordance with the School's Exclusions Policy.

In order to maintain the friendly and the caring atmosphere within the School, good relations should be fostered.

Consideration and respect for other people's property should be shown.

Responsibility must be taken for one's own property and actions. Everyone should try to be helpful and aware of other people's needs; for example, the need for quiet and orderly movement around the School, particularly at exam time.

Respect and courtesy are expected at all times and pupils should treat other pupils as they would wish to be treated in return.

Those in authority (for example, form captains and prefects) should be shown co-operation and given help in carrying out their duties.

The prescribed school uniform is compulsory, both in School, on School visits and to and from School (unless otherwise directed). The School will consider reasonable requests to alter the school uniform for disabled pupils who require them and/or for those pupils who, for genuine reasons of their religion or beliefs, require a reasonable adjustment to be made. Tidiness is expected at all times.

Parents will be informed if these requirements are not met.

Pride should be taken in one's surroundings, and everyone should endeavour to support and maintain the clean environment of the School.

Regular attendance is expected. In the event of a pupil's absence, a note from home is required. Moreover, unauthorised absence will be taken up promptly with parents.

In order to achieve a prompt and effective start, pupils should arrive punctually at lessons appropriately equipped.

All pupils are given, and expected to complete, homework in academic subjects on a regular basis and deadlines set by the teacher must be met.

Parents will be informed if homework is consistently handed in late or inadequately done.



SCHOOL RULES

- Absence must be notified by telephone by 11.00am and a note brought on the pupil's return. Unreported absences will be checked after 11.00am by the school office.
- **All** pupils are required to attend school functions pertinent to their section of the School
- Correct uniform is to be worn at all times and all pupils are required to comply with the uniform and appearance policy
- Money must never be left in desk or pockets – money must be handed into the office in a purse
- No rings, jewellery, nail polish or make up may be worn. Hair is not to be dyed. Long hair must be tied back. Only a simple analogue watch to be worn.
- A cross or other religious symbol and chain may be worn if gold or silver under uniform
- Only plain round, gold or silver ear studs are permissible; one stud only in each ear lobe
- No chewing gum or bubble gum is to be brought into School
- Tippex must not be used or brought to School
- Courtesy and good manners are expected at all times

Rules for safety in and around the building

Pupils are forbidden to eat and drink in the corridor.

Pupils may not leave the premises without permission. The School Office is to be notified by the pupil before departure.

All litter is to be put in the bins provided.

Pupils must walk on the right-hand side in the corridors and staircases at all times. Running is forbidden inside the school building.

Mobile phones and electronic devices

Mobile phones are forbidden in school. Whilst the School recognises the usefulness of mobile phones, it is also mindful of the dangers and problems related to their use. In order to minimise the risks for pupils with regard to physical health, the possibilities of bullying etc, the School has adopted the following procedure.

Pupils may only bring a mobile phone to School if they are travelling on buses, have to travel after a school trip or walking to and from school.

All mobile phones belonging to pupils must be handed in to the School Office as they are not to be used during the school day.

It is the responsibility of parents to ensure that their child's mobile phone is appropriately insured.

In accordance with section 550ZC of the Education Act 1996 and the Department for Education's guidance 'Screening, Searching and Confiscation', the School may search a pupil's mobile phone and electronic devices where there is 'good reason' to do so. Good reason includes a reasonable suspicion that the data or file contained on the device has been, or could be, used to cause abuse or harm, or break the school rules.

Breach of the School Rules

Breach of the School Rules will be dealt with in accordance with the School's Good Behaviour Policy. In the event of serious or repeated breach the Head may suspend a pupil from attendance at School, require a pupil's removal from School or expel a pupil.

Reviewed and updated September 2020

Review date September 2021

ALCOHOL, DRUGS AND SMOKING

Alcohol

Pupils are not allowed to consume alcohol or to have alcoholic drinks in their possession at any time when they are in School or when they are taking part in a School journey or event/or wearing school uniform. It is illegal for any alcohol to be purchased by anyone under 18.

An understanding of the role alcohol plays in our society is one aspect of the PSHE programme and the School aims to help pupils to develop their abilities in making choices and following a healthy lifestyle.

Smoking

Pupils are not allowed to smoke tobacco or to have cigarettes or tobacco in their possession at any time when they are in School or when they are taking part in a School journey or event. This also includes vaps or e-cigarettes. It is illegal to buy tobacco or cigarettes under the age of 18 and it is illegal to smoke in a public place.

The implications of smoking tobacco and its dangers are made clear to pupils as part of the programme of study in PSHE and science.

Drugs and solvents

It is strictly forbidden for pupils to have any illegal substances or drugs in their possession at any time when they are in School or taking part in a School journey or event. The School reserves the right to inform the police and/or social services in the event of any such substances being discovered.

The PSHE programme includes references to and discussions of the dangers of such substances and it is hoped to develop pupils' awareness and knowledge of the issues related to their use.

Pupils are not permitted to bring aerosols to School nor are they permitted to have any form of solvent in their possession whilst at School. Deodorants etc. should be of the "roll-on" variety and such items as solvent-based Tippex etc. are not permitted. Failure to observe this prohibition in conjunction with inappropriate use of such items may lead to suspension or expulsion.

Where the School has reasonable grounds to suspect a pupil of possessing drugs, cigarettes, tobacco, alcohol or solvents contrary to this policy or any item banned under the school rules, we reserve the right to search the pupil, their property or belongings. All searches will be conducted in accordance with the School's Policy on Promoting Good Behaviour.

All personal searches will be conducted by a member of staff of the same gender as the pupil being searched and in the presence of another member of staff.

The consent of the pupil will usually be obtained before conducting a search unless the Head and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury/damage to the property of any person (including the pupil being searched).

Where the School has reasonable grounds to suspect that a pupil has been taking drugs or alcohol they may be required to undergo testing. Parents will always be informed.

Breach of this policy

Serious breach or persistent disregard for the policy may lead to suspension or expulsion in accordance with the School's policy of Exclusions, Suspension and Required Removal.

Reviewed and updated September 2020

Review date September 2021

UNIFORM AND APPEARANCE POLICY

Pupils are encouraged to maintain high standards in the way they present themselves and to take pride in their appearance.

Pupils are expected to wear the correct school uniform as on the uniform list. Clothing is to be clean and in good condition. Regulation footwear is to be worn for health and safety. Shoe suppliers as per uniform list.

Infants and Juniors must wear Blazers and/or the wax jacket to and from School. In cold weather, Senior girls must wear the school blazer to and from school. In cold weather Seniors must wear the winter coat. All possessions and clothing must be clearly named. Games kit and science overalls must be named on the outside. Pupils are forbidden to borrow sports kit and science overalls at all times.

Only plain round, gold or silver ear studs are permissible; one stud only in each ear lobe. No piercing other than this is allowed.

Pupils may wear a religious symbol on a chain inside their shirts. No other jewellery is permitted (except for mandatory and genuine religious requirements). Rings and sleepers particularly are not allowed for reasons of health and safety. All watches must be of the analogue type.

Pupils' hair is to be tied back if it is shoulder length and should be neat, so that it does not obstruct their work or become trapped in equipment. Hair is not to be dyed.

No nail polish or make up may be worn.

The School Uniform requirements apply equally to all pupils, irrespective of their gender, race, disability, religion, belief, special educational needs or sexual orientation subject to health and safety and welfare considerations. The School will consider reasonable requests to alter the school uniform, for example, to accommodate mandatory and genuine religious requirements (subject to health and safety) and reasonable adjustments for disabled pupils. Should parents wish to discuss these they should be raised with the Head.

Mufti Days

Mufti days are usually held once a term. However, this varies according to the time of year and the School's commitments. Each pupil will be required to donate an amount, specified at the time, in order to dress casually. This may consist of:

- Jeans (not ripped), trousers or skirts (not pelmets!). No leggings.
- Top (not strappy or short) – no bare midriffs.
- Shoes of their own choice which must be safe.
- Long hair must be tied back.
- Beach wear must not be worn.
- Clothing should not be tight or excessively short.

NB: Pupils must wear regulation games kit for games lessons.

The proceeds of mufti days go to a variety of charities.

Pupils who arrive in inappropriate clothing will be asked to wear games kit and to hand in their Mufti to the School Office for the day. It will be entered into the confiscation book and can be collected at 4.00pm.

Confiscation

Non-regulation clothing or items of jewellery will be confiscated. The confiscated articles must be brought to the School Office and entered in the Confiscation Book by the member of staff concerned. Pupils should retrieve their belongings at 3.55pm the same day. Should the offence re-occur, the period of confiscation will be increased to a week or a term as appropriate.

When members of staff need to confiscate items, property will be handled carefully and the confiscation carried out with courtesy and sensitivity.

Reviewed and updated September 2020

Review date September 2021



FIRST AID POLICY

Introduction

St Nicholas' School recognises that the Governing Body has overall responsibility for the provision of First Aid facilities, equipment and training, both as employer under the normal health and safety regulations and as a provider of education. The Head also has responsibility for ensuring the timely and competent administration of First Aid and the effective implementation of the First Aid Policy and will also ensure that parents are aware of this policy and the School's Health and Safety Policy. The Head has delegated responsibility for informing all staff of the first-aid arrangements to the Medical Officer.

In addition to statutory or other requirements, the School recognises that it has a responsibility to endeavour to ensure the safety of its employees and pupils at all times and provide adequately for visitors (including contractors) on the premises.

This policy complies with Part 3, note 13, of the Education (Independent School Standards) (England) Regulations 2014. Due regard has also been given to the Department for Education's 'Guidance on First Aid for Schools'.

This policy can be made available in large print or more accessible format if required.

First Aiders

The first aiders for the School have completed a Health and Safety Executive approved First Aid training course. All first aiders attend refresher training every 3 years or sooner if required.

Their main duties are to:

- Give immediate help to casualties with common injuries or illnesses and those arising from specific hazards at school; and
- Ensure that an ambulance or other professional medical help is called when appropriate.

The list of First Aiders can be found in the School Office, Staff Room and Infant Department.

All staff

Teachers and all staff in charge of pupils should use their best endeavours at all times, particularly in emergencies, to secure the welfare of pupils in the same way a parent is expected to act towards their children. All staff are expected to read and be aware of this policy and know who to contact in relation to the administration of first aid.

It is important for all teachers to possess some knowledge of First Aid and any particular hazards in relation to the subjects taught by them. The aim is to achieve this by holding training sessions on a regular basis. All new staff will be informed of first-aid procedures as part of their induction.

Provision of Trained/Qualified Staff

There are no rules on the numbers of first aid personnel required. Employers have to make a judgement based on their own circumstances and a suitable and sufficient risk assessment. However, the HSE advises that an employer should provide a minimum of one First Aider per 50 employees.

It is important for all teachers to possess some knowledge of First Aid and any particular hazards in relation to the subjects taught by them. The aim is to achieve this by holding training sessions.

The School maintains two appointed First Aiders. A list of staff who hold valid First Aid Certificates can be found in the School Office.

There will be at least one qualified person on the School site when children are present.

Any member of staff in a high-risk department will be trained in Emergency First Aid by St John's Ambulance or another similar organisation. A school trip at home or abroad should be accompanied by a member of staff who has undergone this training.

Hygiene and Infection Control

All staff should take precautions to avoid infection and must follow basic hygiene procedures. Staff should have access to single-use disposable gloves and hand washing facilities and should take care when dealing with blood or other body fluids and disposing of First Aid and any particular hazards in relation to the subjects taught by them.

These issues are covered during first aid and appointed person training sessions.

Single-use gloves are contained in the first aid kits.

Guidance relating to Covid-19 can be found on the risk assessment on the school website.

Facilities and Equipment

Sick Room

This is used solely for children who are unwell and may need to have somewhere to rest and recuperate before returning to class. It will also be used for attending to minor grazes, burns or cuts. The sick room has access to a washbasin and is near a toilet.

First Aid Boxes

The contents of the First Aid boxes should be used solely for the purpose of ensuring that the patient is protected, prior to receiving assessment and appropriate treatment from qualified staff and if appropriate a paramedic, the emergency services or a doctor.

All First Aid boxes contain a minimum of (standard boxes – 10 persons):

- A leaflet giving general advice on First Aid
- Medium size wound dressings – six of
- Triangular bandages – four of
- A selection of plasters
- Large size wound dressing – two of
- Eye pads – two of
- Couple of assorted size safety pins
- Hygienic cleansing wipes – for First Aider use only

With the added risk of possible transmission of diseases spread by bodily fluids nine pairs of plastic gloves are kept in the boxes.

The Health and Safety Co-ordinator checks the contents half termly against the list above. Boxes with missing items are replenished as promptly as possible from supplies stored in the First Aid Room.

Location of first aid boxes

These are located as follows:

Food Technology Room	IT Suite
Kitchen	Maintenance Workshop
First Aid Room	Science Prep Room
Branksomewood (Infant Department)	Sports Hall
Art & Textiles Centre	Music Lodge

All first aid boxes are marked with a white cross on a green background.

Whilst the Health and Safety Co-ordinator has responsibility for checking the contents of boxes half-termly, the staff responsible for the areas above are also required to check the contents of their box monthly and keep a record of such checks. They should notify the School Office when stocks need to be replenished. The boxes should be restocked as soon as possible from supplies stored in the First Aid Room.

In addition, the School possesses a “Travel” first aid pack for residential school outings. This is kept in the First Aid Room and checked when returned after a visit.

First Aider Protection

With the added risk of possible transmission of diseases spread by bodily fluids six pairs of plastic gloves are kept in the boxes. Any spillage of body fluids should be reported to the school office immediately. Disposal equipment and the bio-hazard disposal bins are kept in the first aid room and Infant department. The maintenance department should be informed and provide assistance if required. First Aiders will wear appropriate PPE in line with the Government’s Coronavirus guidance relating to the administration of first aid.

First Aid Procedures

All pupils must be briefed by their form teacher that should an accident occur and there is no member of staff present, the pupil must make her way to the School office in the company of “a friend”. The School Office will treat minor problems within their expertise. Should the injury require emergency treatment beyond basic first aid, the pupil will be taken to A&E having been either collected by their parent or taken with a member of staff in loco parentis. In the event of the latter, the parents will be informed of the accident and the hospital, promptly using the numbers provided on the on-line Parent Information Sheet or on the school database. If a pupil has collapsed and is unresponsive the Medical Officer or another member of staff will call an ambulance. It is reasonable to expect that a paramedic will be dispatched to assess the situation. Should a pupil sustain an injury this will be assessed by the Medical Officer or another First-Aider to determine what action should be taken and if Emergency Services are required.. An ambulance should be called for accidents or incidents that require emergency care.

Such incidents include

- Head injuries with suspected loss of consciousness
- Sudden collapse
- Major wounds or bleeding that require emergency attention
- Spinal injuries
- Use of an EpiPen / anaphylaxis
- Major asthma, diabetic or seizure event

There may be other situations when an ambulance is required. If in doubt, always call an ambulance.

Should an accident or injury occur members of staff should conduct appropriate emergency First Aid depending on the injury or condition of the casualty and their own training and experience. Should assistance be required the member of staff involved should send someone else to get help from the school office and should remain with the casualty until help arrives.

In the event of an injury or accident sustained by a pupil whilst in the care of the school the parents must be informed as soon as is practicable. Parents of pupils under the age of 5 will also be informed where any First Aid is given.

Reporting

All accidents and injuries are reported in detail on an electronic First Aid Book which runs parallel with the school database. Records will be kept for a minimum of three years or in the case of a child/young adult then until that person reaches the age of 21.

The First Aid Books are used to record:

- The date, time and description of the incident
- The name of the sick or injured person
- The treatment given
- What happened to the casualty afterwards (went home, resumed work, went back to class, went to hospital)
- Any other pertinent details.

The Medical Officer is responsible for reporting any accident that occurs on school premises to a pupil, member of staff, parent, visitor or contractor in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR). Reportable incidents include:

- deaths or major incidents
- over-7-day injuries
- an accident causing injury to a pupil, member of the public or other people not at work

- a specified dangerous occurrence, where something happened which did not result in an injury, but could have done.

The Health and Safety Executive can be contacted on 0345 3009923 (Mon-Fri 8.30-5pm) where there is a death or major injury. All other reportable injuries should be reported online.

A report to the HSE will include the date and method of reporting; the date, time and place of the event; personal details of those involved and a brief description of the nature of the event or disease. The report will be completed online via the HSE.gov.uk website. The report must be made within 10 days in the event of a fatality or a major injury.

In relation to the Early Years Foundation Stage provision, the School will notify the HSE as soon as is reasonably practicable, but in any event within 14 days of the incident occurring, of any serious accident or injury to a pupil whilst in their care and the action taken in respect of it. Serious incidents include where two or more children are ill with food poisoning or where a child suffers from a notifiable disease such as malaria or yellow fever. The EYFS staff also record any child attending school with existing injuries onto a separate form completed by the parent/carer. This information is confidential and is held in a secure manner.

Any serious accident or injury to, or death of, any child under the age of 5 whilst in the care of the School will also require notification to the child protection agencies. The School will act on any advice given by the child protection agencies and the Local Safeguarding Childrens Board (LCSB).

Pupils with Special Circumstances

Registration forms and information sheets completed by new parents require medical details. Current parents are asked to complete on-line information sheets at the beginning of the school year in order to update personal details including any changes regarding health. Medical cards with photographs are created by the School Office for children with serious conditions – febrile fits, epilepsy, diagnosed serious asthma, anaphylactic reactions to certain substances, diabetes, or any other medical condition that staff should be aware of including a disability or special educational need. These are then posted on the staff notice board in the Staffroom and staff are asked to take special note of the pupils concerned. Staff are expected to read this.

Pupils with medical conditions

If a pupil has specific medical needs, we will invite parents to a meeting with relevant staff and any outside specialist who has been involved with their care previously, to discuss their individual needs.

As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition.

All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.

An individual healthcare plan may be put in place to support the child and their medical needs.

Mental Health

Form tutors and class teachers see their pupils every day. They know them well and are well placed to spot changes in behavior that might indicate an emerging problem with the mental health and wellbeing of pupils.

When concerns are identified, school staff will provide opportunities the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

Where the needs require additional professional support, the school may recommend a referral be made to the appropriate team or service with the parent's agreement and/or child's if they are considered to be competent.

Medicines in school

Consent will be sought annually on the Blanket Consent Form for permission to administer paracetamol and/or throat lozenges. A '**Consent to Administer Medication**' form must be completed for all other medication. Medication must be in original pharmacy packaging and clearly labelled with the child's name and instructions.

Childhood Immunisation Schedule

Parents' consent will be sought from time to time to administer immunisations recommended by the Department of Health. Immunisations will be administered at school by the North East Hampshire School Age Immunisation Team

Emergency Salbutamol Inhaler

The school holds two emergency salbutamol inhaler kits. One is held in Branksomewood (Infant Department) and one in the school office. The emergency salbutamol inhaler is only to be used by children, for whom written parental consent for use of the emergency inhaler has been given, who have either been diagnosed with asthma and prescribed an inhaler, or who have been prescribed an inhaler as reliever medication.

Emergency Adrenaline Auto Injector

The school holds three emergency Adrenaline Auto Injectors (AAI). One is held in Branksomewood (Infant Department), one in the Food Technology Room and one in the school office. The Emergency AAI is only to be used by children displaying symptoms of an allergic reaction and if their AAI is not available.

Emergency Medical Treatment

In accepting a place at the School, parents authorise the Head (acting in 'loco parentis') to give consent on the advice of an appropriately qualified medical specialist to the pupil receiving emergency medical treatment, including general anaesthetic and surgical procedure, if the School is unable to contact parents in time. This also applies for overseas and residential School trips where the Lead teacher will seek medical assistance as required.

Off-site activities

The Head will assess what level of First Aid provision is needed before undertaking off-site activities.

First-Aid provision will be available for school activities which take place off school premises such as schools trips. In the Early Years Foundation Stage setting, there will be at least one person who has a current Paediatric First Aid certificate on outings.

The School will ensure, as a minimum that there is a prominently marked first aid box for travelling.

All school minibuses should have a prominently marked first aid box on board which will contain, as a minimum:

- Disposable bandages measuring at least 7.5 cm wide– one of
- Triangular bandages – two of
- A selection of plasters
- Large size wound dressing – one of
- Eye pads – two of
- Assortment of safety pins
- Hygienic cleansing wipes – for First Aider use only
- Disposable gloves – one pair

Monitoring/ Review

This policy is reviewed on an annual basis to ensure first aid provision is adequate and complies with the relevant Health and Safety legal requirements.

Reviewed and updated October 2020

Review date October 2021



USE OF ICT AND INTERNET SAFETY POLICY

Please read this policy in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Radicalisation and Extremism Policy
- Anti-Bullying Policy

1. Background and Rationale

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. At home, technology is changing the way children live and activities in which they choose to partake. These trends are set to continue.

While developing technology brings many opportunities, it also brings risks to users and potential dangers of which these are just a few:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to / loss of / sharing of personal information
- The risk of being subject to grooming by those with whom users make contact on the Internet
- The risk of coming into contact with extremist material posted with the aim of radicalising individuals
- Inappropriate communication / contact with others, including strangers
- Cyber-bullying/ sexting and banter / peer on peer abuse
- Access to unsuitable video / internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Illegal downloading of music or video files
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

Many of these risks reflect situations in the off-line world and it is essential that this e-safety policy is used in conjunction with other school policies (e.g. Behaviour, Anti-bullying and Child Protection policies).

As with all other risks, it is impossible to eliminate these risks completely. It is therefore essential, through good educational provision, to build pupils' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks.

The school must demonstrate that it has provided the necessary safeguards to help ensure that they have done everything that could reasonably be expected of them to manage and reduce these risks.

The E-safety policy that follows explains how we intend to do this, while also addressing wider educational issues in order to help young people (and their parents / carers) to be responsible

users and stay safe while using the Internet and other communications technologies for educational, personal and recreational use.

2. Scope of this Policy

This policy applies to all members of the school community who have access to and are users of school ICT systems, both in and out of school. The Education and Inspections Act 2006 empowers Headteachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or other e-safety incidents covered by this policy, which may take place out of school, but are linked to membership of the school. The school will deal with such incidents within this policy and associated Behaviour and Anti-bullying policies, and will, where known, inform parents / carers of incidents of inappropriate e-safety behaviour that take place out of school.

3. Roles and Responsibilities

The following section outlines the roles and responsibilities for e-safety of individuals and groups within the school:

Governors

Governors are responsible for the approval of the E-Safety Policy and for reviewing the effectiveness of the policy.

The Headmistress

The Headmistress is responsible for:

- ensuring the safety (including e-safety) of members of the school community, though the day to day responsibility for e-safety is delegated to the Head of IT
- ensuring that the Head of IT and other relevant staff receive suitable CPD to enable them to carry out their e-safety roles and to train other colleagues, as relevant
- serious breaches of protocol by pupils misusing / abusing ICT.

The IT Manager

The It Manager is responsible for:

- the development and maintenance of the ICT network
- ensuring that St-Nicholas's ICT infrastructure and data are secure and not open to misuse or malicious attack
- ensuring that users may only access the network through the use of a password.

The E-safety committee

The E-safety committee will:

- meet regularly to discuss current e-safety issues.
- take day to day responsibility for e-safety issues and have a leading role in establishing and reviewing the school e-safety policies / documents.
- ensure that all staff are aware of the procedures that need to be followed in the event of an e-safety incident taking place.
- provide training and advice for staff.
- receive reports of e-safety incidents and create a log of incidents to inform future e-safety developments.
- report regularly to Leadership Team.

Classroom-based staff

Classroom-based staff are responsible for ensuring that:

- they safeguard the welfare of children and refer child protection concerns using the proper channels

- they promote e-safety in connection with any curricular work which may involve the use of ICT
- they have an up-to-date awareness of e-safety matters and of the school's current e-safety policy and practices.
- they report any suspected misuse or problem to a member of the IT support staff
- they undertake that any digital communications with pupils should be conducted in a fully professional manner and only using official school systems

4. Personal Safety of Users

The best way to guarantee safe use of the Internet is for pupils to understand the resources available to them on the Internet and also the related risks to which they may be subject. Pupils are taught to search the Internet effectively to avoid coming across inappropriate material. Website filtering software is also used for this purpose.

At the beginning of each academic year, pupils in all years are taught in ICT lessons about E-safety at an age-appropriate level. E-safety is embedded in the ICT curriculum throughout the school year.

In the interests of all users' personal safety:

- The filtering of internet content provides an important means of preventing users from accessing material that is illegal or inappropriate in an educational context.
- The IT Manager is responsible for the filtering of content.
- The school will monitor all use of the ICT systems and other digital resources.
- Staff may review files and communications to ensure that users are using the system responsibly. Users should not expect that files stored on servers or storage media are always private.
- Users may only access the system with their own secret login name and password.
- They must not attempt to log in to anyone else's account or seek to access their files.
- Members of staff should not ask pupils for their passwords.
- Pupils need to be aware of the dangers of communicating digital images of themselves or others or posting such images on internet sites.
- If a user forgets their password the person should inform the IT Department who will reset it.
- Users must not visit sites, make, post, download, upload, data transfer, communicate or pass on any material, remarks, proposals or comments that contain or relate to items that are illegal, defamatory, pornographic or otherwise offensive. Examples of offensive material include, but are not limited to:
 - Child sexual abuse images (illegal – The Protection of Children Act 1978)
 - Grooming, incitement, arrangement or facilitation of sexual acts against children (illegal – Sexual Offences Act 2003)
 - Possession of extreme pornographic images (illegal – Criminal Justice and Immigration Act 2008)
 - Criminally racist material in the UK – to stir up religious hatred (or hatred on the grounds of sexual orientation) (illegal – Public Order Act 1986)
 - Sexting/youth produced sexual imagery
 - Upskirting
 - Pornography
 - Promotion of any kind of discrimination
 - Promotion of racial or religious hatred
 - Promotion of terrorism
 - Threatening behaviour, including promotion of physical violence or mental harm

- Sharing of sexual images (photos, pictures or drawings) and videos, sexual jokes, comments or taunting either in person or on social networking media
- Any other information which may be offensive to other members of the St Nicholas' community, or which breaches the integrity of the school's ethos.

Pupils should report to an adult member of staff any material, information or messages that make them feel uncomfortable.

Risk from contact with violent extremists

Many extremist groups who advocate violence use the internet as a means of either inciting violence against specific groups or providing information on preparing explosives or carrying out terrorist acts. Because of their personal circumstances, some young people may be susceptible to these influences.

- Staff need to be aware of those pupils who are being targeted by or exposed to harmful influences from violent extremists via the Internet. Pupils and staff should be warned of the risks of becoming involved in such groups and informed that accessing such websites is against school policies.
- The school will ensure that adequate filtering and monitoring is in place and will review filtering in response to any incident where a pupil or staff member accesses websites advocating violent extremism.
- All incidents should be dealt with as a breach of the acceptable use policies and the school's behaviour and staff disciplinary procedures should be used as appropriate.
- If there is evidence that the pupil is becoming deeply enmeshed in the extremist narrative, the school will act in accordance with the terms of the Radicalisation and Extremism Policy.
- Employees should report any misuse of the school's ICT systems to the IT Manager and the Headmistress.
- If an Employee has access to the Internet at the school, this should be used for educational purposes only. It will be considered to be an act of gross misconduct if they abuse the use of the Internet by using it excessively for personal matters, or at all for accessing any offensive, obscene, pornographic, sexually explicit, or material that is discriminatory on the basis of age, race, religion or belief, sexual orientation, disability, gender reassignment or sex (this list is not exhaustive).
- As anything written on any social media sites is regarded as being in the public domain, transmission of any material that in any way relates to St Nicholas' School and is considered as any of the following will constitute gross misconduct:
 - Bringing the name of St Nicholas' School into disrepute or anything considered embarrassing to the school;
 - Defamatory;
 - Offensive or obscene;
 - Untrue or malicious;
 - In breach of confidentiality or copyright.

Bring Your Own Devices

The School does not currently permit pupils to bring their own device to school. During a pandemic, the school will institute a temporary BYOD policy.

Mobile phones may be brought to school if a pupil travels by bus or on foot, but these must be checked into the school office at the beginning of the school day and collected at the end.

Transferring work between school work and home computers

To safeguard the security of our computer network, and also of the user's personal data, the School discourages the use of USB drives. Work can be transferred between School computers and home either via our VLE. Office 365 enables Microsoft software either to be used in the cloud or downloaded onto a home computer for the duration of a pupil's education at St Nicholas' School.

Printing

The School is aware of its responsibility towards the environment and pupils are asked to refrain from unnecessary printing. Work that does need to be printed should be checked carefully before printing to avoid wastage, and permission requested from a teacher before printing out.

Senior pupils doing homework on home computers should also print this at home wherever possible. If this is not possible, pupils may then print in the Senior ICT Suite at lunchtimes or during Homework Club, at the teacher's discretion.

Social Networking

The School accepts that pupils are likely to use social networking sites such as Facebook (but not before the age of 13), Twitter, Instagram, Snapchat and WhatsApp as a means of communicating with friends, family and others. Whilst they can be a good way to keep in touch, social networking sites can expose pupils to a variety of risks. These can range from personal difficulties such as distraction from studies and everyday life, loss of self-esteem and falling out with peers to wider issues such as identity theft and grooming. Some of these also risk bringing the School's good name into disrepute.

Our E-safety curriculum for older girls aims to help them to be mindful of the wise use of social networking. This includes making them aware of:

- How to manage privacy settings;
- The longevity of social media postings and photographs;
- The fact that future employers are likely to check their digital footprint;
- The importance therefore of not posting online:
 - confidential or personal information;
 - unpleasant or unkind comments;
 - inappropriate photographs of themselves;
 - photographs of others without their permission.

Parents also have a responsibility to be vigilant as to their daughter's use of social networking and are encouraged to reinforce the above points. Parents are advised to monitor their daughter's use of the Internet, to limit it to an agreed time per day, and also to restrict the use of computers, tablets or smartphones in an unsupervised area such as the child's bedroom. Parents should be just as vigilant about smartphones as any other kind of computer. We recommend a "digital sunset": there is no need for your daughter to have her phone in her bedroom at bedtime. We also recommend that parental controls are used to restrict the apps that girls are able to download onto their phones.

Cyber-bullying

Cyber-bullying is the use of the Internet, social networking sites, mobile phones and other electronic devices to deliberately upset others. It can occur at any time. Perpetrators can remain anonymous.

Cyber-bullying is against the law and the School treats all cyber-bullying very seriously. Cyber-bullying which puts the welfare and good name of the School at risk, which occurs on or off school premises, may be considered gross misconduct and may incur disciplinary action.

Monitoring Use

The School regularly monitors use of the School's ICT facilities for signs and patterns of abuse.

In accordance with section 550ZC of the Education Act 1996 and the Department for Education's guidance 'Screening, Searching and Confiscation', the School may examine a pupil's property, including mobile phones or other devices where there is 'good reason' to do so. Good reason includes a reasonable suspicion that the data or file on the device has been, or could be, used to cause abuse, harm or break the school rules.

Breach of this policy

The use of the system for any inappropriate communication will be dealt with through the School's disciplinary procedure. Serious or persistent disregard for this policy may lead to suspension or expulsion.

Reviewed and updated October 2020

Review date October 2021 – or earlier should the need arise



GOOD BEHAVIOUR POLICY

Principles

- Children and adults have the right to be respected
- Good discipline is best promoted by purposeful learning
- Unacceptable behaviour can be changed
-

Aims

We aim to:

- Provide good adult and peer role models of caring, cooperative behaviour.
- Reinforce positive attitudes to expectations.
- Celebrate a wide range of achievement.
- Provide a happy and supportive school community which promotes good behaviour, self-discipline, self-respect and respect for others.
- Encourage acceptance by all adults in School of a common responsibility for maintaining good discipline and promoting the School's basic guidelines.

Everyone is expected to show courtesy and consideration in caring for others, for the School and for our local community. Our expectations are clearly expressed in our Pupils' Charter and the School Rules.

This policy applies to all staff and all pupils, including Early Years Foundation Stage.

This policy applies when pupils are at school, travelling to and from the school and representing the School or in the lawful control of school staff or in some other way identifiable as a pupil of the School. It applies when a pupil's misbehaviour:

- poses a threat to members of the school community and/or the public;
- may result in repercussions for the orderly running of the School; and/or
- adversely affects the School's reputation.

The School acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and those pupils with disability or SEN. The School will make reasonable adjustments for managing misbehaviour which relates to a pupil's disability or special educational need. Any genuine religious or belief requirements which may affect a pupil, for example, when being able to present their case, will also be considered.

This policy can be made in larger print or other accessible formats if required.

Behaviour Management

Pupils are expected to maintain high standards of work and behaviour. They are encouraged to adopt a positive approach to their work and to conduct themselves with self-discipline and consideration for others.

In relation to the Early Years Foundation Stage provision, the Deputy Head of Infants is the individual responsible for behaviour management issues and who is able to offer guidance on dealing with pupil misbehaviour.

In order to create an atmosphere which facilitates adherence to the school rules and the Pupils' Charter, teachers and other adults should proactively manage the groups for whom they are responsible. The following guidelines should be borne in mind:

1. Lessons and activities should start punctually.
2. Clear expectations of behaviour and standards should be offered to pupils.
3. Classrooms should be well organised and attractive.
4. Enthusiasm for the subject and high expectations of achievement should be generated.
5. Differentiated teaching should take account of the range of pupils' abilities.
6. Each pupil should be treated as an individual within the group.
7. All pupils should be treated fairly and consistently.
8. Praise should be used frequently to recognise and reinforce good work and behaviour.

If a pupil's behaviour requires correction, the following guidelines are offered:

1. Quiet but firm behavioural directions should be given.
2. A reminder of the school rules and/or Pupils' Charter should be given.
3. An expectation of compliance should be conveyed rather than a demand or a hope for it.
4. The adult should address primary rather than secondary behaviour (i.e. do not refer unnecessarily to past incidents).
5. The adult should avoid humiliation and adverse criticism of the pupil (i.e. should criticise the behaviour and not the person e.g. "it's not appropriate to talk now" rather than "you are too talkative").
6. Escalation of the situation and inappropriate confrontation should be avoided.
7. The pupil should be given a right to reply (this may be outside the lesson time but the pupil should be told where/when it will be) and the opportunity for a fresh start where no grudges are held.

The desired outcome of all supportive and corrective behaviour management is that good working relationships may be re-established as soon as possible.

Safeguarding duties

All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the School's Safeguarding and Child Protection Policy and, if necessary or appropriate, refer to the School's whistleblowing policy.

The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary and appropriate.

Rewards for good behaviour

Positive reinforcement is encouraged and pupils are praised for good behaviour and successes are celebrated at Friday assembly. For those pupils in Early Years provision, pupils are awarded stickers and certificates for good work and behaviour. In the junior school, pupils are also awarded certificates and house points to encourage good work and behaviour. For those in the senior school, house points are awarded for good work and behaviour.

The School recognises that positive discipline and reward methods can be effective in managing a pupil's misbehaviour which relates to their disability.

Sanctions for misbehaviour

It is recognised that, as in all communities, some sanctions will be required from time to time for conduct which falls below the standard which could reasonably be expected of pupils. Where pupils, for example, break the School rules or misbehaves the School may impose a sanction.

Young people make mistakes as they learn and, at St Nicholas', it is hoped that sanctions are used in a constructive and supportive manner. For this reason, the sanctions chosen are flexible and carefully considered by the Head and the staff. Wherever possible, such sanctions will be discussed with and explained to both pupils and parents.

Verbal correction is recognised as the norm. However, where appropriate, the Head may prescribe and authorise the following sanctions to encourage good behaviour:

- Staff may keep pupils behind where there has been unacceptable behaviour but this is not considered as a detention. It will be used as an opportunity for reflection. Repeated or more serious incidents will result in further sanctions.
- Pupils who fail to give in or complete assignments may be asked to finish their work in the lunch hour. The School's aim is to support the pupil and encourage responsibility for completion of homework to prevent the workload from becoming overwhelming.
- Detentions may be issued to seniors for such things as: rudeness; repeated failure to complete homework or for not handing homework in on time. This list is not exhaustive and the teacher will use their professional judgement. Please see sanctions chart.
- Any pupil issued with a detention will serve it during a lunchtime, under supervision of a member of the Senior Management Team. Tutors will be notified and parents if necessary. Pupils will use their detention time (30 minutes) to reflect and write apologies but not to complete homework.

- For those pupils in Early Years provision, where a pupil misbehaves staff may, for example, keep pupils in during playtime, get them to sit quietly and/or may remove an object which is causing an argument.

This list of sanctions and types of behaviour is non-exhaustive and advice **MUST** be sought from the Senior Management Team if there is any doubt as to the appropriate sanction.

Serious or persistent breaches of school discipline may result in:

- **Exclusion.** This is usually reserved for a serious criminal offence and very serious misbehaviour or acts which cause damage to the school community.
- **Required removal.** The Head may require parents to remove a pupil temporarily or permanently from the School by reason of the pupil's misconduct as an alternative to exclusion.
- **Suspension.** The Head may require a pupil to be suspended from the School and required to learn at home, for example, whilst any misbehaviour or complaint is being investigated. Suspension may also be carried out in School at the Head's discretion.

The School **does not use or threaten to use corporal punishment**. All sanctions are reasonable and proportionate to the circumstances of each case, taking into account the pupil's age, any SEN or disability and any religious requirements affecting the pupil.

Where a parent is asked to remove their child, and their child has been expelled or suspended for more than 15 school days, the parents and/or the pupil may request a Governors' Review of the Head's decision. The procedure for requesting a Governors' Review is set out in the School's Exclusions, Suspensions and Required Removal policy. There is no right to a Governor's Review for any other sanction.

Records are kept of all major sanctions.

Detention and Sanctions for Seniors

Overview and Context

Since September 2011 parental consent is not required for any detentions. There is no longer a requirement to give parents 24 hours' notice of a detention. Teachers have a legal power to put students aged under 18 in detention, this includes detention outside of school hours.

Fixed Term Internal Exclusion (Isolation) and Fixed Term or Permanent Exclusion are always at the discretion of the Headmistress.

The following guide is not exhaustive. No guide can ever contain every misdemeanour a child may commit. Staff must use their judgement if a negative behaviour choice is not listed and must interpret the table to ensure a 'best fit' for the behaviour and sanction because they rarely fall neatly into a category.

Sanctions should always be seen in the context of the child's life; i.e. if a detention, however justified, will make an already anxious child even more anxious, then an alternative sanction might need to be sought. If in doubt staff should consult their line manager.

Data from sanctions is analysed by the Deputy Head and Director of Pastoral Care. Where patterns are identified, intervention strategies must be applied, and the Headmistress informed. Members of the Senior Management Team will oversee detentions. The detentions will be held on Monday from 13:30 to 14:00 in the Head's office. Circumstances for not detaining a pupil might include a clash that the pupil has with another important school activity. In which case, the member of staff should discuss with the SMT to see if another date for detention might be possible. Such clashes will be managed on a case-by-case basis.

Information relating to the detention should be completed on an on-line form. It should clearly state why the detention has been given,

Parents will be notified by email or by electronic notification. In the short term, the tutor will oversee this.

Detention and Sanctions for Seniors

Code	Type of Behaviour (list not exhaustive)	Recommended Sanction	Action By
1	Low level chatting / silliness/ lack of concentration	Verbal Warning	Subject Teacher
2	Failure to complete class work/	Verbal Warning	Subject Teacher and

	Lateness to lesson/ incorrect uniform		Tutor
3	Persistent behaviour from Codes 1 and 2. No homework submitted/ reluctance to follow instructions after warnings/ persistent low level chatting / low level disruption / non-completion of class work/ failure to bring equipment/ rudeness to another pupil (not discriminatory)/ low level misuse use of technology, inc. mobile phone / iPad	Detention	Subject Teacher (Tutor)
4	Persistent Behaviour from Codes 2 and 3. Inappropriate language/ rudeness to an adult (not discriminatory or insulting)/ defiance to a member of staff/ poor behaviour outside class i.e. water throwing, littering/ failure to attend detention	Detention and parental meeting	Subject Teacher/ (Tutor)/SMT
5	Persistent Behaviour from Code 4. Smoking/ vandalism to School property /graffiti/ / rudeness or inappropriate language which is discriminatory or insulting	Fixed term internal exclusion/isolation	
6	Persistent Behaviour from Code 5. Bullying of any kind/ aggressive defiance/ wilful vandalism to School property/ premeditated or one off assault on another student/ inappropriate language or rudeness which is deliberately discriminatory, i.e. racial, homophobic or sexual/ threatening behaviour towards a member of staff/ theft (depending on nature)/ bringing the School's name into disrepute (dependent on nature of incident)	Fixed term external exclusion	
7	Persistent Behaviour from Code 7. Possession of, or intoxication by, illegal substances/ serious and ongoing bullying/ serious assault on a student / member of staff / extremely serious damage of property or building/ sexual or indecent assault/ serious threatening behaviour towards a member of staff	Permanent Exclusion	
8	Persistent Behaviour from Code 7. Being in possession of an offensive weapon/ dealing of illegal substances/ theft (depending on nature)/ potentially any one-off event deemed so serious that the inclusion of the student as part of the school is not compatible with good order and discipline/ making a malicious allegation against a member of staff	Permanent Exclusion	

	which could have jeopardised their employment/ extremist behaviour		
--	--	--	--

Malicious allegations against staff

The Head will decide whether to take disciplinary action in accordance with this policy where a pupil is found to have made a false and malicious allegation against a member of staff.

Where a parent has made a deliberately false and malicious allegation against staff, the Head will decide whether a required removal of their child(ren) from the School is appropriate in light of their unreasonable behaviour towards the school community.

Searching, screening pupils and/or confiscation of their possessions

The School will carry out searches of pupils and/or their possessions in accordance with the Education Act 1996 and the Department for Education's guidance "Searching, screening and Confiscation" Jan 2018.

Only the Head and authorised members of staff may conduct a search of a pupil and/or their possessions. The School does not conduct intimate searches and only outer clothing will be required to be removed. Outer clothing includes, for example, hats, shoes, boots, gloves and scarves.

'Possessions' include desks, lockers and bags.

A search may be conducted on or off school premises, for example, on school trips where the pupil is in the lawful control or charge of the school. **These powers only apply in England.** All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff.

The consent of the pupil will usually be obtained before conducting a search unless the Head and authorised members of staff reasonably suspect that an item has been, or is likely to be, used to commit an offence or cause personal injury/damage to the property of any person (including the pupil being searched). If a pupil does not consent to a search (or withdraws consent) then it is possible to conduct a search without consent but only for prohibited or banned items.

Items which may be searched for include any item banned under the school rules including electronic devices and prohibited items such as knives, weapons, alcohol, tobacco and cigarette papers, illegal drugs, stolen items, fireworks, pornographic images and any other item identified as such by law.

Items found which have been, or are likely to have been used to commit an offence or to cause personal injury/or damage to the property of any person (including the pupil) will be delivered to the police officer as soon as reasonably practicable or returned to the pupil, retained or disposed of. If the item is an electronic device, the School may examine and erase any data from the device if the School considers there to be good reason to do so.

Parents will be informed of any search conducted of their child and/or their child's possessions. The School will keep records of all searches carried out including the results of the search and any follow up action taken.

Use of force

The School may use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property or when conducting a search for prohibited items (**not** items banned under the school rules), and to maintain good order and discipline at School.

The School has a Use of Reasonable Force to Restrain Pupils policy, a copy of which can be made available upon request.

Screening

Schools' have a statutory power to make rules on pupils' behaviour and have a duty as an employer to manage the safety of staff, pupils and visitors. This enables them to impose a requirement that pupils undergo screening.

For further details please refer to the Department of Education's guidance on 'Searching, screening and confiscation' Jan 2018.

Reviewed and updated September 2020

Review date September 2021

CHAPTER 4 – EDUCATIONAL MATTERS

St Nicholas' School



CURRICULUM POLICY & CURRICULUM ANALYSIS

The Curriculum at St Nicholas' School aims to offer pupils a broad and balanced education which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education and enables each individual to fulfil their potential in accordance with the School aims.

The School has pupils with Education & Health Care Plans (EHCPs). The curriculum is adjusted to ensure that the education provided fulfils the necessary requirements. The curriculum is designed to ensure that pupils have a programme of activities appropriate to their needs and to ensure that all pupils:

- benefit from a broad range of subjects and develop the skills of speaking, listening, literacy, numeracy and enquiry, problem solving, reasoning and co-operation appropriate to their age and aptitude (including those with a statement);
- have equal access to all areas of the curriculum, regardless of, for example, race, religion, learning disadvantages and disabilities and first languages (see SEN policy and Equal Opportunities policy);
- receive personal, social and health education which reflects the school's aims and ethos (see PSHE policy);
- receive appropriate unbiased careers guidance (see Careers Guidance policy);
- are given adequate preparation for the opportunities, responsibilities and experiences of adult life (see PSHE policy);
- are encouraged to achieve their best and gain a sense of achievement;
- have opportunity to learn and make progress with enjoyable and challenging learning opportunities;
- develop creatively, according to their talents;
- understand the benefits of exercise and a healthy lifestyle;
- are able to think and learn for themselves;
- develop spiritual, moral, social and cultural awareness and acquire an appreciation of and respect for their own and other cultures and cultural traditions;
- are taught to respect fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- are able to distinguish right from wrong and respect the civil and criminal law;
- acquire a broad general knowledge of public institutions and services in England;
- are encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute to the lives of those living and working in the locality in which the School is situated.

All pupils' work is monitored and regularly assessed to ensure pupils are making progress according to their ability.

This policy should be read in conjunction with the Careers Guidance Policy for those parents whose children are in Years 7 onwards.

Curriculum Policy

This curriculum plan is continually under review to ensure that it meets the needs of our pupils.

Foundation Stage – DFE EYFS Statutory Framework (Revised April, 2017)

Pupils follow the national programme for Early Years Foundation Stage (EYFS). Through a range of topics, pupils work towards goals in:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

There are 7 areas of learning and development that shape the education provision in the Foundation Stage.

With 3 Prime Areas of Learning:

- Communication and language
- Physical development
- Personal, social and emotional development

and four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Teachers should also take note of the learning characteristic which run through and underpin the seven areas of learning and development:

- Playing and exploring
- Active learning
- Creating and thinking critically

Detailed plans and policies are kept in the Infant Department. The EYFS profile 2019 handbook is used for assessment and internal moderation.

KS1

Infant pupils follow a broad and balanced curriculum that emphasises the establishment of basic skills in reading, writing and numeracy.

The timetable is arranged by infant teaching staff and includes discrete lessons in English, Mathematics, Music, French, Mandarin and PE (the latter three being taught by specialist staff). Work in Science, History, Geography, RE and PSHE is covered each week and is related, as far as possible, to the topic for the term. All pupils also learn the violin with a specialist teacher.

Curriculum Support

Curriculum support is provided for pupils requiring additional help and extension material is set by teachers to challenge the more able.

Subject policies and schemes of work are kept in folders in the resource area in the Infant Department.

KS2

In the Junior Department pupils study a broad curriculum, with an emphasis on reading, writing, spelling and numeracy, so that girls are fully prepared for the Senior Department. Pupils study the following subjects:

English, Mathematics, Science, History, Geography, Religious Studies, French, Mandarin, Art, Drama, Music, Physical Education, ICT and Design Technology.

They are also given lessons in Personal, Social and Health Education.

Many of these subjects are taught by specialist staff from the Senior department of the School.

Individual subject policies and schemes of work are kept in the Junior Resource Area or by the specialist teachers.

Pupils with special educational needs continue to be offered appropriate support and encouragement or extension activities.

Forest School

Pupils in KS1 and KS2 have outdoor learning sessions with a Forest School specialist, where they learn about the environment and also strengthen teamwork and co-operations skills.

KS3

At KS3 pupils have the opportunity to study a wide range of subjects, following on from KS2.

The subjects taught are:

English language and literature

Mathematics

Science (taught as separate subjects)

French
Spanish
Mandarin
German (Year 9 only)

Geography

History

RS

Latin/Classical Civilisation

Art

Drama

Music

PE

ICT (OCR Functional Skills examination taken in May of Year 9)

Food Technology

Textiles

Latin is introduced for all pupils in Year 7 but in Years 8 and 9 they continue with Latin, follow a course in Classical Civilisation or take extra English lessons.

In Year 7, pupils have two periods each of French, Mandarin and Spanish, although if this is not considered appropriate, a pupil may be offered one period of extra French and one period of Curriculum Support instead of either Spanish or Mandarin.

In Year 8, some pupils continue with all three languages, and others have four periods of French and two periods in their choice of Spanish or Mandarin.

In Year 9, pupils continue with two languages, one of which must be French or Spanish. German is offered for those who are interested. Each language is studied for three periods each week. Once again, extra French and Curriculum Support is available.

All pupils begin GCSE separate sciences in Year 9 with the intention of taking Biology, Chemistry and Physics at GCSE in Year 11. However, a few girls may later choose to do a Combined Science course.

PSHE is taught throughout KS3 and KS4 covering a variety of subjects under three main topic areas:

- Health and Wellbeing
- Living in the wider world
- Relationships

A full overview of the subjects covered by each year group can be found in the RSE policy. These topics may also be covered within other areas of the curriculum.

The same applies to KS1 and KS2.

Pupils with special educational needs continue to be offered appropriate support and encouragement or extension activities.

Subject policies and schemes of work are kept in individual departments.

KS4

At KS4 pupils study a core curriculum of English Language, English Literature, Mathematics, French or Spanish and the majority also study Biology, Chemistry and Physics. However, a few pupils may take the Combined Science course and use the extra periods for Extra Mathematics and Extra Science lessons. In addition, pupils select three options.

The majority of the current Year 10 and Year 11 pupils will be entered for 10 subjects at GCSE. These are made up of the seven core subjects and three option subjects chosen from the following list:

History, Geography, Spanish, Latin, Classical Civilisation, Textiles, Art and Design, Food & Nutrition, Music, PE, Computer Science, Drama, Mandarin and Business Studies.

In addition to their GCSE subjects, all pupils have lessons in General RS and PSHE. Year 10 pupils also have 1 period of Music. During PSHE lessons pupils cover the same topics as those at KS3.

Pupils may be offered extra support in English instead of one option subject.
Subject policies and schemes of work are kept in individual departments.

Reviewed and updated September 2020
Review date September 2021



TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE

As St Nicholas' is a small school there is no EAL unit. To ensure that we give appropriate support to foreign students, an adequate standard of English is required for entry to the School. This will be assessed by interview and examination. On admission pupils will be given extra support in the form of individual sessions with the curriculum support teacher. The number of sessions to be allocated each week will be decided after consultation with teaching staff.

Reviewed and updated September 2020

Review date September 2021



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

The School is committed to the equal treatment of disabled pupils (including prospective pupils) and those with special educational needs and its policy is to work towards eliminating disadvantages for such pupils. The School's aims are to improve accessibility to the curriculum, premises and written material through the development and implementation of an accessibility plan.

Overview

A pupil is disabled if they have a physical or mental impairment which has a "substantial and long-term adverse effect" on his or her ability to carry out normal day-to-day activity' (as defined by the Equality Act 2010).

A pupil has a special educational need if they have a learning difficulty which means that they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in schools within the area of the local authority; or
- are under five years old and would be likely to have such difficulties.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Not all pupils who have a learning difficulty are disabled.

The School recognises that disabled pupils or those with special educational needs or learning difficulties may be at risk of being bullied. The School has an Anti-bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Aims

The aims of this policy are to:

- afford opportunity to pupils who are disabled;
- ensure compliance with the Equality Act 2010;
- have regard to the guidance issued by the Equality and Human Rights Commission "What equality law means for you as an education provider: schools";

- detect and manage learning difficulties whilst having regard to the Department for Education 'Special Educational Needs Code of Practice' or any substituting or amending code of practice as issued from time to time;
- take account of the requirements of the Early Years Foundation Stage.

Admissions

The School has created over many years an ethos of educating and developing each pupil to the best of his or her potential and in line with the general standards achieved by other pupils, in order to create a confident, happy, well-educated and well-rounded individual. In order to maintain that ethos and the educational standards for which it is known, the School will assess all pupils for admission on the basis of its standard selection criteria from time to time.

The School's admissions policy aims to eliminate from the admissions process, as far as possible, any significant disadvantages which may be encountered by disabled applicants.

The School will treat every application from a disabled pupil or a pupil with a special educational need in a fair, open-minded way.

In accordance with the School's terms and conditions, parents must inform the School when submitting the Registration Form of any special circumstances relating to their child's health, allergies, disabilities or learning difficulties or other circumstances which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the School.

The School will seek input from parents and may require a report to be obtained from a consultant or specialist medical adviser so that the School may consider what reasonable adjustments can be made.

If, after reasonable adjustments have been considered, the School is unable to adequately cater for the needs of those children with disabilities, parents will be informed why an offer will not be made.

If an applicant's disability becomes apparent after admission, the School will consult with parents about what reasonable adjustments, if any, can be made in order to allow the child to continue at the School. If, after reasonable adjustments have been considered, the School is unable to adequately cater for and meet the needs of the pupil, the Head may request parents to withdraw their child. Fees in lieu will not payable in these circumstances and the acceptance deposit will be returned.

The School's Admissions policy can be found in this Parent Handbook and is available on the School's website. It applies equally to all potential pupils.

Support for Pupils with Special Educational Needs and Disabilities

Details on curriculum support, pupil profiles and target setting can be found in the School's Curriculum policy.

The School will do all that is reasonable to report and consult with parents about their child's learning difficulties and/or disability and ensure that teachers are given any necessary information so that the teaching practices are appropriate. Where the

School reasonably considers that a pupil may have a learning difficulty, the School may request parents to obtain a formal assessment of their child by an educational psychologist or specialist teacher (the cost of which will be borne by the parents).

It is important that parents recognise that they have overall responsibility for taking decisions about the management of their child's learning difficulties. Parents may wish to request a formal assessment from an Educational Psychologist or Specialist Teacher should consult the School in the first instance to ensure that the most appropriate assessor and/or type of assessment is sought. Parents must ensure that the School is given copies of all advice and reports received. If the assessment is for GCSE access arrangements parents **must** consult with School in the first instance. The School cannot award Access Arrangements without a Form 8 being completed by the School SENCo prior to the assessment. The School will provide names of specialist assessors who satisfy JCQ requirements.

The School recognises that some pupils with a SEN may also have a disability.

The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater. Reasonable adjustments typically include, for example, provision of larger print exam papers for pupils with a visual impairment. The School is not legally obliged to make physical alterations as part of their duty to make reasonable adjustments (although the accessibility of the School will form part of the School's Accessibility Plan). When considering a potential adjustment, the School will consider a number of factors such as whether the adjustment would overcome the substantial disadvantage caused to the pupil; practicability; cost; health and safety requirements and the need to maintain academic, musical, sporting or other standards.

The School will be required to provide auxiliary aids and services to those disabled pupils who require them where it is reasonable to do so to avoid putting the disabled pupil at a substantial disadvantage. Where it is necessary to provide auxiliary aids or support for pupils which goes beyond a reasonable adjustment then the cost of this will usually be passed on to parents and will be agreed with them in advance. What is a reasonable adjustment will be a context specific judgement for the School in relation to the needs of each disabled pupil and the resources available to the School at the relevant time.

If parents are not happy with a decision regarding reasonable adjustments, parents may use the School's Complaints Procedure.

The School also recognises that they have a duty to make reasonable adjustments for the public where services are provided to the public e.g. parents' evenings and school concerts.

Early Years Foundation Stage

The School monitors progress of those pupils in the EYFS so that specific help, if needed, is provided to those pupils whose progress is inadequate to enable them to learn more effectively.

The School will discuss with parents any concerns they may have about a pupil's needs and/or progress.

Special Educational Needs Co-ordinator

The School has a Special Educational Needs Co-ordinator, details of which are available from the School office. The Head and the SENCO meet on a regular basis.

The role of the SENCO, in collaboration with the Head, is to:

- take day-to-day responsibility for the operation of this policy and co-ordination of the provision made for individual pupils with SEN, working closely with staff, parents and other professionals as appropriate
- coordinate provision for pupils with SEN and ensure appropriate pupil profiles are in place which are regularly reviewed
- advise and support members of staff at the School
- ensure that the School has all the relevant background information about pupils with SEN

One member of the School's governing body will be nominated as EYFS champion at any given time with the additional responsibility of SEN.

Pupils with an Education, Health and Care Plan (EHC Plan) formerly known as a statement

Parents have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan under the SEN code of practice January 2015 in accordance with Children and Families Act 2014 and Education Act 1996). The School also has the right (under s 329A) to ask the Local Authority to arrange an assessment and will consult with parents before exercising this right. If the Local Authority refuses to make an assessment, the parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an Education, Health and Care Plan (EHCP), the School will consult the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHCP can be delivered by the School.

Any additional services that are needed to meet the requirements of the EHCP may need to be charged, either directly to the parents, or to the Local Authority if the Authority is responsible for the fees and/or reasonable adjustments and the school is named in the EHCP. This is subject to the School's duty to provide auxiliary aids and services to disabled pupils when it is reasonable to do so to avoid putting the pupil at a substantial disadvantage.

Accessibility

The School is aware that difficulties may be experienced from time to time by the need for pupils to move around the site and as a result of the School buildings.

The School's accessibility plan will consider ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings.

Access Arrangements for Public Examinations

For girls in **Year 9** upwards, the school is unable to accept recommendations from privately commissioned reports, which use an external professional. These reports do not satisfy the JCQ criteria 7.4.1, 7.5.1, 7.5.2 and 7.5.3 for Access Arrangements i.e. the Centre **MUST** complete a Form 8 prior to the candidate being assessed by a nominated Special Assessor who is designated by the school and used on a regular basis. The school must hold evidence of the assessor's qualifications for inspection purposes.

Withdrawal

Where, after all reasonably adjustments have made, the School feels that it cannot reasonably accommodate disabled pupils or meet their needs the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

Parents who are dissatisfied will have the right to use the School's Complaints Procedure.

The Senior Management Team

The school sees accessibility as a key element and has therefore integrated it into the duties of the Senior Management Team (SMT) which meets every week.

The Senior Management Team will have oversight:

- to review the School's existing policies and procedures (including admissions procedures) to ensure that the needs of disabled pupils are taken into account;
- to recommend new policies or procedures where they are necessary to ensure that disabled pupils are not discriminated against or where the introduction of a new policy would constitute a reasonable adjustment;
- to instigate a programme of training for all staff and to monitor and evaluate that training;
- to develop an accessibility plan to:
 - increase the extent to which disabled pupils can participate in the curriculum;
 - improve the physical environment of the school for disabled pupils; and
 - improve the delivery to disabled pupils of written information which is available to non-disabled pupils;
- to oversee and monitor the implementation of the accessibility plan;
- to review this SEN and Disability Policy at least annually and update where necessary;
- to report to the School Governors annually on its activities.

Nominations for additional members of the Governing Body, with relevant experience, are always welcome and should be made to the Head.

Review

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with learning difficulties and/or disabilities.

Reviewed and updated September 2020

Review date September 2021



EQUAL OPPORTUNITIES POLICY

This policy applies to all current and prospective members of the School Community. This policy is available on the School website and on request. It should be read in conjunction with the Special Educational Needs and Disability Policy.

Overview

St Nicholas' School promotes equal opportunities throughout all levels of the School, including Early Years. The School opposes less favourable treatment on the grounds of gender, gender reassignment, sexual orientation, pregnancy, maternity, marital or civil partnership status, religion or belief (including lack of religion or belief), age, race or disability ("the protected characteristics").

All members of the School Community are expected to comply with this policy.

Our Equal Opportunities Policy is consistent with our School's values and ethos and has been built on our own existing good practice. This policy is consistent with all of the School's policies, including the:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Special Educational Needs and Disability Policy
- Policy on Promoting Good Behaviour
- Exclusions Policy
- Pupils' Charter
- Complaints Procedure

All policies can be made available in large print or other accessible format if required.

Aims

The aims of this policy and the School's ethos as a whole is to:

- Eliminate unlawful discrimination on grounds of any of the protected characteristics.
- Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language.
- Promote equality of opportunity for all members of the School community.
- Value diversity.
- Promote good relations between all members of the School community.
- Comply with the School's equality duties contained in the Equality Act 2010.

Admission

The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. Each application will be considered on its merits in accordance with the School's selection criteria based on an applicant's ability and aptitude.

The School accepts applications from, and admits, all prospective pupils irrespective of their disability, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief (or lack of religion or belief) or special educational needs. The

School accepts applications from all genders up to the age of 7 but thereafter the School only accepts applications from girls.

In accordance with the School's terms and conditions, parents must inform the School when submitting the Registration Form of any special circumstances relating to their child's health, allergies, special needs or disabilities or other circumstances which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the School.

The School will not offer a place to a child with disabilities if, after reasonable adjustments have been considered, the School cannot adequately cater for or meet their needs.

The School monitors the admission and progress of students from different backgrounds.

Educational services

The School affords all pupils access to educational provision including all benefits, services, facilities irrespective of any protected characteristic subject to our reasonable adjustments duty and considerations of safety and welfare.

The School will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

In both curricular and extra-curricular activities, pupils are encouraged to explore the viewpoints and values of different cultures that make up contemporary society and to benefit from the richness of experience that knowledge of other cultures can bring.

The School will:

- Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination;
- Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics;
- Ensure that pupils with English as an additional language and pupils with an EHC Plan receive necessary educational and welfare support;
- Ensure that all children are included, valued and supported;
- Monitor the admission and progress of students from different backgrounds;
- Ensure that publicity materials present appropriate and positive messages about minority racial groups;
- Make staff aware that schemes of work, lesson content and teaching resources should demonstrate sensitivity to issues of cultural diversity, to encourage children to value and respect others;
- Challenge inappropriate discriminatory behaviour by pupils and staff;
- Foster and encourage positive attitudes and behaviour towards all members of the community through the planned teaching of relevant knowledge, skills and values;
- Celebrate cultural diversity through school events, such as dance, drama and music;
- Ensure that, although assemblies are broadly Christian, they emphasise the importance of values such as respect, open-mindedness and tolerance;
- Provide careers guidance that does not promote stereotyping in employment and encourages pupils not to be influenced by such factors when choosing a career;
- Offer all pupils access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities;
- Ensure that all staff are aware of their responsibilities and given appropriate training and support;
- Work with parents and external agencies where appropriate to combat and prevent discrimination in School; and
- Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices;

- Take reasonable steps to help avoid putting disabled pupils at a substantial disadvantage.

The School recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional.

Religious belief

Although the School's religious ethos is based on Christian values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the School community.

Reasonable adjustments

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils, such as, allowing dyslexic pupils extra time in examinations, providing visually impaired pupils with text in larger font and providing reasonable adjustments to the School uniform for disabled pupils.

The School will inform and consult with parents about the reasonable adjustments, if any, the School are legally required to make for their disabled child.

The School also recognises that it has a duty to make reasonable adjustments for the public where services are provided to the public e.g. parents' evenings and school concerts.

The School is not legally required to make physical alterations as part of the reasonable adjustments duty. However, the School monitors and reviews the School's physical features to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled pupils. The School has an Accessibility Plan in place and a hard copy can be made available by the school office upon request.

The School is required to provide auxiliary aids and services for those disabled pupils who are put at a substantial disadvantage, as part of the School's reasonable adjustments duty. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and the resources available to the School. Further information on the School's reasonable adjustments duty can be found in the School's SEN and Disability Policy.

In the meantime, the School will have due regard to any request by those parents who are willing to pay for such aids and services.

Special Educational Needs Co-ordinator

The School has a SENCO who is also responsible for Early Years Foundation Stage provision, details of which are available from the School office. The SENCO works closely with the Head and meets with the Head at least every other week.

The SENCO has a range of responsibilities including ensuring Individual Education Plans are in place, liaising with parents and other professionals in respect of a pupil's special educational needs, advising and supporting other staff at the School and ensuring that relevant background information about pupils with special educational needs is collected, recorded and updated.

The School will have due regard to the SEN Code of Practice (2014) when monitoring and reviewing provision for pupils with special educational needs.

For those pupils in the Early Years Foundation Stage provision, the School will continually monitor and review any special educational needs when assessing a pupil's progress towards the early learning goals. The approach to assessment may be varied as appropriate.

Concerns and complaints

The School will seek to provide a supportive environment for those who make claims of discrimination or harassment.

Pupils who feel they are being discriminated against should talk to a member of staff. Alternatively, if parents or pupils feel this policy has been breached they should raise

their concern or complaint through the School's Complaints Procedure which is available on the School website and upon request.

Breach of the policy

Pupils who are in breach of this policy may be subject to disciplinary action in accordance with the Policy for Promoting Good Behaviour.

Monitoring and review

This policy is monitored on an ongoing basis to evaluate its effectiveness and to ensure that appropriate steps can be taken to eliminate unlawful discrimination where necessary.

This policy is reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the School's equality duty.

Reviewed and updated September 2020

Review date September 2021

GIFTED & TALENTED

Aims

At St Nicholas' School, we are conscious that the needs and potential attainment of pupils will differ and that some pupils may demonstrate far more ability than their peers, in one or more subject area. We endeavour to provide a stimulating and challenging experience for such pupils, both within the curriculum and through extra-curricular activities.

Objectives

Our Gifted and Talented procedure enables us to:

- Identify Gifted and Talented pupils
- Provide opportunities for enrichment activities
- Provide opportunities through extra-curricular activities
- Ensure that all subjects in the curriculum are appropriate to Gifted and Talented pupils through differentiation
- Enable pupils to benefit from the activities organised by the Young Gifted and Talented Programme
- Facilitate the monitoring of the pupils and target setting
- Provide pupils with the opportunity to take part in activities and competitions outside of School

Definitions

Gifted and Talented pupils are described by the Department for Education as being around the top 5 to 10% of the ability range in any school or class setting.

The terms 'gifted' and 'talented' are described below:

- 'gifted' learners have abilities beyond those of their peers in one or more subjects in the school curriculum, other than art and design, music, performing arts or PE
- 'talented' learners have abilities beyond their peers in art and design, music PE or performing arts

Identification

Gifted and Talented pupils are identified in two ways:

- Using PIPS and MIDYIS scores
- Using a department's own identification criteria

Departments should look for a variety of factors when deciding whether a child is gifted or talented but the following checklist may be useful:

- think quickly and accurately
- work systematically

- generate creative working solutions
- work flexibility, processing unfamiliar information and applying knowledge
- communicate thoughts and ideas clearly
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgments
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of topics within a particular subject or aspects of work
- be particularly articulate with adults

Provision

St Nicholas' School aims to provide a secure and flexible learning environment for all its pupils.

Monitoring and Evaluation

- Heads of Department monitor gifted and talented pupils within their department
- The Gifted and Talented Co-ordinators monitor those who are considered gifted and talented in more than three subjects
- Examination results are entered on the school network
- Information relating to achievements are passed on to the Gifted and Talented Co-ordinators

CHILD PROTECTION & SAFEGUARDING POLICY



Head: Dr Olwen Wright

DSL: Miss Claire Huyton

In the DSL's absence: Mrs Caroline Egginton

EYFS: Mrs Julia Tiley (in absence Mr Lee Render)

Link Child Protection Governor: Mrs Sheila Cooper

Chair of Governors: Mr Stephen Mellor

Written: September 2009

Last Amended: September 2020

To be reviewed: September 2021

All can be contacted via the school office (01252 850121)

Overview

The School is committed to safeguarding and protecting the welfare of pupils and expects all staff to share this commitment.

St Nicholas' School's whole-school child protection policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. The policy also aims to make explicit the School's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

St Nicholas' School fully recognises the contribution it can make to protect the children and support the pupils in its care. There are three main elements to St Nicholas' School's child protection policy:

1. Prevention (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models).
2. Protection (following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
3. Support (to pupils and school staff and to children who may have been abused).

This policy applies to all employees and governors of St Nicholas' School. It also applies to volunteers and staff whilst working away from the School, for example, on a school trip. It also applies to the Early Years Foundation Stage provision.

Safeguarding is everyone's responsibility and anyone can make a referral to children's social services.

Some areas, such as Health & Safety, are a specialist area of safeguarding and a separate lead for this area is in place in school.

This policy can be made available in larger print or other accessible format if required.

This policy can be made available to parents upon request and is published on the School website.

This policy was drawn up in accordance with the Department for Education guidance 'Keeping Children Safe in Education' (Sept 2020, KCSIE), and 'Working together to Safeguard Children', the Education (Independent School Standards) (England) Regulations 2018 (WT) updated Feb 2019,

Prevent Duty Guidance: for England and Wales (July 2015) (Prevent) and the local inter-agency procedure of the Hampshire Safeguarding Children Partnership.

Review

This policy is reviewed in line with DfE, HSCP (Hampshire Safeguarding Children Partnership) and HCC (Hampshire County Council) on an annual basis, and by the Governing Body. In the event that any deficiencies or weaknesses are identified in the School's Child Protection policies and procedures these will be remedied without delay.

Date reviewed & approved by Governing Body: to be reviewed November 2021

Aim

Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. St Nicholas' School aims to help protect the children in its care by working consistently and appropriately with child protection agencies; Children's Services (by child's address), NSPCC and Social Services.

The School ensures all reasonable measures are taken to:

- operate safe recruitment procedures for all staff and volunteers who work with children and young people
- carry out all necessary checks on the suitability of people serving on the governing body of the School
- follow the local inter-agency procedures of Hampshire Safeguarding Children Partnership – Looked after children (children who have suffered abuse and/or neglect), attend review meetings and Personal Education Plan (PEP) meetings, complete of a Common Assessment Form (CAF)
- make prompt and detailed reports to the DBS where the School ceases to employ or use the services of an individual because they were considered unsuitable to work with children. Ceasing to use a person's services includes, for example, dismissal, no longer using staff employed by contractors, no longer using volunteers. It is important that reports include as much evidence about the circumstances of the case as possible.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility and legal duty to protect children from abuse. Every member of the School community must inform the Designated Safeguarding Lead for Safeguarding where they have concerns that child abuse is taking place in accordance with the child protection procedure below.

The school will in every case obtain a statement of assurance that appropriate child protection checks and procedures have been followed by staff employed by other organisations e.g. contractors or those working in other institutions on another site.

Within St Nicholas' School there are individuals with special responsibilities:

- A **Designated Safeguarding Lead for Safeguarding (DSL)** who will coordinate matters relating to child protection issues. The DSL is the Director of Pastoral Care. The role will include:
 - acting as a source of support, advice and expertise for staff
 - dealing with reports of abuse against children
 - dealing with complaints against staff (employees of St Nicholas' School) and volunteers by children
 - dealing with complaints against the Head by children – these will be raised by the DSL directly with the Chair of Governors
 - making contact with the Hampshire's children's social care where there are concerns that a child may be in need of help or at risk
 - making contact with the Hampshire's Independent Schools' Designated Officer in relation to allegations against someone working in the school
 - making contact with the police if a criminal offence is suspected, also links with Hampshire Safeguarding Children Partnership
 - keeping the Head fully informed of all child protection issues that may arise (save where they involve the Head)
 - ensuring all staff, full or part-time, permanent or temporary (employees of St Nicholas' School) and voluntary staff receive regular safeguarding and child protection updates but at least annually
 - ensuring that all new staff (employees of St Nicholas' School) and volunteers are properly inducted in child protection policies and practice
 - keeping detailed, accurate, secure written records of referrals and/or concerns
 - representing the School at child protection conferences and providing information relevant to the case conferences
 - liaising with the Nominated Link Governor for child protection on all matters relating to child protection
 - ensuring parents are informed of action taken under these procedures in relation to their child (where appropriate)
 - ensuring this policy is updated and reviewed annually and working with the governing body regarding this
 - ensuring that where a pupil leaves the School their child protection file is copied to the new establishment as soon as possible and all such records are separate from pupil records, until the child's 25th birthday.
- A **Nominated Link Governor** with special responsibility for child protection who will liaise with the DSL on matters relating to child protection issues and will participate in the annual review of the policy. Any concerns relating to the Head will be raised with the Chair of Governors.

- The Deputy Head of Infants will be **responsible for child protection in the EYFS** setting and will bring any concerns to the DSL who will make a referral as appropriate.
- Form Tutors as part of their pastoral role:
 - act as sympathetic adults whom children may approach with their concerns
 - will inform the DSL of any child protection issues brought to their attention.
- **The Head** will be informed of all allegations against staff, volunteers and the DSL. If the Head is absent, allegations should be reported to the Chair of Governors. When dealing with any allegations made by the children against the DSL, these will be recorded and raised directly with the Chair of Governors.
- **The Designated Officer** will provide advice and preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school.

Training and Support

St Nicholas' School ensures that the DSL, the Head, the Head of the Foundation Stage, the nominated DSL if the DSL is unavailable or off-site, and the Nominated Link Governor for child protection receive training relevant to their role at least every other year (at least every 2 years plus informal updates).

The School also ensures that **all** its teaching and support (in conjunction with Hampshire training agencies and in line with advice from the HSCP) staff are kept informed about child protection issues through a programme of Staff Inset and regular updates via emails, staff meetings and briefings. This training helps staff to identify signs of abuse and possible neglect at the earliest opportunity and to respond in a timely and responsive way. This will occur at least yearly as a Staff Inset.

All staff have a responsibility to ensure they understand this policy and the School's safeguarding procedures. All staff are required to have read KCSiE 2020 Part 1 and Appendix A.

All staff, including temporary staff and volunteers, are provided with induction training, at point of entry that includes:

1. The school's child protection and safeguarding policy
2. The identity of the DSL
3. A copy of Part 1 of KCSiE Sept 2020
4. Whistleblowing Policy
5. Policy to Promote Good Behaviour
6. The staff code of conduct.
7. Use of ICT and Internet Safety Policy

Separate training is provided to all new staff on appointment by using an online provider.

FOUNDATION STAGE POLICY ON THE USE OF MOBILE PHONES AND CAMERAS BY STAFF

Mobile phones

Mobile phones must be kept out of view in the classroom. Mobile phones are not to be used when in a supervisory capacity with the children, either indoors or outdoors. In non-contact times staff may find a discrete place to make urgent calls. Staff are not permitted to use mobile phones or other mobile devices to photograph children.

Cameras

School cameras and password secure iPads and Kindles are provided to allow practitioners to photograph the necessary development and learning activities. Photographs are to be downloaded on to classroom computers. No live copies of photographs should be stored on personal computers.

Staff are permitted to take home still photographs and password secure Kindles to enable them to work with them on developmental records. The school uses Tapestry to store progress development records including photos.

As a school we seek consent from the parent of a pupil (Media Consent Form) and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications.

We will not seek consent for photos where you would not be able to identify the individual.

We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission we will remove photographs 5 years after a child (or teacher) appearing in them leaves the school or if consent is withdrawn.

These policies are written to safeguard both staff and children, and this should be remembered when reading them.

Transporting Pupils

Staff members should not arrange to transport girls in their own car, or give a lift to pupils. If there are exceptional circumstances that make unaccompanied transportation of a pupil(s) unavoidable, permission for the journey must be sought from the Head and the parents of the pupil(s) beforehand. Parental permission should be sought in writing. It is also vital that the member of staff ensures that they are covered by the correct level of motor vehicle insurance and that their vehicle is road worthy, before making any such journey to transport pupils. Details of the circumstances and permissions given should then be recorded on the files of the pupil(s).

This also applies to parents who assist with transportation.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of child protection.

The School will keep all records confidential and ensure they are kept securely in a locked location. Staff, pupils and parents should be aware that if there is a lawful basis for child protection concerns that disclosure of information may be necessary to the police or social services in order to safeguard and promote the welfare of children.

Records of Monitoring

Well-kept records are essential to good child protection practice. St Nicholas' School is clear about the need to record any concerns held about a child or children within its care, the status of such records and when these records should be passed over to outside agencies.

Bullying incident

A bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Procedures laid out in the anti-bullying policy will be followed. If appropriate it will be referred to the local authority.

Procedures

Stage 1: Initial concern or complaint

It can take a great deal of courage for a child to talk to an adult about their abuse because the child is 'telling' on someone more powerful than they are. Therefore, this should be kept in mind: the child may be having to betray a person who is not only close to them but also loved by them and they are risking a great deal in the hope that you will believe what they say.

Guiding principles, the seven R's:

Receive, Reassure, Respond, Report, Record, Remember, Review (DSL led)

If a member of staff hears, suspects or has cause for concern that abuse is taking place, they must:

- Remain calm, approachable and receptive. Do not pre-judge, make assumptions or speculate. Do not make negative comments about the alleged abuser.
- Listen carefully, without interrupting. You must **not** ask leading questions.
- Make it clear that you are taking the matter seriously.
- Reassure the pupil and explain that you need to pass on the information to the DSL who will ensure the right action is taken. You must not guarantee absolute confidentiality.
- Let them know what may happen as a result of their disclosure.

What to do next:

- You must make an immediate, careful and accurate record of what has been said, using the child's actual words wherever possible (not your interpretation of them). If you record opinions, ensure these cannot be confused with the facts.
- Where possible reports should be made using CPOMS which will allow the safeguarding team to be immediately notified.

Recording requirements: paper or computer based.

Make an accurate record (which may be used in subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

- Dates and times of their observations
- Dates and times of any discussions in which they were involved
- Any injuries
- Explanations given by the child
- What action was taken
- Any actual words or phrases used by the child

The records must be signed and dated by the author. Record, in writing, the fact that you have reported the situation to the DSL; this is for your own protection.

- Immediately contact the DSL as soon as is practical that day. If the DSL is not contactable immediately, the Deputy DSL should be informed and the Head (if the Head is absent contact the Chair of Governors).
 - If the allegation involves the DSL, immediately contact the Head without first informing the DSL.
 - If the allegation involves the Head, immediately contact the DSL (who will raise the matter directly with the Chair of Governors) without first notifying the Head.

A decision will be made based on your report, judging whether the issue should be referred to outside agencies or not.

In the absence of the DSL the Chair of Governors should be informed immediately.

- Remain caring and supportive to the child.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

There is no more to your role.

Concern Recording form

Concerns should be uploaded onto CPOMS, if access is not available please use the below form and hand to the DSL.

Child's name:			
Date and time:		D.O.B:	
Name and role of person raising concern:			

Details of concern (where? when? what? who? behaviours? Use child's words)

--

Actions taken

Date	Person taking action	Action taken	Outcome of action

Name:

Position:

Copied to:

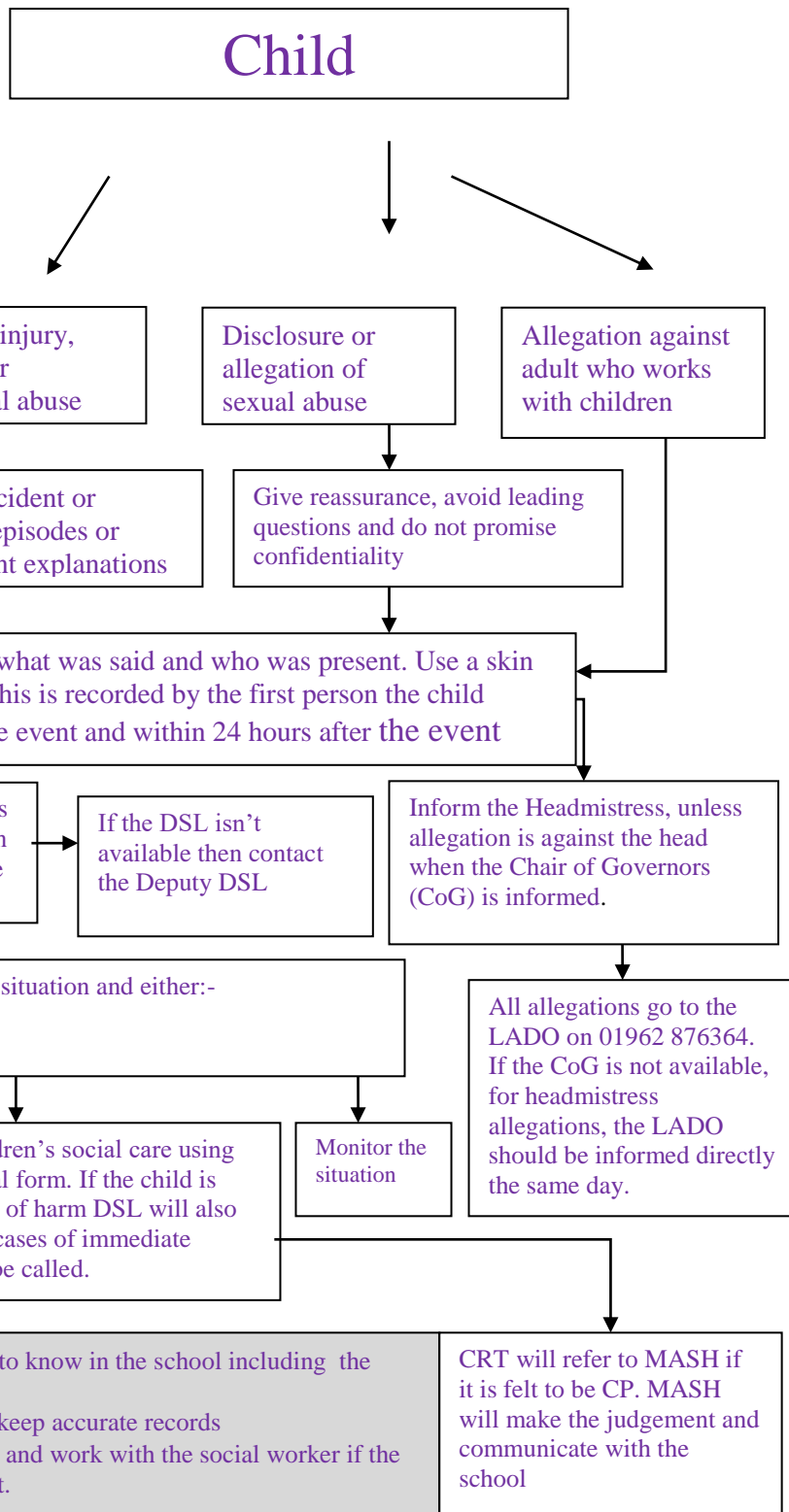
Flowchart for child protection procedures

DSL – Designated Safeguarding Lead

MASH – Multi Agency Safeguarding Hub

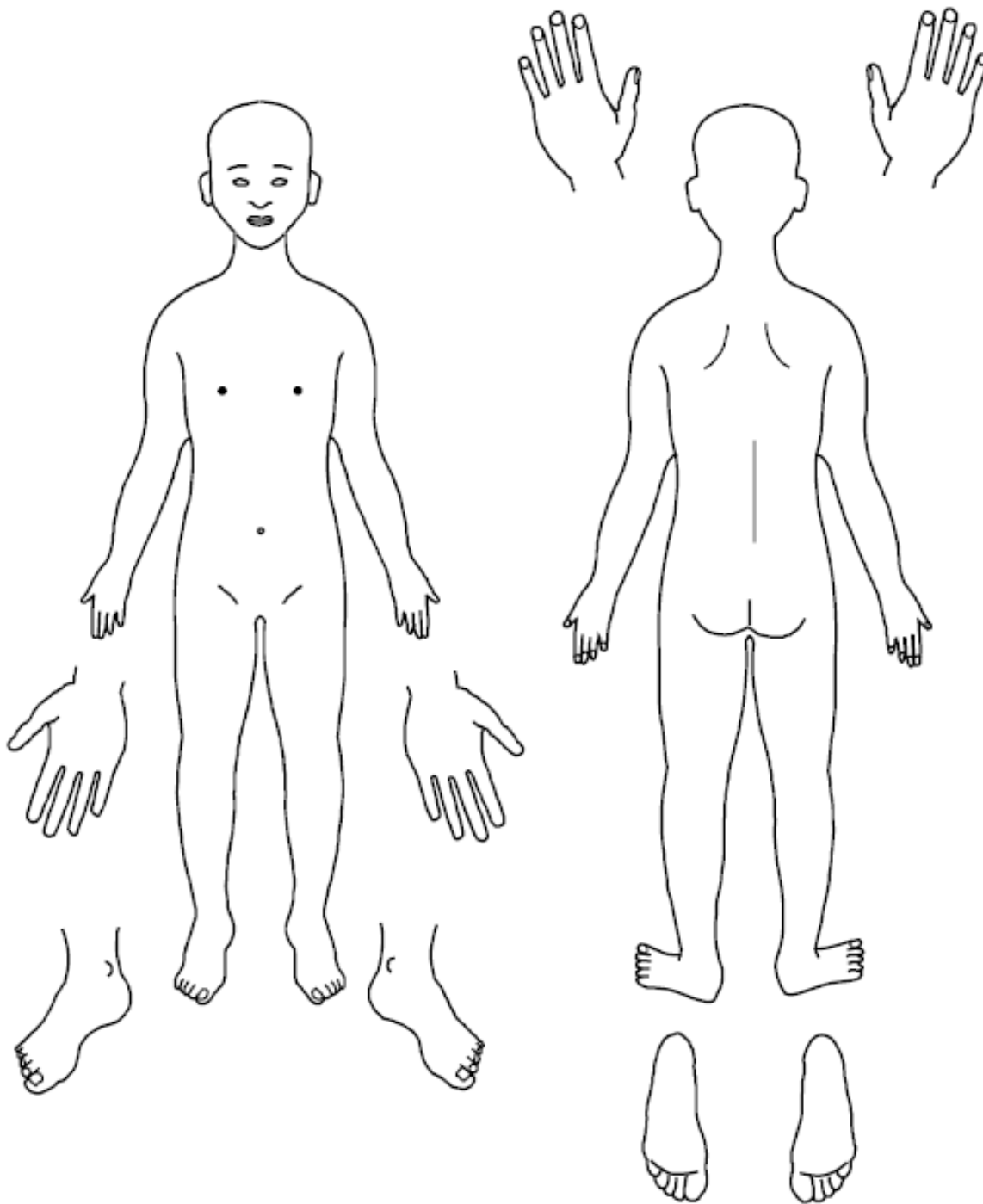
CRT – Children’s Reception Team

CP – Child protection



* In the cases of known FGM, the teacher who was made aware will also make contact with the police

Skin Map



Name of Child:.....

Date of Birth:.....Date of Recording:.....

Name of staff member:.....



Any additional comments:

Stage 2: Action by the DSL

The DSL will be informed immediately by an employee, pupil or parent of the School or other persons, in the following circumstances:

- suspicion that a child is being abused
- there is evidence that a child is being abused
- in the event of a complaint made by a child against an employee of the School.

The DSL will:

- take into account Hampshire Safeguarding Children Partnership's local interagency procedure
- keep a full record of reports made in a separate confidential file
- consider the wishes of the pupil concerned (taking into account the pupil's maturity and understanding), provided they have been properly informed and consulted. Circumstances may arise where the pupil's wishes need to be overridden.
- consider the parents' wishes, provided informing the parents does not put the pupil at risk and they have no interest which would conflict with the pupil's best interests.
- consider the nature and seriousness of the concern or complaint and whether to make a referral (under stage 3 below) to child protection agencies.
- keep the Head informed (except where the allegation involves the Head in which case the Chair of Governors will be informed).

Stage 3: What Happens Next?

Once a concern or complaint has been reported to the DSL, the DSL will make a decision in conjunction with the Head (unless the allegation involves the Head) about whether to make a referral.

The Head and DSL should not make their own decision over what appears to be borderline cases. If there is room for doubt as to whether a referral should be made, the DSL and the Head will consult with the Hampshire Children's Services Department on a no names basis.

The School will not do anything that may jeopardise a police investigation. As soon as sufficient concern exists that **a child is suffering or is likely to suffer harm/significant harm**, the DSL or staff member will refer the matter **immediately** to the local authority children's social care services, children's reception team (CRT) and the police if it is appropriate (and in any event within 24 hours of disclosure or suspicion of abuse), **without further investigation within the School. Refer to NPCC guidance – When to call the police for further information.**

The DSL will confirm their referral in writing within 48 hours and if no acknowledgment is received from children's services within three working days, the DSL will contact the LA children's services again.

All further responsibility for gathering information and deciding what happens next will rest primarily with Children's Services. In some cases, a brief assessment might reveal the child to have needs which can be met by providing specific support. In other, more serious cases, the information provided to agencies by the DSL will trigger a full child protection investigation.

Whilst referrals are normally done by the DSL all members of staff are able to make a referral. Referrals are made to the County Council of the child's home address, for us this is normally Hampshire or Surrey County Council. Contact details:

Hampshire County Council Children's Services (Aldershot and Fleet, Farnborough, Alton, Basingstoke and Church Crookham addresses):

0300 555 1384 – 9.00 to 5.00pm. Mon to Fri

0300 555 1373 – out of hours number

Email: childrens.services@hants.gov.uk

Children's Reception Team (CRT) – 01329 225379 (for cases of significant harm)

For allegations against a member of staff;

LADO for Independent Schools – 01962 876364 Email: child.protection@hants.gov.uk

Hampshire Police: 101

If you are concerned about immediate harm then the police should be contacted on 999. The NPCC guidance 'when to call the police' can provide further information.

Surrey County Council's Children's Services:

C-SPA; 0300 470 9100 Mon to Fri 9am to 5pm

01483 517 898 – Emergency Duty Team (out of hours)

LADO for Independent Schools – 0300 123 1650 9am to 5pm Mon to Fri

Email: LADO@surreycc.gov.uk

Surrey Police: 101

NSPCC Child Protection Line: 0808 800 5000 Mon to Fri 8am – 10pm

Weekends 9am – 6pm

Childline: 0800 1111

Allegations against pupils

It must be recognised that abuse can be inflicted on one student by another student, or group of students. Whilst this might be physical/verbal/emotional, it might also take the form of cyber-bullying and/or posting bullying statements on social network sites, and/or 'sexting' on mobiles. Peer on peer abuse will never be tolerated, or excused as 'banter' or 'part of growing up'. Any bullying incident or peer on peer abuse will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, and it will be referred to the local authority. (See 'Peer on Peer Abuse' guidance, Anti-Bullying Policy and Acceptable Use of ICT Policy).

Where an allegation is made against a pupil of the School, the School's Policy to Promote Good Behaviour (Parent Handbook) shall apply. The School will take advice from Children's Services as to appropriate action to ensure the safety and welfare of all members of the School community involved including the alleged abuser. Parents will be informed as soon as possible, unless it is not in the best interests of the child to do so (see Anti Bullying Policy - Academic & Parent Handbooks).

Allegations against staff (including volunteers)

The School's procedure for managing allegations against staff follows the Department for Education guidance KCSIE Part 4 (2020) and LSCEP local arrangements.

The School's whistleblowing policy (see section in Staff Handbook) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

The procedure below is followed when staff or volunteers have (or alleged to have):

- 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 indicated that he or she would pose a risk of harm, if he or she works regularly or closely, with children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

All staff, governors and volunteers (including those senior pupils in a position of responsibility) have a responsibility to familiarise themselves with this policy so that they can understand what to do if they receive an allegation against a member of staff or have concerns about the behaviour of a member of staff.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. The School will liaise with Hampshire's Designated Officer, police and children's services as to managing confidentiality appropriately.

When dealing with allegations regarding supply staff not directly employed by the school the school will inform the relevant supply agency and inform the duty LADO. The agency will be kept informed of all procedures and invited to meetings.

Procedure for managing allegations against staff

1. An allegation made against teachers and other staff (including volunteers who work with children) must be reported immediately to the Head. Should the initial allegation first be made to the DSL or any other member of staff then the DSL or that member of staff must either request the person raising the allegation to report it to the Head or if that is not possible to pass details of the allegation to the Head immediately.

Where the allegation is made against the Head, the person must immediately inform the Chair of Governors, or in their absence the Governor responsible for Child Protection, without first notifying the Head.

If the allegations involve the DSL or the Chair of Governors, the person must immediately inform the Head without first informing the DSL or the Chair of Governors.

2. The Designated Officer (LADO) will be informed of all allegations which appear to meet the above criteria.
3. The Head will discuss the matter with the Designated Officer – immediately or within one working day at the latest and where necessary, the Designated Officer will obtain further details of the allegation and the circumstances in which the allegation was made. The School will act in accordance with any advice given by the Designated Officer and will not investigate allegations or inform any individuals without the Designated Officer's consent. If a crime may have been committed, the matter should be reported to the police.
4. The School may take action in the event of allegations against staff in accordance with its disciplinary procedures. The report will be submitted to the Teaching Regulation Agency (TRA) where a teacher has been dismissed or would have been dismissed had they not resigned for "unacceptable professional conduct" or "conduct that may bring the profession into disrepute" or a "conviction at any time for a relevant offence". Where a dismissal does not reach the threshold for earlier DBS referral consideration will be made for TRA referral.
5. If the member of staff (including a volunteer or Governor) is deemed unsuitable to work with children and the School may cease to use their services, the School will make a detailed and prompt report to the Disclosure and Barring Service (DBS), as soon as possible but certainly within one month of any person (whether employed, contracted, a volunteer or a student) who is considered no longer suitable to work with children. The DBS address for referrals is PO Box 3961, Royal Wootton Bassett SN4 4HF (Tel: 03000 200 190). A referral to the DBS may now require a referral to be made to the TRA as well.
6. *Early Years Foundation Stage* – the Head will inform Ofsted as soon as reasonably practicable and at the very latest within 14 days of the allegation being made of any allegation of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere).

Suspension

Suspension will not be an automatic response to an allegation but will be considered where the circumstances warrant it, including:

- there is cause to suspect a child or other children at the School is or are at risk of significant harm
- the allegation warrants investigation by the police
- the allegation is so serious that it might be grounds for dismissal
- it is necessary to progress the investigation.

If suspension is deemed appropriate, the reasons and justifications will be recorded by the School and the individual will be notified of the reasons usually within one working day.

Duty of care

The School recognises that it has a duty of care towards its employees and will ensure support is in place for individuals facing an allegation. Individuals should be informed of concerns or allegations and given an explanation of the likely course of action as soon as possible, unless external agencies object to this. A representative will be appointed by the School to keep the individual informed of progress of the case and to consider what other professional support is available and appropriate for the individual.

Malicious or unfounded allegations

The Head will consider whether to take disciplinary action in accordance with the School's Policy on Promoting Good Behaviour where an allegation by a pupil is shown to be malicious, false, unfounded or deliberately invented.

The allegation will also be removed from the personnel records and will not be included in references. The child's behaviour will be dealt with as a breach of school policies.

Record keeping

For all other allegations, the School will keep a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached. The School will provide the accused person with a copy of the summary following consultation with the appropriate agencies and when an agreement has been reached as to what information can be disclosed.

The record will be kept confidentially on the personnel file.

Timescales

It is in everyone's interest for cases to be resolved as quickly as possible consistent with a fair and thorough investigation. All allegations will be investigated as a priority to avoid any delay.

APPENDIX 1: Guidance

Part 1 - Good Practice

Children trust and depend on adults to protect and safeguard the wellbeing. It is therefore our responsibility as adults who come into contact with children on a daily basis to report any suspicions or evidence of abuse which may have occurred or is occurring to a young person whether it is outside or inside School and whether we are a paid employee or volunteer.

Children in Need:

A child in need is defined, in law if:

- they are unlikely to achieve or maintain or to have the opportunity to achieve or maintain a reasonable standard of health or development without provision of services from the local authority
- their development is likely to be significantly impaired, or further impaired, without the provision of services from the local authority
- the child has a disability.

Children suffering or likely to suffer significant harm:

A child at risk of harm, is one that is suffering, or is likely to suffer, significant harm. That the harm or likelihood of harm must be attributable to one of the following:

- maltreatment, including all forms of abuse and neglect
- female genital mutilation or other so-called honour based violence
- extra-familial threats like radicalisation and sexual exploitation
- the child being beyond parental control.

Supporting Children at Risk

St Nicholas' School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. St Nicholas' School may be the only stable, secure and predictable element in the lives of some of the children under its care. The School, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

St Nicholas' School also recognises that some children who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

St Nicholas' School will endeavour to support all its pupils through:

- the curriculum, to encourage self-esteem and self-motivation
- the School ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- a coherent management of behaviour
- a consistent approach which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all pupils are supported within the School setting
- liaison with other professionals and agencies who support children and parents

- a commitment to develop productive, supportive relationships with parents whenever it is in the child's interests to do so
- the development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in child protection issues.

St Nicholas' School recognises that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

St Nicholas' School also recognises that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and protection.

Our Role

- to keep our eyes and ears open
- to report and discuss concerns about abuse with the DSL
- to be excellent adult role models

NB: Identifying and investigating actual child abuse is the responsibility of child protection agencies.

Sharing concerns with Parents

Generally, this is to be encouraged, but in cases that may come under the child protection umbrella, the DSL after discussion with the concerned member of staff, will discuss concerns with parents if appropriate. If concerns still exist after discussing the matter with parents, the issue may be a child protection one and should be reported immediately.

All non-academic members of staff should discuss their concerns immediately with the DSL.

When is it not Appropriate to Share Concerns with Parents?

Do not share concerns with parents if you believe that you may put the child at greater risk, or if you suspect that abuse is occurring for which they appear to be responsible. Under these circumstances report immediately to the DSL.

Handling Inappropriate Behaviour from Colleagues

It is our responsibility to behave well in all our dealings with children and specifically with children for whom we have a duty of care.

If, however, you believe that a colleague is behaving inappropriately, you must immediately follow the procedures laid down in the child protection policy. Loyalty to colleagues should not and must not deflect us from our duty of care to the children within the School. The rule is: safety and wellbeing of children comes first.

If you receive an allegation about any adult (or even about yourself) including members of staff, the Head, the DSL volunteers or students, you must report this immediately to the appropriate person listed above. Record the facts as you know them and follow the child protection procedures. Always refer, never investigate.

Part 2 - Principles of Good Practice

Safety

- The School must ensure that the site is a clean and safe environment for children.
- All staff must have an up to date copy of the child protection policy and know who the DSL is.
- The School must ensure that all accidents are recorded in the accident book.
- The School must ensure that it has an accurate and up to date database detailing contact numbers and medical information. These databases are confidential and stored safely.
- The School must ensure that there are regular safety audits of all equipment (first aid kits, fire extinguishers, telephones etc.) and practise the fire drill.
- The School must ensure that a responsible adult is on site when children arrive and ensure the full safety of children whilst on site.

Recruitment, General Supervision and Code of Conduct

- When recruiting staff and volunteers the School must ensure all appropriate checks are made including enhanced DBS checks, completion of the 'disqualification by association' form, ensuring compliance with Independent Schools Standard Regulations, the Early Years Foundation Stage statutory framework and the details recorded in the School's central register (see section in Staff Handbook – Recruitment and Selection Policy and Code of Conduct).
- For volunteers, checks that regular training as specified by Hampshire Safeguarding Children Partnership must be completed.
- The School must keep a careful check on all visitors and guests whether their visit is by invitation or unsolicited.
- The School must ensure that there are sufficient staff (male/female balance) to run all activities.
- All school staff must act as role models for children and young people: courteous, friendly and kind. No member of staff should make suggestive or discriminatory comments.
- All school staff should respect children and young people at all times regardless of their sex, ethnicity, disability or sexual orientation.
- No member of school staff must ever allow or engage in inappropriate verbal or physical contact of any description. It is easy for certain types of behaviour to be misinterpreted.
- All school staff should be firm and fair with children. Favouritism should be avoided, as should singling out troublemakers. All staff should keep in mind the distinction between bad behaviour and the child exhibiting unacceptable behaviour.
- No member of school staff should allow children or adults to engage in abusive activities such as initiation rites, ridiculing or bullying.
- All members of staff should redirect excessive attention-seeking behaviour into positive activity where possible.

- The School must develop an ethos that allows staff to feel comfortable and caring enough to point out any inappropriate attitudes or behaviour to each other.
- The School must encourage children to trust their own feelings about adult behaviour and to assert their right to determine (within sensible limits) the behaviour with which they are comfortable.
- All school staff should avoid unobserved one to one contact with a child or young person for example entrance examinations, one to one tuition or coaching sports. When such a situation is unavoidable, the door must be left open and a colleague must be within sight and hearing.
- Staff should not engage in inappropriate email or text or other form of electronic communication with pupils (see the Staff Handbook for the Social Media and Whistleblowing Policies).
- No male member of staff may enter an all-female room/dressing room etc. or vice versa.
- All school staff should report disclosures or concerns to the DSL.
- School staff should never trivialise child abuse issues.
- In cases where personal care tasks are required, school staff must carry out these tasks with the knowledge and agreement of parents.
- No member of school staff should drive or walk a young person home on their own unless the circumstances are exceptional. In any one to one situation that is not a clear and proper part of your work you put yourself at risk of false allegations.
- All staff are advised to maintain an attitude of 'it could happen here' where child protection and safeguarding are concerned.

Whistleblowing

The whistleblowing policy is to enable members of staff to raise concerns internally and in a confidential fashion about fraud, malpractice, breach of trust, negligence, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations or unethical conduct. The policy also provides if necessary, for such concerns to be raised outside the organisation. All staff have a responsibility to speak up about safeguarding welfare matters within the School and to external agencies where necessary. This policy applies to all members of staff including those employed through agencies as supply staff.

Allegations

- Never let allegations by a child or young person go unrecorded or unreported, including any made against you. In all instances, the DSL must be informed.
- If you receive a disclosure it is important to reassure the child that what he/she says will be taken very seriously and everything possible done to help.

Protective Behaviours

Teaching 'protective behaviours' is part of the School's PSHE programme. Children and young people are therefore made aware of the following:

- Potential dangers and how to avoid them.
- That if in trouble they should find an appropriate person in authority such as a teacher or policeman.
- That sometimes it is all right to scream and shout to attract attention if they think they are in danger.
- That they should not have to accept touching, kissing or language that makes them feel uncomfortable.
- What constitutes Peer on peer abuse including bullying, online bullying, distribution of indecent images, sexual consent and how to get help.
- That adults will listen to them if they reveal a secret.
- Their right to say 'No' if someone tries to touch them in a way that frightens or confuses them.
- That their bodies are their own, particularly their sexual organs.
- Online risks – internet, intranet (school network), FROG (school VLE) and email, desktop computers, laptops and tablet computers, iPads and mobile phones (Refer to Parents Handbook – Use of IT and Internet Safety Policy)

Conclusions: Key Points

- If you are concerned about a child or young person, or suspect that abuse is taking place, it is your statutory duty to act on it by reporting as directed by the School's child protection policy. The individual may benefit from early help.
- You must always report your concerns immediately, whether this is inappropriate adult behaviour, a false allegation, a disclosure from a child or you merely have concerns about a child. Never wait to 'see what happens'.
- Never question a child or try to investigate yourself. You could prejudice a case by probing for more information than is given. If an investigation is necessary it will be handled by child protection professionals.
- Ensure that your own behaviour is appropriate at all times and never believe that 'it won't happen to me'.
- Make sure you have in your possession a copy of the School's child protection policy and that you are well acquainted with its contents. This is a requirement.

APPENDIX 2 - TYPES OF CHILD ABUSE AND THEIR POSSIBLE SIGNS/SYMPTOMS

Abuse is 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 a stranger. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Child abuse manifests itself in a wide variety of ways and can be categorised into five distinct categories:

1. **Physical Abuse**
2. **Sexual Abuse**
3. **Emotional Abuse**
4. **Neglect**
5. **Peer on Peer Abuse**

Physical Abuse

This involves physical injury to a child, including deliberate poisoning, attempted drowning or 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 - where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

The body/skin map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Typical signs of Physical Abuse are:

- bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently. Marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle
- slap marks – these may be visible on cheeks or buttocks.
- twin bruises on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- bruising on both sides of the ear – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- grip marks on arms or trunk - found in babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- black eyes/bilateral black eyes - are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- damage to the mouth - e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.

- bite/teeth marks.
- fractures - in children less than 2 years.
- poisoning and other misuse of drugs - e.g. overuse of sedatives.
- burns and/or scalds - a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.
- unexplained injuries or refusal to discuss them
- fear of medical treatment
- self-destructive tendencies
- unexplained patterns of absence that could be in order to hide injuries
- bald patches.

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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The key elements in any definition of child sexual abuse are:

- betrayal of trust and responsibility
- abuse of power for the sexual gratification of the abuser

Typical signs of Sexual Abuse are:

- a detailed sexual knowledge inappropriate to the age of the child.
- behaviour that is excessively affectionate or sexual towards other children or adults.
- attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- a fear of medical examinations.
- a fear of being alone – this applies to friends/family/neighbours/ baby-sitters, etc.
- a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- physical contact, including assault by penetration (for example rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing (excessive masturbation is especially worrying when it takes place in public.)
- promiscuity.
- unusually explicit or detailed sex play in young children.
- sexual approaches or assaults - on other children or adults.
- pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- discomfort or pain particularly in the genital or anal areas.
- the drawing of pornographic or sexually explicit images.
- 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).

- Appears at school with unexplained gifts or new possessions, has an older boyfriend or girlfriend, goes missing for periods of time or regularly returns home late
- Online - technology can be used to facilitate offline abuse.

Child sexual exploitation is a form of child sexual abuse – see section.

Emotional Abuse

The severe and adverse effect on the behaviour and emotional development of a child caused by persistent emotional maltreatment or rejection. Its diagnosis will require medical, psychological, psychiatric, social and educational assessment. Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

All abuse involves some emotional maltreatment - this category should be used where it is the main or sole form of abuse.

The typical signs of Emotional Abuse are:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views
- deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- acceptance of punishment which appears excessive
- over-compliant behaviour

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs (for example, by exposure to any kind of danger, including cold and starvation), which results in serious impairment of the child's health or development. Persistent stomach aches, feeling unwell and apparent anorexia can be associated with physical neglect.

The typical signs of Neglect are:

- Underweight – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.

- Inadequately clad - a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.
- Lack of shelter - including exclusion from home or abandonment.
- Not protecting a child from physical and emotional harm or danger - this may include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Inadequate supervision or stimulation - including the use of inadequate care-givers.
- Failure to ensure access to appropriate medical care or treatment.

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedures in the case of neglect where the child's development is being adversely affected.

Peer on Peer Abuse

Abuse by another pupil or young person. It must be recognised that abuse can be inflicted on one pupil by another pupil, group of pupils, or other young person, either as a single event or as part of a more sustained pattern of bullying. Whilst this might be

- Physical – hitting kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Verbal
- Emotional

it might also take the form of

- cyber-bullying
- posting bullying statements on social network sites
- sexting incidents – also known as youth produced sexual imagery
- sexual violence and sexual harassment
- involvement in gang-related activities – initiation/hazing type violence and rituals.

Peer on peer abuse will never be tolerated, or excused as 'banter' or 'part of growing up'. Any bullying incident or peer on peer abuse will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Such incidents will be referred to Children's Services as a child protection concern and the police will be involved if appropriate.

The School takes the following steps to minimise the risk of peer-on-peer abuse:

- Classroom behaviour expectations are set out by staff and should ensure that all pupils feel comfortable in their learning environment.
- Staff are on duty around the School before School, during break time and during lunchtime.
- Staff are available at reception until 6.00pm every day – pupils always have a safe place to go if they are concerned.
- Via PSHE, Assemblies and during the normal running of the School day, pupils are encouraged to treat each other with respect and understanding.

- All allegations of peer-on-peer abuse are dealt with immediately, in consultation with all parties, and often include mediation meetings between pupils, where appropriate.

The School recognises its responsibility to educate pupils about the dangers of making themselves vulnerable via social media, as well as highlighting the legalities surrounding sexting. If necessary, pupils will be referred to Early Help, by the DSL, for support and intervention.

All allegations of peer on peer abuse will be taken seriously. The allegation should be reported to the DSL who will immediately inform the Head. The DSL/Head will:

- Investigate if the incident is abuse, or an isolated instance of bullying or ‘experimentation’, in which case this will be handled in the normal framework for discipline (see Behaviour and Discipline Policy)
- Determine the frequency, nature and severity of the incident.
- Ascertain if the victim was coerced by physical force, fear or by a pupil or pupils significantly older than himself/herself or with power or authority over him
- Ascertain whether the incident involved a potentially criminal act. If it is established that an investigation is necessary, the Head will inform the parents of all children involved and seek advice from Children’s Services.

All concerns/allegations of peer-on-peer abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate). The School treats all children involved as being at potential risk and ensures a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. Immediate consideration will therefore be given as to how best to support and protect all children involved/impacted.

All children affected by peer-on-peer abuse will be supported by their Form Tutor, Head of Phase, The Director of Pastoral Care (DSL) and support from external agencies will be sought, as appropriate. “Victims” will be reassured that they are being taken seriously and that they will be supported and kept safe.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children in the form of:

- 1-2-1 SEND support providing academic and emotional support where necessary.
- Access to ELSA support
- All staff and form tutors are aware of any pupils with SEND and are briefed in how best to support them academically and emotionally both in and out of the classroom

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the relevant local safeguarding partners on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged “victim” and “perpetrator”. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the relevant local safeguarding partners, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the

School and advice will be sought as necessary from the relevant local safeguarding partners such as children's social care and/ or the Police as appropriate.

See also Anti-Bullying Policy and Acceptable Use of ICT Policy.

The Symptoms of Stress and Distress

When a child is suffering from any one or more of the previous four 'categories of abuse', or if that child is 'at risk', they will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration, a sudden change in/a fall-off in school performance;
- extreme passivity or aggressive/hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers/social isolation;
- regression to more immature forms of behaviour, e.g. thumb sucking;
- self-mutilation/self-harming or suicidal behaviour;
- low self-esteem;
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual/physical abuse;
- disturbed sleep/tiredness;
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- fear of medical treatment;
- unexplained patterns of absence to hide injuries;
- 'chronic' medical problems (stomach pains/headaches);
- drug/solvent abuse;
- telling of a 'friend with a problem of abuse';
- anorexic/bulimic;
- excessive fear of certain situations or people

4. Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)

- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- dealing with perpetrators of prejudice based abuse effectively
- supporting victims of prejudice based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

5. **Faith Abuse**

The number of known cases of child abuse linked to accusations of 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.

Such abuse generally occurs when a carer views a child as being 'different', attributes this difference to the child being 'possessed' or involved in 'witchcraft' and attempts to exorcise him or her.

A child could be viewed as 'different' for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the parent/carers and the child.

There are various social reasons that make a child more vulnerable to an accusation of 'possession' or 'witchcraft'. These include family stress and/or a change in the family structure.

The attempt to 'exorcise' may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the school becomes aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children's social care.

6. Parenting

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette's Syndrome, some conditions associated with autism or ADHD that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- providing details of community based parenting courses
<http://www3.hants.gov.uk/childrens-services/familyinformationdirectory.htm>
- linking to web based parenting resources (for example <http://www.familylives.org.uk/>)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- Considering appropriate early help services
<http://www3.hants.gov.uk/childrens-services/childrens-trust/earlyhelp.htm>

Parental Signs of Child Abuse

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;
- injured child kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the child;
- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of child's behaviour as bad or naughty

Online Safety

The use of technology has now become a significant component of many safeguarding issues. Technology often provides the platform that facilitates harm, particularly regarding peer on peer abuse, sexual predation, child sexual exploitation and radicalisation. There is a wide range of issues classified within online safety, but they can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

The school's online safety lead is Warren Sparrow. See Use of ICT and Internet Safety Policy for more information on:

- Online Safety & Social Media
- Upskirting – illegal (Voyeurism Offences Act 2019)
- Cyberbullying
- Sexting
- Gaming
- Online reputation
- Grooming

Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Head should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff, via the DSL, have the information they need in relation to a child's looked after status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The **DSL** should be responsible for holding the details of the child's social worker and any other relevant contacts.

Missing, Exploited and Trafficked Children (MET)

Within Hampshire, the acronym MET is used to identify all children who are missing; believed to be at risk of or being exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all these issues, so that cross over of risk is not missed.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The below CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends;

- children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child sexual exploitation: guide for practitioners

For further details refer to 'Safeguarding update Sept 2018.' WT (working together) to Safeguard Children, July 2018).

Any information or intelligence will be shared via the community partnership information (CPI).

<https://www.safe4me.co.uk/portfolio/sharing-information/>

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Any information or intelligence will be shared via the community partnership information (CPI).

<https://www.safe4me.co.uk/portfolio/sharing-information/>

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation

Serious Violence

Serious violence is becoming a factor for those who are involved in criminal exploitation. It can also be an indication of gang involvement and criminal activity.

All staff will be made aware of indicators, which may signal that pupils, or members of their families, are at risk from or involved with serious violent crime.

These indications can include but are not limited to: increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm; significant change in wellbeing; signs of assault; unexplained injuries; unexplained gifts and/or new possessions; possession of weapons.

As a school we have a duty to not only prevent the individual from engaging in criminal activity, but also to safeguard others who may be harmed by their actions.

We will report concerns of serious violence to police and social care.

Information or intelligence about potential serious violence, will be reported via the community partnership information form (CPI).

<https://www.safe4me.co.uk/portfolio/sharing-information/>

Trafficked Children and modern slavery

Human trafficking is defined by the United Nations Human Rights Council (UNHCR) in respect of children as a process that is a combination of:

- Movement (including within the UK);
- Control, through harm/threat of harm or fraud
- For the purpose of exploitation

Any child transported for exploitative reasons is considered to be a trafficking victim.

There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Has a history with missing links and unexplained moves
- Is required to earn a minimum amount of money every day
- Works in various locations
- Has limited freedom of movement
- Appears to be missing for periods
- Is known to beg for money
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Is one among a number of unrelated children found at one address
- Has not been registered with or attended a GP practice
- Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for despite having not been at home
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.

When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today.

Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods have all been slaves 'hiding in plain sight' within the UK and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.

If staff believe that a child is being trafficked or is a slave, this will be reported to the DSL for referral to be considered to children's social care.

Honour Based Abuse

So-called 'honour based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage and practices such as breast ironing – typically girls aged 8 -16, where the breasts are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of honour based violence are abuse (regardless of the motivation) and the school will handle and escalate them as such. If in any doubt staff should speak to the DSL. If a concern is raised regarding a child that might be at risk of Honour based abuse, the school will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the Police and Children's Services.

HBA might be committed against people who:

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

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in Annex B of the Multi-Agency Practice Guidelines. FGM is internationally recognised as a violation of human rights of girls and women. The majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. It is **illegal** in most countries including the UK.

It will be rare for teachers to see visual evidence, and staff should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to

have been carried out” is used for all professionals to whom this mandatory reporting duty applies. As of October 2015, it is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18.

For further details refer to ‘Safeguarding update WT July 2018, KCSIE 2020 & FGM Act 2003 Mandatory Reporting Guidance 2016.’

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical, financial, sexual, emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly (WT, July 2018).

Common characteristics include:

- an extended absence from school, including truancy
- a drop in performance or sudden signs of low motivation
- excessive parental restriction and control of movements
- a history of siblings leaving education to marry early
- poor performance, parental control of income and students being allowed only limited career choices
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse
- evidence of family disputes/conflict, domestic violence/abuse or running away from home

Contact Details: Forced Marriage Unit – 020 7008 0151 Email: fm@fco.gov.uk

All staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding, preventing radicalisation & extremism, honour based violence, female genital mutilation, forced marriage, child sexual and child crime exploitation are concerned.

Domestic violence and abuse:

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

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Children witnessing domestic abuse is recognised as 'significant harm' in law.

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

NSPCC- UK domestic-abuse Signs Symptoms

Effects Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

Controlling behaviour

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.

Coercive behaviour

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.

This is not a legal definition.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “girls being girls”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts
 - not tolerate any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment

Dismissing or tolerating such behaviours risks normalising them.

Sexual violence

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

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

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- up skirting, which is a criminal offence and typically involves taking a picture under a person's clothing without the knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation distress or alarm.
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos
 - sexualised online bullying
 - unwanted sexual comments and messages
 - sexual exploitation; coercion and threats

Brook sexual behaviours traffic light tool

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in
- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals receipt of gifts or money

Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template

(Each reported incident should be managed on a case-by-case basis)

EXAMPLE assessment

Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
Red Behaviour: Forcing other children to engage in sexual activity. Subject is a male child. A female child has been taken into the boys' toilets. Subject has exposed himself, grabbed the girl by the wrist and forced her to touch his genitals. Subject is under the age of criminal responsibility. Subject has no known CP history There have been no previous concerns about the Subject.	All pupils in the class may be forced or coerced into sexual activity. Early indication is that female pupils may be more at risk.	Key members of staff with supervisory responsibility have been briefed by the DSL and will increase monitoring at break times. Subject will be escorted to the toilet.	DSL Staff AB, CD & EF ELSA	From Immediate effect	✓01/02/2019. Increased monitoring & toilet supervision in place
	Other children within the community	Subject's parents Informed re: Incident & behaviour and the risk plan put in place. Made aware of referral to CSD. Agreement for <ul style="list-style-type: none"> Referral to CAMHS Increased monitoring & toilet supervisor Keep safe work. 	DSL	01/02/19	✓01/02/19 Contract of agreement has been signed by the parents to include increased, monitoring, toilet supervision and keep safe work.
		Referral to Children's social care	DSL	01/02/19	✓01/02/19 Children & Family Assessment to be completed by CAST
		Victims parents informed, and child's views gained. Child offered keep safe work.	DSL	01/02/19	✓Parents are satisfied with the school's actions & safeguarding measures so far. Child & family want child to remain in the same class. Keep safe work accepted.
		Referral to CAMHS	DSL	02/02/19	Referral made. ACTION – follow up with CAMHS as to the status of referral after 10 working days if not heard before
		Safeguarding measures to be reviewed.	DSL & Key Staff members	09/02/19	No additional concerns raised. ACTION - Review plan again in one week's time

		Keep safe work to be completed. Combination of whole class and targeted work to be carried out	ELSA	23/02/2019	OUTSTANDING Work planned and due to be delivered w/c 16/02
	Community Impact Assessment LOW The parents of the Subject and the victim are satisfied that the school is taking all necessary safeguarding measures to manage the risk. There are no indications at this stage for community unrest. This will be kept under review.	DSL and SLT to be aware of any community noises about the incidents.	DSL and SLT	05/04/2019	
	Media Media and communication team to be informed if community impact assessment risk increases	SLT to contact HCC communication team if required. Monitor during term	SLT	05/04/2019	
	Information Sharing. All information sharing has been completed in line with the school's CP and GDPR policies.	Relevant information to be recorded on each child's CP file as required.	DSL		
	Social Media - There are no current risks from community use of social media. This will be kept under review.	Monitoring of social media during the term	Key staff	05/04/2019	

Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
--------------------------------	---	--------	-------------------	--------------------	---

Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
Red Behaviour:					
Red Behaviour:					
Amber Behaviour:					

Special educational needs and disabilities

Children who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Have fewer outside contacts than other children
- Have an impaired capacity to resist or avoid abuse
- Have communication difficulties that may make it difficult to tell others what is happening
- Be inhibited about complaining for fear of losing services
- Be especially vulnerable to bullying and intimidation
- Be more vulnerable than other children to abuse by their peers.

As a school we will respond to this by:

- Making it common practice to enable disabled children to make their wishes and feelings known in respect of their care and treatment
- Ensuring that disabled children receive appropriate personal, health and social education (including sex education)
- Making sure that all disabled children know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication
- Recognising and utilising key sources of support including staff in schools, friends and family members where appropriate
- Developing the safe support services that families want, and a culture of openness and joint working with parents and carers on the part of services
- Ensuring that guidance on good practice is in place and being followed in relation to: working with children of the opposite sex; managing behaviour that challenges families and services; issues around consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people; monitoring and challenging placement arrangements for young people living away from home.

Intimate and personal care

'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. The Intimate Care tasks specifically identified as relevant include:

- Dressing and undressing (underwear) – providing a change of underwear
- Helping someone use the toilet

'Personal Care' involves touching another person, although the nature of this touching is more socially acceptable. These tasks do not invade conventional personal, private or social space to the same extent as Intimate Care.

Those Personal Care tasks specifically identified as relevant here include:

- Skin care/applying external medication
- Administering oral medication
- Dressing and undressing (clothing)
- Washing non-intimate body parts
- Prompting to go to the toilet.

Personal Care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need. Children and young people may require help with eating, drinking, washing, dressing and toileting.

Where Intimate Care is required we will follow the following principles:

1. Involve the child in the intimate care

Try to encourage a child's independence as far as possible in his or her intimate care. Where a situation renders a child fully dependent, talk about what is going to be done and give choices where possible. Check your practice by asking the child or parent about any preferences while carrying out the intimate care.

2. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.

Staff can administer intimate care alone however we will be aware of the potential safeguarding issues for the child and member of staff. Care should be taken to ensure adequate supervision primarily to safeguard the child but also to protect the staff member from potential risk. Records to be kept.

3. Be aware of your own limitations

Only carry out activities you understand and with which you feel competent. If in doubt, ASK. Some procedures must only be carried out by members of staff who have been formally trained and assessed

4. Promote positive self-esteem and body image

Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your

attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be both efficient and relaxed.

5. If you have any concerns you must report them.

If you observe any unusual markings, discolouration or swelling, report it immediately to the designated practitioner for child protection.

If a child is accidentally hurt during the intimate care or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to the DSL. Report and record any unusual emotional or behavioural response by the child. A written record of concerns must be made available to parents and kept in the child's child protection record.

6. Helping through communication

There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

7. Support to achieve the highest level of autonomy

As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves.

Fabricated or induced illness

There are three main ways that a parent/carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

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

If we are concerned that a child may be suffering from fabricated or induced illness we will inform children's social care.

Mental Health

Form tutors and class teachers see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of

suffering abuse, neglect or exploitation. Staff members who are concerned about a pupil's mental health should inform the DSL.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted
- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form
- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement or child's if they are considered to be competent.

Parental Mental Health

The term 'mental ill health' is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent/carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as she is being kept home as a companion for a parent/carer
- A child adopts paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

Parental Substance misuse

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries/accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival.

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

Gangs and Youth Violence

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

As a school we will:

- develop skills and knowledge to resolve conflict as part of the curriculum
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour
- understand risks for specific groups, including those that are gender-based, and target interventions
- safeguard, and specifically organise child protection, when needed
- make referrals to appropriate external agencies
- work with local partners to prevent anti-social behaviour or crime.

Preventing Radicalisation and Extremism Policy

Rationale

In today's modern world, children are vulnerable to extremist ideology and radicalisation, both through the people they may meet and through a wide range of media.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Policy and Procedure

Children at St Nicholas' School are privy to a host of avenues where radicalisation and extremism is discussed.

- Students have assemblies on the topic and learn about what radicalisation and extremism are, with examples in the world. They are also taught about having their own voice and not always heeding the views of other people, especially if they have doubts about them.
- The PSHE curriculum covers aspects of radicalisation and extremism too, as well as the close links to bullying and rights.
- RS is taught across all Key Stages and students learn about the right and wrongs in society.

At St Nicholas' School we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students support fundamental British Values
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication

- Activities are matched to the needs of students

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Website: Educate against Hate

The school has an internal referral process whereby staff can flag up any concerns they have around radicalisation and extremism. Any colleague with concerns should complete the R and E Concern Form and forward immediately to Caroline Egginton – Deputy Head (Pastoral) DSL.

All staff have the responsibility to disclose any concerns and should be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Staff complete Prevent awareness training every 3years, via the online educate

The concern is logged and a timeline started. The Police and Social Services will be contacted. Please see Radicalisation and Extremism Risk Assessment and Concern Form.

The school has a risk assessment in place and also identifies pupils who may be at risk of R and E.

The school works closely with the Police and their Prevent Agenda.

Contact details:

Hampshire Constabulary non-emergency number: 101

Email: prevent.engagement@hampshire.pnn.police.uk

Anti – Terrorism Hotline: 0800 789 321

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Extremism material online: Report online content which you think might be illegal or which you find offensive, to this dedicated web page.

www.direct.gov.uk/reportingonlineterrorism.



Radicalisation and Extremism Risk Assessment

The School

Does the school have a policy	YES	
Does the school work with outside agencies on R and E	YES	Police and Social Care
Has the school got a nominated R and E Lead	YES	Claire Huyton – Director of Pastoral Care DSL
Do staff have a process to voice their concerns	YES	Internal Concern Form
Do children have a process to voice their concerns	YES	Form Tutor, Staff, Heads of Phase, SMT
Are there opportunities for pupils to learn about R and E	YES	PSHE, Assemblies and RS
Are there documented cases of R and E at the school	NO	
Is the school particularly prone to R and E	NO	Cohort of pupils are mainly white British
The school supports the British Legion by selling poppies in school. The local area has links to the Armed Forces – Aldershot, home of the British Army and Odiham, RAF. Some parents are in the forces.		
<u>Evaluation</u>	<u>LOW RISK</u>	Policy needs to be reviewed by Governing Body every new academic year. Assemblies and curriculum are sufficient to provide pupils knowledge of R and E and what to look for

The Pupils

Are pupils aware of what R and E is	YES	assemblies given by members of the SMT on topic and delivered through PSHE and RS
Are individual pupils risk assessed	YES	if an R and E Concern form is filled in. Pupils who are perceived to be vulnerable are identified early and flagged up to all staff
Pupils at risk	NONE	
<u>Evaluation</u>	<u>LOW RISK</u>	staff to continue to monitor cohort and continue to educate via appropriate curriculum content



Radicalisation and Extremism Concern Form

Concerns can be logged online using CPOMS or via the below form.

Student's name :	Staff logging concern :	Date:

Nature of concern – please tick

Inappropriate content on phone	Inappropriate material held by pupil
Overheard conversation	Propaganda material
Gang mentality	

Describe in as much detail as possible your concern and note any behaviours observed.

(continue on extra sheet and attach if necessary)

--

Once complete please return this form immediately to Claire Huyton, DSL.

MISSING PUPILS POLICY

St Nicholas' School is committed to the well-being and safety of all our pupils and ensuring that their whereabouts are known at all times. For the purpose of this policy, the term 'missing' refers to a pupil being not present without authorisation or explanation.

On occasions when a staff member identifies a pupil as missing from their expected location, immediate action is required as outlined in the procedures below. Communications with parents and the appropriate services (particularly the police) are an integral part of the procedure and all instances of missing pupils will be reported to the Head so that appropriate investigations may be made.

This policy applies to all members of our school community.

St Nicholas' School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010).

School Procedures

Instructions for Registration

Tutors:

- If a pupil is present in your form at registration, mark them present.
- If a pupil is absent and you have not had confirmation from a parent or reception of the reason for this, they should be marked **N – no reason yet provided for absence**.
- If you have had confirmation from a parent or school office that a pupil is off school, they should be marked as an **authorised absence** with a note to clarify what confirmation has been received.
- Where a pupil is away for a specific reason – e.g. a school trip or medical appointment, you should use the relevant codes.
- **PLEASE DO NOT ACCEPT OTHER PUPILS' EXPLANATIONS FOR A CLASSMATE'S ABSENCE**

School Office

Any pupil who is late should register at the school office – Admin staff will then change the **absent** to **late**.

Admin staff will investigate any pupils marked as **absent**. Where there is a satisfactory explanation, Staff will change the **absent** to **authorised absence** with a note to this effect on the register.

If unable to contact parents for a satisfactory explanation, this **absence** will be changed to **authorised absence** within 24 hours of the child's return to school once a tutor or reception has been able to follow it up.

Where no explanation is forthcoming and it is clear that a pupil has truanted or has been allowed to miss school for holidays etc. without the Head's permission the register will be marked to show **unauthorised absence**.

A printout will be made twice each day to act as a fire register.

Missing Pupils

Where it has been established that a pupil is missing from school without explanation the following protocol must be followed:

- The Head or in her absence the Deputy must be informed
- Parents or an Emergency Contact (in the absence of parents) will be informed and asked to attempt to make contact with their child and inform the school if they are successful

- The Head or Deputy Head will arrange for a thorough search of the school premises
- Appropriate staff will be asked to speak to the missing pupils' peer group in order to establish knowledge of their whereabouts
- After discussion with the parents, the Head will contact the Police if no contact has been made with the missing pupil

Educational Visits

On Educational Visits– Lead Staff will follow these procedures in the event of a missing pupil.

Lost pupil on Outings Procedures

We attempt to minimise the opportunity of 'lost pupil' by ensuring they are properly supervised by a parent, carer or member of staff.

- If coach travel is part of the outing, the pupils will be counted onto the coach and double checked prior to leaving by taking the register. This safety procedure is explained to the pupils and they should be made aware of the importance of answering loudly and quickly if the register is taken at any time during the outing
- If a pupil is lost at the outing's venue, the supervisor of the group should alert the nearest adult but stay in the area where the pupil was last with them
- The teacher leading the outing will find out when the pupil was last seen and what clothes he/she was wearing. All other group leaders will be informed and will be asked to look for the pupil as they proceed with the outing with their group
- The teacher in charge will telephone the school and then alert officials at the venue that there is a missing pupil and take their advice
- The police will be telephoned to report the situation and staff will follow their advice
- Where possible, at the end of the outing a member of staff will remain at the venue to assist in the search, and if successful to bring the pupil back. If the parents are not on the outing, the Head will telephone the parents and advise them of the situation.

CHILD MISSING FROM EDUCATION (CME)

All schools have a duty to, and must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been certified by medical professionals, as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither pupil nor parent has indicated the intention to continue to attend school

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

A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation and to help prevent the risks of them going missing in future.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.



St Nicholas' School

ANTI-BULLYING POLICY

Statement

St Nicholas' School places a strong emphasis on creating an environment where children can enjoy School and be happy. We are committed to maintaining and promoting the acceptance of the individual with all their talents and imperfections. Good behaviour and mutual respect underpin this.

This policy was written in response to and with regard for the Department for Education's guidance 'Preventing and Tackling Bullying' (DfE – 00160 – Guidance 2017) and may be reviewed in light of any new government guidance issued from time to time.

At St Nicholas' School, we are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our School. If bullying does occur, all pupils should feel able to tell someone and know that incidents will be dealt with promptly and effectively in accordance with this policy.

Bullying may be a criminal offence. For example, harassment, intimidatory, threatening behaviour and damage to another's property may be a criminal offence (and also a civil wrong) which has repercussions outside the School. Malicious electronic communications (such as a text or email) which intends to cause distress or conveys an indecent message is also an offence. The School will consider whether it is appropriate to notify external agencies such as the police where they have suspicions or concerns that a criminal offence has or will be committed or bullying behaviour poses a serious threat to members of the school community or the general public.

This policy also covers bullying by a St Nicholas' School pupil to another St Nicholas' School pupil, outside of School of which the School is aware, e.g. cyber bullying and bullying on school trips.

The School ensures that all pupils and parents receive a copy of this policy.

This policy can be made available in larger print or more accessible format if required.

Aims

The aims of this policy are:

- to prevent bullying and maintain and promote a positive environment where all pupils can thrive and be happy
- to support the bully and the victim with the aim of deterring bullying behaviour
- comply with the School's equality duties under the Equality Act 2010.

Objectives

- to ensure that all pupils receive an education free from humiliation, oppression and abuse
- to create a secure and safe environment for all pupils in our care so that parents may send their children to School in the confident knowledge that they will be protected from bullies
- to give all staff, governors, pupils and parents a greater understanding of bullying and how to deal with it
- to provide clear procedures for reporting and dealing with bullying
- to encourage a culture and ethos within which bullying is seen to be totally unacceptable

- to resolve bullying issues quickly in a way that protects the pupils involved and reinforces the values of good behaviour in and out of school
- to foster positive attitudes towards individuals who are disabled and towards religious, cultural or ethnic groups in and outside the school community.
- to eliminate unlawful discrimination and any other conduct prohibited by the Equality Act 2010.

Definition

Bullying refers to behaviour which is designed to make another feel hurt, undermined and humiliated. It may be repeated over time with the intention of hurting others. It may be motivated by prejudice against race, religion, culture, sex or on the grounds of someone's disability of special educational needs, transgender, sex and sexual orientation, health or appearance.

Bullying behaviour can include (but is not limited to):

- **PHYSICAL** – pushing, kicking, hitting, pinching etc.
- **VERBAL** – name-calling, sarcasm, spreading rumours, teasing, insulting/offensive remarks.
- **EMOTIONAL** – including tormenting (i.e. hiding books, threatening gestures), being unfriendly, using silent treatment, unfriendly body language to upset others and unwanted overfriendly behaviour.
- **CYBER BULLYING** – using the internet, social networking sites, mobile phones or other electronic devices to deliberately upset others. More information can be found in the Use of ICT and Internet Policy and the Social Media Policy.

Physical assault to varying degrees of severity is distressing but verbal and emotional abuse can be equally painful.

Peer on peer abuse will never be tolerated or excused as 'banter' or 'part of growing up' and is covered in more detail in our Child Protection & Safeguarding Policy.

Bullying will always be dealt with severely and if the actions continue, the bully may well be excluded from School, in accordance with the School's Exclusions Policy. If misbehaviour could be criminal and/or poses a threat to the members of the school community (including the general public), the School will inform the police and social services as appropriate.

People who bully

People who bully do so for a variety of reasons; sometimes bullying occurs temporarily after a traumatic family event.

Some people become chronic bullies for more long-term reasons; they may enjoy the feeling of power, they may feel insecure or humiliated, they may have been abused, they may feel they don't 'fit in', or they may never have experienced success.

Preventative Measures

Whole School

The School aims to create a caring, supportive ethos through its pastoral structure, teaching methods, assemblies, projects, drama, stories, literature, historical events, current affairs and inter-personal relationships. In particular, Personal, Social and Health Education and tutor time provide pupils with opportunities to discuss bullying in role-play situations and also help them to develop their social skills. Group work and pairing can be used to improve relationships and resolve conflict. Discussions also take place about differences between people and the importance of avoiding prejudiced based language.

The School provides adequate supervision of classrooms, corridors, toilets and external areas of the School accessible to pupils, at break and lunch times. School staff are trained in the identification of bullying and how to deal with it. Prefects are available every day to listen to the concerns of younger pupils.

Discussions with parents may include planning to focus on finding something they can do well, and which gains support and approval from the whole school community.

Staff

All school staff have a responsibility to understand the principles and purpose of this policy. The School will provide training for teaching staff and those involved with the pastoral care of pupils, so they are aware of the risk and indications of child abuse and bullying and how to deal with cases.

Intervention

Bullying will always be dealt with severely and in accordance with the School's policy on Promoting Good Behaviour. Any disciplinary sanctions imposed will reflect the seriousness of the bullying incident. If bullying behaviour persists and/or is particularly severe, the bully may be excluded or suspended from School in accordance with the School's Exclusions, Suspensions and Required Removal Policy.

Where disciplinary measures are applied, they will be applied fairly, consistently and reasonably taking into account any disabilities or special educational needs a pupil may have or the needs of vulnerable pupils.

Staff should always consider the motive behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. If staff have any reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm the School's Child Protection & Safeguarding Policy should be followed, and should, if necessary or appropriate, refer to the School's whistleblowing policy. Even where safeguarding is not considered to be an issue, the School will consider whether external services need to be informed to support the pupil and help tackle underlying issues, for example, which may have contributed to bullying behaviour.

Anti-bullying Procedures

This procedure applies in relation to all instances of bullying, including cyber-bullying and bullying outside School of which the School is aware.

Pupils (including Prefects)

If you are being bullied yourself or know or suspect that someone else is being bullied, you should tell a teacher, a prefect, or another adult as soon as possible. No one should have to put up with being bullied; it can be stopped.

These basic guidelines from KIDSCAPE are useful:

- tell immediately – not tomorrow
- don't stay quiet
- write it down
- you can't stay anonymous – sorry
- don't stay at home
- don't expect revenge

Parents

If you know or suspect that your son/daughter or another pupil at St Nicholas' School is being bullied, you should contact the School without delay – the class teacher or the Head. No one should have to put up with being bullied and **together** we can put a stop to it. All concerns about bullying will be taken seriously.

If the pupil being bullied or their parents are not satisfied with the action taken by the School under this procedure, they can make a formal complaint by following the School's Complaints Procedure.

Teachers

Teachers should be aware of the signs of bullying, for example, distress in pupils, deterioration of work, spurious illnesses, unwillingness to come to school, dirty or damaged clothing/property, isolation, possessions "missing", money "lost", the desire to remain with adults, erratic attendance.

If a pupil or parent reports a case of bullying to you, or you suspect bullying is taking place:

- treat it seriously, listen carefully and record the details in writing as soon as possible in order to enable patterns to be identified
- pass the information on to the Head and Director of Pastoral Care as soon as possible
- offer the victim immediate support and help by putting the School's procedure into action

The Role of the Director of Pastoral Care

The Director of Pastoral Care should take action as soon as possible on receipt of information concerning bullying.

She will:

- consider the teacher's/pupil's account of the incident and interview all pupils (victims and perpetrators) involved in the alleged bullying and ask them for written accounts
- discuss the matter with the Head and agree strategies
- provide the victim(s) with support and reassurance and inform her parents of the situation, ensure that the bully offers an apology and any other appropriate recompense
- strategies agreed with the Head should take into account the previous history of the pupil and whether he/she has ever bullied anyone before, and whenever possible, attempt to reconcile the pupils
- keep a full written record of the incident in order to enable patterns to be identified and also investigation and outcome, (incidences of bullying which are based on protected characteristics or involve initiation of individuals into a group or club are highlighted in the records).
- inform other staff at weekly briefing, monitor the situation two weeks later, and the next half term, continuing as necessary
- inform the victim, the bully(ies) and parents of all pupils involved how the situation will be monitored, making clear that they should contact the Director of Pastoral Care immediately, if they have any concerns about the matter
- colleagues will be informed if the incident arose in a situation where everyone should be vigilant, for example, recreation areas or the dining hall.

The Head

The Head will:

- monitor all cases of bullying to ensure that the correct procedures are being followed
- will deal with serious cases of persistent bullying where suspension or even exclusion is being considered
- consider whether the Designated Safeguarding Lead (DSL) should be informed, and the School's Safeguarding procedures instigated
- inform and involve the police, if appropriate (whilst bullying is not a criminal offence, harassment or threatening behaviour may be deemed to be)
- monitor bullying behaviour and keep a log of all incidents in order to enable patterns to be identified
- review procedures annually, making changes as necessary
- inform the parents of the bully and the bullied to explain the measures taken.

Sanctions

Bullying of any kind will not be tolerated.

The School uses a range of disciplinary sanctions for bullying behaviour. These include:

- informing parents of the bullying behaviour and inviting the parents and the pupil to attend a meeting with the Head.
- a written and verbal apology to the victim
- keeping a pupil behind after school
- detention

- disciplinary action in accordance with the School's Policy on Promoting Good Behaviour.

Where relevant, the matter may be reported to the police and/or the social services. Bullying on the basis of protected characteristics is taken particularly seriously.

Sanctions will be aimed at: impressing upon the bully that what they have done is unacceptable and deterring them from repeating such behaviour. Therefore, we are also indicating to other pupils that such behaviour is unacceptable.

Promotion and review

This policy is reviewed and updated annually by the Head and published on the school website. Every complaint or report of bullying will be recorded in the log book which is monitored and reviewed by the Head on a termly basis to identify any patterns in bullying behaviour so that appropriate steps can be taken to address such behaviour.

The policy is promoted and supported through assemblies, PSHE, form time, the pupil planner, drama, literature, stories, historical events, current affairs. Whole staff training has been undertaken. Further training will be explored on a regular basis.

Help Organisations

Advisory Centre for Education: ace-ed.org.uk

General advice line: 0300 0115 142 Mon to Wed 10am to 1pm term time only

Childline: 0800 1111, childline.org.uk

Children's Legal Centre: 0345 3454345 Mon – Fri: 9am to 8pm, Sat 9am to 12.30pm childrenlegalcentre.com

KIDSCAPE: 0207 730 3300, kidscape.org.uk

Reviewed and updated September 2020

Review date September 2021

HEALTH & SAFETY ON EDUCATIONAL VISITS

St Nicholas' School



POLICY ON VISITS AND ACTIVITIES OUT OF SCHOOL

Introduction

Members of staff in charge of and assisting with school visits should be conversant with this part of the policy and other more detailed departmental rules. The School will prepare written risk assessments and arrangements for individual visits and activities and where necessary staff will be trained. The risk assessments and arrangements will include consideration of matters such as hazardous activities, fire precautions and fire procedures, pupil supervision, transport, pupil free time etc. Final authorisation for each visit will be made by the Head and in her absence the Deputy Head.

It is important that sufficient time is allocated to the preparation and planning of a visit to ensure its success and safety. A reconnaissance is usually advisable to enable the party leader to identify any potential hazards.

There are relevant guidance documents on the HSE website and the Department of Education website.

Staff Pupil Ratio

There should be a minimum of two members of staff accompanying any visit, in the ratio of not less than one to twenty pupils in the senior school and one to ten pupils in the junior school.

The Head may make exceptions.

Wherever possible, all members of staff accompanying the visit should be qualified teachers employed by the School but the Head may allow an ancillary helper in the junior school or a senior member of the administrative or domestic staff to accompany the visit, provided a qualified teacher employed by the School is always in charge and the majority of the supervision is by qualified teachers.

The ratios described are minimum recommendations. The Head will be responsible for ensuring that a group is adequately staffed and in considering whether a higher ratio of staff to pupils will be necessary for any particular visit the following points will be taken into account:

- the ages, experience and temperaments of the pupils involved
- any special needs of any pupils taking part, including medical ones or any disability
- the length and purpose of the visit
- the nature of the locality and the activities to be undertaken
- whether any hazardous activities are involved

If a joint visit is arranged with another school so that staff share supervision, members of staff of the other school may be included in calculating the appropriate staff pupil ration.

If female pupils are going on the visit, a male member of staff should be accompanied by a female member of staff. However, the Head has discretion in this matter in the light of the nature and duration of the proposed visit and the ages of the pupils concerned if compliance would result in difficulties in staffing small groups of pupils. The requirement is primarily for the protection of male members of staff who should be advised that a female member of staff will always accompany them on a school visit if they so wish.

Parent and Other Adult Helpers

Whilst it is accepted that other suitable adults may play a useful role in connection with accompanying school visits, they should not be taken into account in the calculation of the minimum number of staff required to supervise the group as set out above. The Head may, however, make exceptions to this general rule for:

- groups of 20 or more pupils where there are at least two members of staff accompanying the group.

Parents may be asked to accompany the party should their child be ill or disabled, provided that a qualified teacher is always in charge of the party, and at least half the supervisors are staff.

Parents or other suitable adults should only be allowed to accompany the visit if:

- their inclusion is expressly approved by the Head who should reserve the right to refuse any offer of help. Staff being accompanied by their husband and/or children should be discouraged except in special cases.
- They have been informed of the nature of the visit and made aware of their duties and responsibilities.
- DBS enhanced checks will be made for volunteers on overnight stays. They will not be included in staffing ratios as they will act as the responsible carer for their child.

Information Concerning Visits

Parents must be fully informed in writing about the visit well in advance. Where appropriate (and this is recommended in the case of any visits which will last longer than one day) parents and pupils should be invited to the School to discuss details with the organisers. Where possible the Head or a senior member of the teaching staff who is not involved in the visit will also attend to give an objective view and independent advice.

Written information should include safety items such as the following:

- accommodation type and meal arrangements
- travel arrangements
- activities and visits in which pupils will be allowed to participate
- insurance cover and name and address of insurers
- health formalities (e.g. inoculations)
- names of party leaders and members of staff accompanying party and address and telephone number of party leader at destination (where there is none, for example in case of exchange visits, details of a contact number in UK must be given)
- in case of pupils under 16 on day of commencement of visit, contact number of pupil must be given (if pupil staying in family it may not be possible to give this information immediately in which case further information will need to be given)

- advice on clothing and equipment (if school uniform is not worn, means of identification in an emergency are recommended) and pocket money
- code of conduct and details relating to standard of behaviour expected from pupils during visit, including rules of smoking and alcohol.

Parents should also be advised that the Head reserves the right to exclude a pupil from a visit on behavioural grounds.

Consent Forms

A pupil will not be allowed to participate in a school visit unless an appropriate consent form has been signed by her parents/guardians and returned to the School.

Employees conveying pupils in private cars or minibuses

Pupils should be transported in a coach, minibus or by public transport. The use of private cars is to be discouraged. Before allowing a member of staff to use his/her own car to transport pupils, the Head will check that the member of staff:

- has a satisfactory clean driving licence
- has suitable safety belts for the pupils age and weight
- has fully comprehensive insurance which covers use for the purposes of his/her employer's business.

Those members of staff who drive the minibus must have attended a recognised training course and their training must be updated every five years.

Whenever employees are driving, the risk assessment relevant to the trip must address the problem of driver fatigue.

Hazardous Activities

Where hazardous activities are involved it is important to ensure that appropriate members of staff accompanying the visit are qualified* and competent and that all equipment used is to the appropriate safety standards and properly maintained. Where possible, these activities should be undertaken at a specialist centre where appropriate and properly maintained equipment and qualified and competent staff are available. It is important that parents are informed in writing of any hazardous activities involved and that these are specifically mentioned when applying for travel insurance e.g. mountain walking, rock climbing, water-sports, pony trekking etc.

The Head will always obtain written evidence that any activity centre used has a licence** and that all instructors and supervisors are formally qualified and experienced. If an activity centre or similar is used, the Head will obtain a copy of the centre's Health and Safety Policy, risk assessments and assess its suitability.

* Qualifications must be those approved by the Sport's/activity's national governing body. Qualifications must be checked in advance by the party leader.

** Activity centres providing caving, climbing, trekking (foot, pony, bicycle or ski) or water sports (other than rowing) and associated activities must hold a licence as required by Adventure Activities Licensing Regulations 2004.

Shared Responsibilities

Residential Centres

The centre's safety procedures should be checked at the initial planning stage. There will be times where it is more appropriate for centre staff to be

responsible for the pupils. In accordance with guidance (circular 22/94) it should be agreed in writing prior to the start of the course when (and in what circumstances) the centre staff will be responsible for the pupils and the pupils must know who is in charge at any given time. If, as in the case of some field trips, the visit is unaccompanied, then this must be made clear to the parents and the staff must be satisfied of safety precautions.

First Aid and Mobile Phone

A first aid kit and mobile phone must be carried and the required qualification for the leader should include first aid knowledge. Ideally, there should be a trained first aider in every group involving travel but if this is not possible an appropriate first aid kit should always be readily available for use.

Regular routine curricular activities off the school premises under the supervision of school staff

These include recreational activities that do not take place on the school premises. It is not necessary for parents to sign a consent form for these activities and the Head may take parent and other adult helpers into account when deciding on the number of supervisors required for the journey provided a teacher is in charge. It must, however, be borne in mind that the ratio of pupils to teachers for the actual teaching of activities should be appropriate to the activity being taught.

With the consent of parents, pupils considered to be sufficiently responsible, may be allowed to walk unaccompanied to where the activities are carried out provided that they walk in groups of no less than three.

Team Matches

Team match dates can be viewed on the school website calendar. Pupils will be informed of match details by the PE staff. Consent from parents is obtained at the beginning of the school year when they fill in the Blanket Consent form. Transport will be by school minibus.

Residential Visits

All visits involving a period of residence need to be planned well ahead

Whether at home or abroad, residential visits will include periods of time which are not taken up with organised activity. Pupils may want to leave the group accommodation in order to shop for souvenirs, to take a walk, or to have a cup of coffee at a café. After careful risk assessments guidelines must be laid down by the Party Leader and clearly understood by all members of the party. The following points may be helpful:

- Pupils should not be allowed to wander unsupervised in groups of less than 4. Larger groups may be required.
- Risk assessments for remote supervision must be carried out.
- The geographical area in which pupils are allowed to wander should be clearly defined.
- A time limit should be set in proportion to the age of the pupils. Anyone who returns late should understand that he/she will subsequently be penalised. Before dispersal, everyone should know where a member of staff can be found during the whole of the period and exactly where the group is reassembled.
- If pupils are leaving from and returning to the group accommodation, a signing in and out book should be used.
- If no circumstances should pupils of any age be allowed out of the group accommodation after the evening meal except in escorted parties accompanied by members of staff.

- If the party is likely to be in a hotel or staying in a town, pupils should be reminded that it is an offence for persons under 18 to buy alcohol in public houses, off licence or shops. In the UK persons over 16 may drink beer, wine or cider with a meal in a hotel or restaurant, and where pupils over 16 are involved in a visit, parents, and pupils should be clearly informed of the school's policy in connection with consumption of alcohol.
- Pupils away from home may well strike up acquaintance with pupils from other school parties or persons from the locality. This can be a problem if it leads to proposed meetings at times when the group is supposed to be engaged in organised activities or safely in their accommodation. Request to go for a walk at unusual times should be regarded with some suspicion and unexpected absence carefully noted and investigated.
- The group register should be checked at mealtimes and whenever the party is about to move from one venue to another. It is often convenient to give a small group of pupils' responsibility for one another, reporting to the leader if anyone is missing.
- The Party Leader should check the fire exits in any group accommodation and ensure that pupils are aware of them. If possible (for example if staying at a hostel) a fire drill should be held one evening.
- If pupils are staying in private homes, appropriate guidelines in connection with their safety and conduct (based on those set out above as appropriate) should be given to host families. DBS checks will need to be done in advance of the visit.

Trips abroad

Some special additional precautions as necessary for foreign visits.

- **Insurance Cover**

This matter should be discussed with the Bursar.

Health

A check should be made to see whether inoculations are required. Parents and pupils should be carefully briefed on any health and hygiene precautions which are necessary in the regions where the pupils will be travelling. A staff emergency first aider must be on the accompanying staff.

Items to keep in mind:

- Tap water is not safe to drink.
 - Salads should be avoided in remote areas and fruit always carefully washed in purified water or peeled.
 - The strength of the sun should never be underestimated especially at high altitudes and pupils should bring sun protection cream and a hat.
 - Rabies can be transmitted by bites or scratches from infected cats, dogs, foxes and farm beasts.
- **Funds**
Careful estimates should be made of the need for cash in the currency of the country to be visited and sufficient additional funds in cash should be available to provide for all anticipated needs. If further funds are required, the group leader should telephone the contact number of staff and/or the school office for assistance.

- **Foreign Customs**

Pupils should be advised beforehand of any local customs they may meet which might surprise them and warned of the possibility of giving offence.

Travel Guidelines

In advance of the trip, pupils should be given clear safety instructions based upon the risks associated with the particular type of travel to be used.

Emergency Procedure

These procedures are based on those contained in DFEE circular 22/94 and should be used in the event of serious or fatal injury. In any shared responsibility situation, they should be agreed in advance with the centre involved. An emergency is unlikely to occur in circumstances where these procedures can be carried out to the letter, but staff accompanying the party should be so familiar with them that they are able to adapt them to the situation in which they find themselves.

The party leader (or staff member in charge of small sub-group if out of contact with party leader until party leader can be contacted) should:

- establish the nature and extent of the emergency
- if there are injuries, immediately establish their extent, so far as possible, and administer appropriate first aid
- establish the name(s) of the injured and call whichever emergency services are required
- make sure all other members of the party are accounted for and are safe
- advise other party staff of the incident and that emergency procedures are in operation
- ensure that an adult from the party accompanies casualties to hospital
- ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to base
- arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and members of the party are accounted for
- control access to telephones until contact is made with the Head, emergency contact point or designated senior members of staff and until he/she has had time to contact those directly involved. Give full details of the incident, i.e.:
 - name
 - nature, date and time of incident
 - location of incident
 - details of injuries
 - names and telephone numbers of those involved
 - action taken so far
 - telephone numbers for future communication

The policy and trip paperwork written from Health and Safety of Pupils on Educational Visits (HASPEV) has been updated to comply with “Legal Duties for Local Authorities, Head Teachers, Staff and Governing Bodies” posted on the DfE website.

Reviewed and updated October 2020

Review date October 2021



DATA PROTECTION

Purpose of this policy

This policy sets out how St Nicholas' School collects, processes, secures and protects personal data. It outlines the standards that must be adhered to for compliance with data protection regulations and associated law.

St Nicholas' School adheres to international data protection law (General Data Protection Regulation), ensuring that the personal data it processes is safe, secure and protected from unauthorised or unlawful processing and against accidental loss, destruction or damage. This policy sets out how St Nicholas' School manages those responsibilities.

1. Introduction

- St Nicholas School is committed to ensuring that all data collected about staff, pupils, parents and visitors is collected, stored and processed in accordance with its legal and regulatory obligations.
- This policy sets out the expected behaviours of employees in relation to the collection, use, retention, transfer, disclosure and destruction of personal data belonging to data subjects.
- St Nicholas' School management is fully committed to ensuring continued and effective implementation of this policy and expects all staff to share in this commitment. Any breach of this policy will be taken seriously.
- The policy is based on guidance published by the Information Commissioner's Office and model privacy notices published by the Department for Education. It also takes into account the requirements of the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018, as set out in the Data Protection Bill.

2. Scope

This policy applies to all individuals where a data subject's personal data is processed.

- St Nicholas' School processes personal information to enable us to provide education, training, welfare and educational support services, to administer school property, and to support and manage our employees.

- The policy applies to all processing of personal data in electronic form, including email and documents created with word processing software, or where it is held in manual files that allows ready access to information about individuals.
- We also use CCTV for security and the prevention and detection of crime. The policy reflects the ICO's code of practice for use of surveillance cameras and personal information.

3. Accountability

- This policy applies to all staff employed by St Nicholas' School, and to external organisations or individuals working on St Nicholas' School's behalf. Staff who do not comply with this policy may face disciplinary action.
- The governing body of St Nicholas' School has overall responsibility for ensuring that St Nicholas' School complies with all relevant data protection obligations.
- St Nicholas' School processes personal information relating to pupils, staff, parents and visitors and, therefore, is defined as a Data Controller and we renew our registration annually.
- Article 5(2) of the GDPR also requires that...“the controller shall be responsible for, and be able to demonstrate, compliance with the principles.” The Head acts as the representative of the data controller on a day-to-day basis.
- St Nicholas' School has appointed a Data Protection Officer who is responsible for overseeing the implementation of this policy, monitoring compliance with data protection law, and developing related policies and guidelines where applicable.
- The DPO will provide an annual report of their activities directly to the governing body and, where relevant, report to the board their advice and recommendations on data protection issues.
- The DPO can be contacted at dpo@st-nicholasschool.co.uk or by writing to:

The DPO
St Nicholas' School
Redfields House
Redfields Lane
Church Crookham
Fleet
GU52 0RF
- In addition, St Nicholas' School has established a GDPR Compliance Group to ensure data protection principles and requirements are observed and to promote a strong culture of data protection across the school.
- To confirm that an adequate level of compliance is being achieved the GDPR

Compliance Group will have responsibility for ensuring that an annual data protection compliance audit is carried out to:

review data protection responsibilities;
continue to raise awareness;
ensure appropriate training of staff;
assure the effectiveness of operational practices;

4. The Data Protection Principles

- Under the GDPR, the data protection principles set out the main responsibilities for organisations. Article 5 of the GDPR requires that personal data shall be:
 - processed lawfully, fairly and in a transparent manner in relation to individuals;
 - collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes;
 - adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
 - accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay;
 - kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals; and
 - processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

5. Lawful basis for processing

- In accordance with the GDPR St Nicholas' School must have a valid lawful basis in order to process personal data and special category data.
- The lawful bases for processing are set out in Article 6 of the GDPR. At least one of these must apply whenever St Nicholas' School processes personal data:
- **Consent:** the individual has given clear consent for St Nicholas' School to process their personal data for a specific purpose.

- **Contract:** the processing is necessary for a contract St Nicholas' School has with the individual, or because they have asked St Nicholas' School to take specific steps before entering into a contract.
- **Legal obligation:** the processing is necessary for St Nicholas' School to comply with the law (not including contractual obligations).
- **Vital interests:** the processing is necessary to protect someone's life.
- **Public task:** the processing is necessary for St Nicholas' School to perform a task in the public interest or for its official functions, and the task or function has a clear basis in law.
- **Legitimate interests:** the processing is necessary for St Nicholas' School's legitimate interests or the legitimate interests of a third party unless there is a good reason to protect the individual's personal data which overrides those legitimate interests. (This cannot apply to public authorities processing data to perform its official tasks.)
- St Nicholas' School has considered the 'public task' basis as the most appropriate reason for the majority of its processing. In some circumstances St Nicholas' School has agreed that 'consent', 'legal obligation' and 'legitimate interest' are more appropriate bases for processing data.

6. The rights of data subjects

- The GDPR and the DPA 2018 provides the following rights for individuals:
 - The right to be informed
 - The right of access
 - The right of rectification
 - The right to erase
 - The right to restrict processing
 - The right to data portability
 - The right to object
 - Rights in relation to automated decision making and profiling
- St Nicholas' School ensures that procedures are in place to enable the efficient processing of data subjects' rights:
- Fair processing information is provided through the Privacy Notices published on St Nicholas's website;
- Retrieval and verification of personal data and supplementary information is permitted through the Subject Access Request (SAR) process (see Appendix A);
- Should personal data or information be found to be inaccurate or incomplete St Nicholas' School will resolve this as appropriate, where a SAR request for rectification is submitted to the Data Protection Officer;
- The processing of personal data will be restricted through the submission of a SAR where the accuracy of data is contested; where an individual objects to the processing; when processing is deemed as unlawful; or where information

is no longer needed but the personal data is required by an individual to establish, exercise or defend a legal claim;

7. Data Security

- The GDPR requires personal data to be processed in a manner that ensures its security. This includes protection against unauthorised or unlawful processing and against accidental loss, destruction or damage. It requires that appropriate technical or organisational measures are used.
- St Nicholas' School fully recognises its responsibilities to protect personal information that staff collect and use, including requirements to prevent personal data being accidentally or deliberately compromised.

7.1 General staff guidelines

- The only people able to access data covered by this policy are those who need it for their work.
- Data should not be shared informally. When access to confidential information is required, staff should request it from appropriate line managers.
- St Nicholas' School will provide training to all staff and governors to help them understand their responsibilities when handling data.
- Employees should keep all data secure, by taking sensible precautions and following the guidelines below.
 - In particular, strong passwords must be used and they should never be shared.
 - Personal data should not be disclosed to unauthorised people, either within St Nicholas' School or externally.
 - Data should be regularly reviewed and updated if it is found to be out of date. If no longer required it should be deleted and disposed of appropriately.
 - Staff should seek guidance from managers or the Data Protection Officer if they are unsure about any aspect of data protection.

7.2 Data storage

- When data is stored on paper it should be kept in a secure place where unauthorised people cannot see it.
- These guidelines apply to data that is usually stored electronically but has been printed out for operational purposes:
 - When not required the paper or files should be kept in a locked drawer or filing cabinet;
 - Staff should make sure paper and printouts are not left where unauthorised people could see them, like on a printer or copier;
 - Data printouts should be shredded and disposed of securely when no longer required
- When data is stored electronically it must be protected from unauthorised access, accidental deletion and malicious hacking attempts:

- Data should be protected by strong passwords that are changed regularly and never shared between employees;
- If data is stored on removable media these should be kept locked away securely when not being used;
- Data should only be stored on designated drives and servers, and should only be uploaded to approved computing services;
- Servers containing personal data should be sited in a secure location away from general office space;
- Data should be backed up frequently. Those backups should be tested regularly in line with the IT managed service backup procedures;
- Data should never be saved directly to laptops or other mobile devices like tablets or smart phones;
- All servers and computers containing data should be protected by approved security software and a firewall
- The IT manager will ensure that all systems, services, software and equipment meet acceptable security standards.

7.3 Data use

- Personal data is at greatest risk of loss, corruption or theft when it is accessed and used.
 - When working with personal data staff should ensure that:
 - The screens of computers are always locked when unattended;
 - Data must be encrypted if being transferred or stored electronically;
 - Data should not be saved to staff's own computers, devices, or personal email addresses.

7.3 Data accuracy

- The GDPR introduces a duty on all organisations to report certain types of personal data breach to the relevant supervisory authority. In the UK the supervisory authority is the Information Commissioner's Office (ICO).
- The Academy must inform the ICO of any breach within 72 hours of becoming aware of that breach, where feasible.
- All members of staff have an obligation to report actual or potential data protection compliance failures to the Data Protection Officer without delay.
- The Data Protection Officer will investigate the reported breach in order to determine whether or not the ICO and affected individuals need to be notified.
- A register of personal data breaches will be maintained, regardless of whether these have been notified or not.

- A separate policy and procedure has been developed to deal with the reporting of a data breach. Please refer to St Nicholas's website for further information or contact the DPO at dpo@st-nicholasschool.co.uk

8 International transfers

- The GDPR imposes restrictions on the transfer of personal data outside of the European Union. These restrictions are in place to ensure that the level of protection of individuals afforded by the GDPR is not undermined.
- If St Nicholas' School is requested to transfer a pupil file outside the EU area because a pupil has moved into that area please refer the request to the Data Protection Officer.

9 Data retention

- In accordance with GDPR principles and to ensure fair processing St Nicholas School will not retain personal data for longer than necessary in relation to the purpose for which it was originally collected, or for which it was further processed.
- The timeframes for retaining personal data are set out in St Nicholas Records Retention and Management Policy. This takes into account the legal and contractual requirements that influence retention periods.
- All personal data will be deleted or destroyed as soon as possible where it has been confirmed that there is no longer a need for it to be retained.

10 Subject Access Request (SAR)

- Individuals have the right to access their personal data and supplementary information. The right of access allows individuals to be aware of and verify the lawfulness of St Nicholas' processing.
- In accordance with data subjects' rights, St Nicholas School will provide a copy of requested information free of charge. However a reasonable fee will be applied if the request is found to be manifestly unfounded, excessive, or repetitive.
- SARs will be responded to within at least one month of receipt. A further two months may be applied where the request is considered complex or numerous and this will be communicated to individuals at the time of the request.

APPENDIX A

SUBJECT ACCESS REQUEST (SAR)

Please complete this form if you wish to exercise your rights in relation to:

- Getting access to your personal information;
- Raising an objection or restricting your data processing;
- Rectifying or erasing information that you think is incorrect or unlawful;

When you have completed the form please print, sign and send to:

The DPO
St Nicholas School
Redfields House
Church Crookham
Fleet
GU52 0RF

or e-mail dpo@st-nicholasschool.co.uk

In order for St Nicholas School to release or amend any personal data, and to protect your confidentiality you will need to supply proof of identity. Acceptable evidence is an official identity document containing a photograph, such as a current driving license or passport. Please bring your ID to the school reception for verification.

Details of the person making the request:

Title:	
First name(s):	
Last name:	
Date of birth:	
Address:	
Telephone:	
Email:	

If you are making this request on behalf of another person you must enclose with the request a signed authority from them to do so. If you are making the application because the data subject lacks capacity to make the application in their own right please outline the authority that you have to make this application on their behalf. e.g. Power of Attorney, enclosing evidence that you have that authority.

Details of the Data Subject:

Title:	
First name(s):	
Last name:	
Date of birth:	
Address:	
Telephone:	
Email:	
Relationship to Data Subject:	

Describe the information you are requesting, or whether you wish to raise an objection, restriction, erasure, or rectification.

Please be as specific as possible and include all relevant detail about your request and about what exact information you wish to access or verify. Please note if insufficient detail is provided, we may have to come back to you to seek clarification

--

--

Declaration: I certify the information on this form is true and correct

Signed:	
Date:	

If as a result of your request you are dissatisfied with the way St Nicholas is using your personal data you should raise this matter with the Data Protection Officer at the address provided above. We will do everything we can to put matters right and if we disagree with you we will tell you our reasons.

Reviewed and updated October 2020

Review date October 2021 – or earlier should the need arise

COMPLAINTS PROCEDURE

St Nicholas' School



Introduction

This policy applies to all members of the School community, including those in the Early Years Foundation Stage, and deals with the handling of complaints from parents. This policy does not apply in relation to matters concerning child protection or where a pupil has been expelled or removed.

The School has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the School in accordance with this Procedure.

This policy can be made available to parents on request or can be downloaded from the School's website. It can also be made available in larger print or other accessible format if required i.e. because of a disability. If assistance is required with making a complaint because of a disability or special needs, the Deputy Head should be contacted so that appropriate arrangements can be made.

When this policy refers to working days, this means Monday to Friday when the school is open during term times.

Stage 1 – Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and informally.
- If parents have a complaint, they should normally contact their pupil's Form Tutor. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Form Tutor cannot resolve the matter alone, it may be necessary for them to consult a Head of Department, the Deputy Head or the Head.
- Complaints made directly to a Head of Department, the Deputy Head or the Head will usually be referred to the relevant Form Tutor unless the Head deems it appropriate for the matter to be dealt with by the Head of Department, the Deputy Head or the Head personally.
- The Form Tutor will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within 14 working days or as soon as reasonably practicable during school holidays, or in the event that the Form Tutor and the parent fail to reach a satisfactory resolution, then parents will be advised to proceed with their complaint in accordance with Stage 2 of this Procedure.

Stage 2 – Formal Resolution

- If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Head. The Head will decide, after considering the complaint, the appropriate course of action to take.
- In most cases, the Head will either meet with or speak to the parents concerned, normally within 14 working days of receiving the complaint or as soon as reasonably practicable during school holidays, to discuss the matter. If possible, a resolution will be reached at this stage.

- A senior member of staff delegated by the Head will investigate all written complaints.
- The Head will keep written records of all meetings and interviews held in relation to the complaint.
- Once the Head is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made. The parents will be informed of this decision in writing together with reasons for the decision within 28 working days of having received the complaint or as soon as reasonably practicable during school holidays.
- If the parents are still not satisfied with the decision, they should proceed to Stage 3 of this Procedure within 14 working days of receipt of the written decision.

Stage 3 – Panel Hearing

- If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they should write to the Chair of Governors setting out in full the details of their complaint within 14 working days of receiving the Head's decision. A request for a hearing will normally only be considered if parents have invoked stages 1 and 2.
- The Chair of Governors will acknowledge receipt of the complaint and schedule a hearing to take place as soon as practicable and normally within 14 working days or as soon as reasonably practicable during school holidays. The Chair will arrange for a Complaints Panel to be convened to consider the matter at the hearing.
- The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the Chair of Governors (or a deputy).
- If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 5 working days prior to the hearing.
- The parents may be accompanied to the hearing if they wish. This may be a relative, teacher or friend. Legal representation will not normally be necessary.
- If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.
- Where further investigation is required, the Panel will decide how it should be carried out.
- After due consideration of all facts the Panel considers relevant, the Panel will reach a decision on the balance of probabilities as to whether or not the complaint is substantiated. If the complaint is not substantiated, the Panel will dismiss the complaint. If the complaint is substantiated, the Panel will uphold the complaint and may make recommendations. The Panel cannot award financial compensation or order reinstatement of a pupil.
- The Panel will write to the parents informing them of its decision and the reasons for it within 7 working days. The decision of the Panel will be final. The Panel's findings and if any recommendations will be sent by electronic mail or otherwise confirmed in writing to the parents, the Head, the Governors and, where relevant, the person about whom the complaint is made. The Panel's decisions, findings and any recommendations will also be made available for inspection on the school premises.

A written record (which will be kept for at least three years) will be kept of all complaints and whether they are resolved at the preliminary stage or proceed to a Panel hearing. The number of complaints registered under the formal procedure

during the preceding school year will be published in the Annual Information Booklet issued to prospective and current parents.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school by the Independent Schools Inspectorate Regulations, June 2018 where disclosure is required in the course of the school's inspection, or where any other legal obligation prevails.

Early Years Foundation Stage

In respect of children within the Early Years Foundation Stage:

- records of complaints will be kept for at least three years; and
- parents may make a complaint to the Independent Schools Inspectorate (ISI), CAP House, 9-12 Long House, London EC1A 9HA or by calling 020 7710 9900.

The School will provide the ISI/DfE, upon request, with a written record of all complaints made during any specified period and the action taken and conclusion reached.

Reviewed and updated September 2020

Review date September 2021