

**KADER ACADEMY**

**Child Protection Policy**

**Keeping Children Safe  
In Education**

## Contents

1. Introduction.....	3
2. Scope.....	3
3. Aim.....	3
4. Roles and Responsibilities .....	4
5. Unacceptable Professional Conduct.....	6
6. What is Abuse? .....	7
7. Procedures for staff.....	10
8. Guidelines for Staff.....	13
9. Site Security.....	17
10. The wider Safeguarding agenda .....	18

## **1. Introduction**

- 1.1. This policy provides guidelines on keeping children safe in education in accordance with the Department of Education Guidance September 2016.
- 1.2. The health, safety and well-being of children are of paramount importance to all the adults who work in Kader Academy. Children have the right to protection, regardless of age, gender, transgender, race, culture or disability. They have a right to be safe in school. The staff at Kader Academy endeavour to provide an atmosphere which is warm and friendly, thus ensuring that all children feel safe, secure and valued. In fostering such an atmosphere the staff seek to support each child's individual development in being able to recognise, trust and respect him or herself and others.

## **2. Scope**

- 2.1. This policy will apply to all pupils and staff employed by Kader Academy, in accordance with the Disclosure and Barring Service (DBS) and The Disqualification by Association regulations. (Childcare Act 2006 & Childcare disqualification regulations 2009)
- 2.2. The school will follow the principles and procedures laid down by the Local Safeguarding Children Board web-site.(LSCB)
- 2.3. The Principal will report to governors on the operation of this policy. The document is subject to review as required.

## **3. Aim**

- 3.1. The aim of this policy is to ensure that there is a consistent approach to keeping children safe and promoting the welfare of children and young people. All staff and any volunteers shall adhere to this commitment. The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

## **4. Roles and Responsibilities**

Designated Safeguarding Lead:	L. Chalk (Principal)
Deputy Designated Safeguarding Lead:	A. Mitchinson (Vice Principal)
Governor responsible for safeguarding:	B. Stinton

### **Designated Safeguarding Lead (DSL)**

- 4.1. It is the role and responsibility of the Designated Safeguarding Lead to:
- Co-ordinate action within the school in cases of suspected child abuse and to liaise with the appropriate agencies.
  - Provide a consultation point in school for other members of staff.
  - Facilitate in-service training or awareness and recognition of child abuse.
  - Co-ordinate, where appropriate, curriculum programmes in relation to child protection.
  - To establish clear procedures and lines of communication so that all school staff know how to act if they have concerns or need support regarding a particular child.
  - To organise adequate and appropriate staffing:
    - in the classroom
    - at playtime
    - at lunchtime
  - To keep present and any new staff informed about Child Protection issues and to provide access to outside agencies when required
  - To provide resources and materials for Child Protection e.g.:
  - Road Safety information
  - Circle time resources
  - To arrange regular meetings to discuss 'at risk' children involving former, present and future teachers plus teaching assistants.
  - To ensure school records plus personal details and health questionnaires are kept up-to-date and passed on at the end of the year.
  - To ensure that the location of confidential files, the school's Child Protection Policy and the school's copy of the Local Authority Child Protection procedures are known by all staff.
  - To receive appropriate training carried out every two years.

### **The Staff**

- 4.2. It is the role and responsibility of the staff to:
- Encourage all children towards a positive self-image.
  - Provide opportunities that enable children to take and make decisions for themselves
  - Help children understand that they are an important part of the school community and that within the school there are adults who they can approach for help and that they will be listened to.
  - Help children to develop an awareness of the sources of danger and the strategies for avoidance and problem solving.

- Create a school/classroom atmosphere where children feel secure, are listened to and valued.
- Provide a variety of opportunities for class and group discussions of thoughts and feelings.
- Read and act upon the advice in Keeping Children Safe in Education 'September 2016

**Designated governor roles and responsibilities**

- 4.3. Meet with the designated teacher for child protection about the procedures in school.
- 4.4. Undertake the appropriate training on child protection and understand the different types of child abuse.
- 4.5. Be familiar with all current guidelines on child protection and safer recruitment
- 4.6. Ensure that accurate records are being kept by the school.
- 4.7. Ensure that all staff and governors know what to do if they suspect a child is being abused.
- 4.8. The Child Protection/ Safeguarding Governor should understand that they will not be given details of individual cases.

## **5. Unacceptable Professional Conduct**

- 5.1. Unacceptable professional conduct is defined as “Conduct which falls short of the standard expected of a registered teacher and behaviour which involves a breach of the standard of propriety of the profession”. Registered teachers may be found guilty of unacceptable professional conduct where they:-
- Seriously demean or undermine pupils, their parents, carers or colleagues or act towards them in a manner which is discriminatory in relation to gender, transgender, religion, belief, colour, race, ethnicity, class, sexual orientation or disability.
  - Fail to take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.
  - Fail to comply with relevant statutory provisions which support the well-being and development of pupils.

### **Allegations against the Principal, teachers and professional carers**

- 5.2. In the event of an allegation about the behaviour of a member of staff in school, the school will contact the Local Area Designated Officer (LADO)/at the safeguarding unit of the Local Authority and follow Local Authority procedures.
- 5.3. If the allegation is about the Principal, the Chair of Governors should contact the LADO, Lynne Dickens 01642 201835

## **6. What is Abuse?**

### **Neglect**

- 6.1. The persistence or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold and starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development including non-organic failure to thrive.

### **Physical Injury**

- 6.2. Actual or likely physical injury to a child, or a failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and Munchausen's Syndrome by Proxy (- fabricated illness created by another e.g. mother).

### **Sexual Abuse**

- 6.3. Actual or likely sexual exploitation of a child. The child may be dependent and / or developmentally immature.

### **Emotional Abuse**

- 6.4. Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill - treatment. This category applies where it is the main or sole form of abuse.

### **Symptoms of Abuse**

- 6.5. Symptoms of abuse can be detected in school and may include: -
- Unexplained bruising or marks
  - Changes in behaviour such as excessive clinging or withdrawal
  - Reverting to immature patterns - such as thumb sucking
  - Lack of trust in familiar adults or running away
  - Onset of wetting or soiling
  - Inappropriate sexual knowledge, vocabulary, touching, or sexual play with dolls and toys
  - Onset of behaviour problems or unhappiness
  - Complaints of genital pain.
- 6.6. If a child shows one or a number of these signs, register your concerns (see Procedures Section)

### **Alleged or Suspected Abuse**

- 6.7. When indications of abuse come to the attention of staff, it is important that clarification of what the child is saying or how an injury may have occurred is sought.

- 6.8. A child who alleges that abuse has taken place must be listened to. The child must **not be questioned in detail** because this could be construed as interrogation. Instead, use open ended questions such as “Oh dear, how did that happen?” However after listening to a child, it would be helpful to record any information which may prove useful later. This information could include answers to the following: -
- Who did what?
  - To whom?
  - In what situation?
  - Where did it happen?
  - When did it happen?
  - Who was there?
  - Is there any visible evidence?
  - Has an explanation been given?
- 6.9. Be honest about your responsibility and explain what your course of action will be. Reassure the child that they were right to confide in you, that you are pleased to have been told, and that steps will be taken to protect him or her. It is important to tell the child that other people may be involved. It is also important not to make promises that will not be kept. Inform the Designated Safeguarding Lead or Deputy Safeguarding Lead who will then gather any further information required prior to referral to Children, Families and Learning (CFL).
- 6.10. Whilst child abusers may be relatives or friends of the family, some meet children in other contexts and a small minority of these may gain access to children in schools as teachers or support staff or through their voluntary involvement in school activities. Pupils should not feel inhibited from reporting abuse against them by staff or volunteers, or any incident where a pupil has grounds to believe that a member of staff has crossed the boundary of acceptable behaviour. The Principal and staff will continue to do all they can to ensure that the environment within school encourages pupils and staff to make truthful reports of any inappropriate behaviour.
- 6.11. Staff shall be made aware of the signs and symptoms of Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE) which can be found in Part I of “Keeping Children Safe in Education” September 2016.
- 6.12. The academy takes all signs of FGM seriously and staff shall be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy and the “Keeping Children safe in Education document. Particular regard should be given to a child who has returned from an extended holiday and this should always be followed up and any concerns reported to the Designated Lead. The Designated Safeguarding Lead will make appropriate and timely referrals to social care and the police if FGM is suspected. The case will still be referred to social care even if it is against the pupils wishes.

- 6.13. The academy needs to recognise that some people who are being sexually exploited do not show signs of this abuse and may not recognise it as abuse. Children who go missing are at increased risk of sexual exploitation. In this situation, particularly on repeat occasions, Kader will follow the procedures for unauthorised absence. The academy will seek advice from the social care team and /or the Local Safeguarding Children's Board (LSCB) if there is a concern that a person may be at risk. If a child is in danger of being forced into marriage the Designated Safeguarding Lead will contact the Forced Marriage Unit immediately.(refer to Keeping Children Safe In Education September 2016, Annex A )
- 6.14. The academy is aware of the term 'Sexting', this is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies', Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. It is important to deal with a situation of peer abuse immediately and sensitively. In all cases of peer on peer abuse all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff are aware that they should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters and after talking to the child report the incident to the Designated Safeguarding Lead (DSL).

## **7. Procedures for staff**

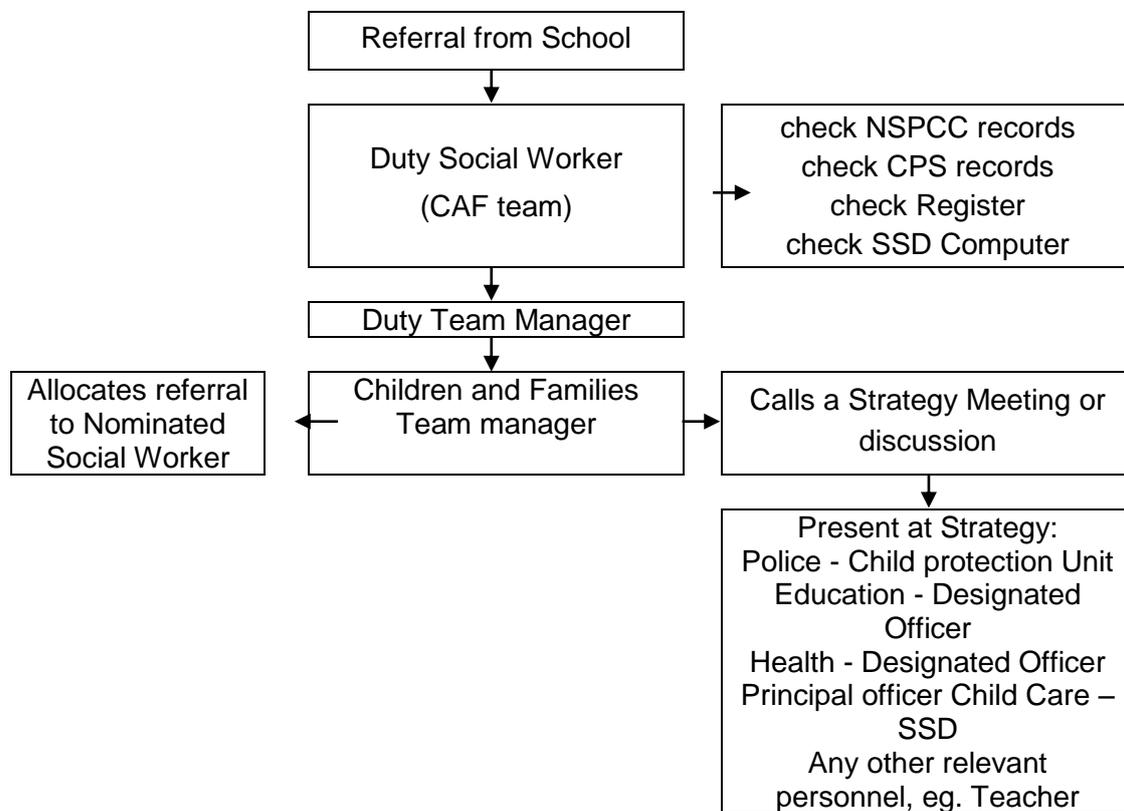
- 7.1. Action to be taken in school on suspicion or discovery of abuse
- Listen to the child rather than directly question him/her
  - Never stop a child who is freely, recalling significant events.
  - At the earliest, appropriate opportunity make a note of the discussion, taking care to record the timing, setting and person present, as well as what was said.
  - Inform the Designated Safeguarding Lead. If the DSL is not available inform the Deputy Safeguarding Lead or a senior member of staff.
- 7.2. The Designated Safeguarding Lead may consult with the Designated Officer (Education) or the Principal Officer Child Care (CFL Dept) or the CAF Team to ensure that the appropriate and necessary procedures are followed.
- 7.3. Possible outcome may be:
- No further action
  - Monitoring
  - Referral
- 7.4. Referral is made directly to Middlesbrough Children's Services office hours 01642 726004 /out of hours 08702402994 / [firstcontact@middlesbrough.gcsx.gov.uk](mailto:firstcontact@middlesbrough.gcsx.gov.uk) - by the Designated Safeguarding Lead
- 7.5. The Designated Officer, Education Welfare Service should be informed by telephone, following referral.
- 7.6. Referrals should be followed up in writing within 24 hours; one copy to CFL, one copy to Designated Officer and one copy for school file.

### **Guide to information required for Child Protection Referral**

- Name, address, telephone number or referrer (when available)
  - Name, address, D.O.B. of child/children who are subjects of the referral
  - The nature of the abuse / concern
  - Names and D.O.B. / Ages of others living at that address
  - Identity of those with parental responsibility, including split families
  - Ethnicity, first language and religion of children and parents/ carers
  - Child's current location
  - Any information about others living at, or regularly visiting that address
  - Any relevant background information
  - Details of alleged perpetrator, if relevant
  - A description of any visible evidence
  - Any explanation offered
  - The names of any witnesses to the alleged abuse.
- 7.7. Following investigation of a referral, the CFL Department will inform the Designated Safeguarding Lead of the outcome who in turn will inform the relevant staff.

- 7.8. In those cases where there is no clear evidence, but there is a concern for a pupil's welfare, the Designated Officer will advise that monitoring should occur. This may vary from merely observing the child and noting any significant changes to keeping a detailed daily/weekly record of behaviour.
- 7.9. If after referral and strategy meeting an investigation is recommended, school staff may be interviewed.
- 7.10. Should the referral then proceed to an Initial Case Conference, staff concerned with the children will be asked to submit a written report on a proforma, issued by CFL.
- 7.11. If the children are subject to a Child Protection Plan, the relevant staff will be asked to monitor them and may be called to Core Group Meetings held on a monthly basis.

**Child Protection Chain of Events**



7.12. Strategy Meeting or discussion may result in:

- No further action
- Monitoring
- Investigation

7.13. If investigation is recommended, investigate referrer's information.

7.14. CFL and police will seek permission from parents/guardian to interview child

- Interview child (Joint investigation in the case of sexual abuse or serious physical abuse)
- Interview parents
- Interview any other relevant personnel
- Seek medical advice if appropriate

7.15. Conclusion of Investigation –

- Team Manager consults with all Designated Officers and any others present at Strategy Meeting.
- Designated Officer Education, feedback to school.

7.16. Possible outcomes

- No Further Action (NFA)
- Monitoring
- Remains in Child Protection system, proceeds to Initial Case Conference

## **8. Guidelines for Staff**

- 8.1. Staff shall be aware of acceptable physical contact with pupils, the use of reasonable force to control or restrain pupils, and the procedures that shall be followed if a pupil needs first aid or medical attention.
- 8.2. All staff will receive appropriate safeguarding and child protection training which shall be regularly updated in line with the advice from the LSCB.
- 8.3. All staff will ensure that children are taught about safeguarding.

### **Private meetings with pupils**

- 8.4. Staff shall be aware that private meetings with individual pupils might give rise to concern. There will be occasions when a confidential interview or a one to one meeting is necessary. However, where possible, such interviews shall be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult shall be present or nearby. Where such conditions cannot apply, staff shall ensure that another adult knows that the interview is taking place. All concerns, discussions and decisions shall be recorded in writing.
- 8.5. Meetings with pupils away from the school premises shall only be arranged with the specific approval of the Principal.

### **Physical contact with pupils**

- 8.6. A pupil, parent or observer may misconstrue physical contact. Touching pupils, including well-intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils.
- 8.7. Any form of physical punishment of pupils is unlawful, as is any form of physical response to misbehaviour unless there is a need to restrain a child. It is particularly important that staff understand this both protects their own position and the overall reputation of the school.

### **Where physical contact may be acceptable**

- 8.8. There may be occasions where a distressed pupil needs comfort and reassurance, which may include physical comforting such as a caring parent, would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she shall seek the advice of the Principal.

- 8.9. Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include: showing a pupil how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE. Staff shall be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.
- 8.10. There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him/her from inflicting injury to others or self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil he/she should make a written report of the incident.

**Caring for pupils with particular problems**

- 8.11. Staff who have to administer first aid should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued.
- 8.12. Staff who have to help children with toileting difficulties shall be accompanied by another adult, and pupils shall, wherever possible, be encouraged to change themselves. It is accepted that there will be some situations where pupils will present particular problems for staff and the emphasis will be on what is reasonable in all the circumstances.

**Relationships and attitudes**

- 8.13. All staff should clearly understand the need to maintain appropriate boundaries in their dealings with pupils. Intimate or sexual relationships between staff and pupils will be regarded as a grave breach of trust, and any sexual activity between a member of staff and a pupil under 18 years of age may be a criminal offence.
- 8.14. All staff shall ensure that their relationships with pupils are appropriate to the age and gender of the pupils, and care should be taken that their language or conduct does not give rise to comment or speculation.
- 8.15. From time to time staff may encounter pupils who display attention-seeking behaviour, or profess to be attracted to them. Staff shall aim to deal with those situations sensitively and appropriately, but must ensure that their behaviour cannot be misinterpreted. In these circumstances, the member of staff should also ensure that the Principal or a senior colleague is aware of the situation.
- 8.16. Staff shall be aware of peer on peer abuse and the different gender issues that can be prevalent when dealing with peer on peer abuse and that it will never be tolerated or passed off as 'banter' or part of 'growing up'

**Where conversation of a sensitive nature may be appropriate**

- 8.17. Many staff have a pastoral responsibility for pupils and in order to fulfil that role effectively there will be occasions where conversations will cover particularly sensitive matters. Staff must, in these circumstances, use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion.

- 8.18. Other staff in school may, from time to time, be approached by pupils for advice. Pupils may also appear distressed and staff may feel the need to ask if all is well. In such cases staff must judge whether it is appropriate for them to offer counselling and advice or whether to refer the pupil to another member of staff with acknowledged pastoral responsibility for the particular pupil.

**Inappropriate comments and discussions with pupils**

- 8.19. As with physical contact, comments by staff to pupils, either individually or in groups, can be misconstrued. As a general principle therefore staff must not make unnecessary comments to and/or about pupils which could be construed to have a sexual connotation. It is also unacceptable for staff to introduce or to encourage debate amongst pupils in class, or elsewhere, which could be construed as having a sexual connotation that is unnecessary given the context of the lesson, or the circumstance. At the same time it is recognised that a topic raised by a pupil is best addressed rather than ignored.
- 8.20. Systematic use of insensitive, disparaging or sarcastic comments are also unacceptable.

**Extra-curricular activities**

- 8.21. Staff shall be particularly careful when supervising pupils in extra-curricular activities, or in a residential setting such as an outdoor education camp or extended visit away from home. Typically a less formal approach than usual may be appropriate in these settings, but that can be open to misinterpretation. In any event, the standard of behaviour expected of staff will be the same as that expected of staff within school.
- 8.22. Staff shall take care in receiving or giving gifts to pupils, which could be 'misunderstood'.

**Appointments of staff and induction of newly appointed staff and work placements**

- 8.23. All staff that are appointed to work in school have a Disclosure and Baring Search called a DBS check. New staff are inducted into safeguarding practices. The Principal and other senior leaders and governors have undertaken the safer recruitment training. All staff will read and sign to say they have read the appropriate documentation in school which relates to keeping children safe in education.

**Welcoming Visitors**

- 8.24. All visitors are asked for photographic identification on arrival and they will be checked against our single central record for their DBS clearance. If a visitor's DBS clearance and photographic identification cannot be verified, then a member of staff will accompany them whilst they are in school. All visitors must sign in and wear a visitor badge which can be clearly seen.
- 8.25. For visitors (for example children's relatives or other visitors attending a sports day) the Principal shall use their professional judgement about the need to escort or supervise visitors.

**Induction of volunteers**

- 8.26. Volunteers who come into school on a regular basis must have been checked against the DBS.
- 8.27. For extended contact with children a DBS is essential. Visitors who do not have clearance will not be left alone with a child or a group of children.

## **9. Site Security**

### 9.1. Kader provides a secure site:

- Playground gates are locked at 8.50am and remain locked throughout the school day. They are opened again at 3.00pm in readiness for the end of the school day at 3.05pm.
- All exit doors are closed to prevent intrusion.
- Lockdown in the main entrance corridor is from 8.30am to 9.15am and again 2.45pm to 3.15pm.
- Visitors and parents must only enter through the main entrance. After signing in at the office, visitors and parents are provided with a badge and if necessary accompanied by staff.
- Children are only allowed home with adults with parental responsibilities or confirmed permission.
- Children are not allowed to leave school during school hours unless they are collected by their parent or an adult with permission from the child's parent. The adult collecting the child must sign the child out at the office, stating the reason for collection.
- If it is discovered that a child has left the school premises without permission the office staff and/or Principal must be informed immediately. Parents will also be informed of the incident.
- In the instance that evacuation of the school premises is needed, the green emergency bags, located at strategic positions within the school shall be taken by the designated staff.
- All staff educate children on school safety procedures, stranger safety and e-safety.
- Staff have been instructed to be vigilant at all times regarding the safety of the children.

## **10. The wider Safeguarding agenda**

10.1. This policy should be read in conjunction with the following policies:

- Staff Handbook
- Looked after children
- Behaviour
- Anti-bullying
- Health & Safety
- Educational visits
- Medical Policy
- Keeping Children Safe In Education September 2016 (including Annex A )
- Safer recruitment
- Mobile phone and camera
- E-Safety
- Whistle blowing
- Social networking
- Radicalism and Extremism
- Attendance