

KADER ACADEMY

**KEEPING CHILDREN
SAFE IN EDUCATION**

KADER ACADEMY

Keeping Children Safe in Education Policy

Revision Record			
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1 PURPOSE AND AIM

- 1.1 Kader Academy's Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the Academy's commitment to the development of good practice and sound procedures to keep children safe.
- 1.2 The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.
- 1.3 Governors and staff are committed within Kader Academy to keeping children safe by promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

2 SCOPE

- 2.1 This policy applies to Kader Academy's Governing Body and whole workforce.

3 INTRODUCTION

3.1 Kader Academy fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Kader Academy's Child Protection Policy:

- **Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, exploitation, radicalisation and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage.)
- **Protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Leads Lynne Chalk and Alison Mitchinson or The First Contact Team (01642 726004) directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
- **Reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).
- **Support** (to pupils and Academy staff and to children who may be vulnerable due to their individual circumstances).

3.2 All Staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how the Academy supports the following areas of need, additional need or harm are linked to the areas identified below from Keeping Children Safe in Education, 2018. All staff will read and sign to say that they have read Keeping Children Safe in Education Part 1 .These must be read in conjunction with the Academy's Child Protection Policy. The areas include:

- [Bullying including cyberbullying](#)
- [Children Missing Education](#) Keeping Children Safe 2016 (Annex A)
- [Children Missing Home or Care](#)
- [Child Sexual Exploitation – \(CSE\)](#) & Keeping Children Safe 2016 (Annex A)
- [Domestic Violence](#)
- [Drugs](#)

- [Fabricated or Induced Illness](#)
- [Faith Abuse](#)
- [Female Genital Mutilation \(FGM\)](#) Keeping Children Safe 2016 ([Annex A](#))
- [Forced Marriage](#) – Keeping Children Safe 2016 (Annex A)
- [Gangs and Youth Violence](#)
- [Gender Based Violence/Violence Against Women and Girls \(VAWG\)](#)
- [Hate](#)
- [Mental Health](#)
- [Missing Children and Adult Strategy](#)
- [Private Fostering](#)
- [Preventing Radicalisation](#) Keeping Children Safe 2016 (Annex A)
- [Relationship Abuse](#)
- [Sexting - new guidance from DfE](#)
- [Trafficking](#)
- Peer on Peer Abuse Policy

3.3 The above links should be accessed in specific cases of vulnerability in each of these areas.

3.4 In the event of any of these issues being recognised, information should be shared directly with the Designated Safeguarding Leads which will result in the situation being recorded, evaluated and support offered in the Academy or the pupil/s being referred to specific services.

4 FRAMEWORK AND LEGISLATION

- 4.1 No Academy or school operates in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Middlesbrough Local Safeguarding Children Board, which includes the partnership of several agencies who work with children and families across the Borough.
- 4.2 Kader Academy is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Tees Local Safeguarding Children Board procedures <http://www.teescpp.org.uk> and partner agencies in all cases where there is a concern about significant harm.
- 4.3 Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.
- Note:** harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person. (Adoption and Children Act 2002)*
- 4.4 Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The First Contact Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.
- 4.5 Keeping Children Safe in Education September 2018 contains information on what schools and colleges should do and sets out the legal duties with which they must comply. It should be read alongside Working Together to Safeguard Children 2015 which applies to all schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

5 ROLES AND RESPONSIBILITIES FOR ALL STAFF

5.1 Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as child sexual exploitation (CSE), Honour based violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

5.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at Kader Academy have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, it is important that all staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Leads immediately. (However, ALL staff can refer their concerns directly to The First Contact Team if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Leads as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Leads information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated Safeguarding Leads with other agencies. All discussions, decisions and reasons for them should be recorded on CPOMS adhering to Kader Academy's Recording and Information Sharing Policy/Procedure.
- Ensure that they maintain an attitude of 'it could happen here' and report any concerns regarding the behaviour of a child /an adult/staff member directly to the Designated Safeguarding Leads.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the Academy's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.

- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
 - Ensure that under the Counter Terrorism and Security Act, April 2015, that the Academy has 'due regard to Prevent' and to assess risk of children and young people being radicalised drawn into extremism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others).
 - Ensure that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
 - Ensure that staff understand through online safety training the additional risks for pupils online and continue to promote the Academy's Online Safety Policy in the protection of all pupils. This includes the management of 3G and 4G internet access via children's own mobile phones or electronic devices which can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school's online safety policy, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
 - Ensure that they remain vigilant whilst visitors are on site and continue to promote the Academy's commitment to keeping children safe through reminding visitors and parents of the Academy's appropriate use of personal mobile phones/devices whilst they are on the premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of the use of mobile phones and electronic devices.
- 5.3 Kader Academy will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

6 THE DESIGNATED SAFEGUARDING LEADS

- 6.1 Kader Academy has appointed Lynne Chalk (Principal) and Alison Mitchinson (Vice Principal) as the Designated Safeguarding Leads. They have the overall responsibility for safeguarding and child protection and have the appropriate authority and training to undertake such a role and are able to provide advice and support to other staff on child welfare and child protection matters. These staff are able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children.

7 ROLE OF THE DESIGNATED SAFEGUARDING LEAD

7.1 The Designated Safeguarding Lead has a very detailed role, (see below) However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via The First Contact Team (01642 726004)

7.2 The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

Manage Referrals

7.3 The Designated Safeguarding Lead will manage referrals as follows:

- Refer cases of suspected abuse to The First Contact Team.
- Refer cases to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Refer to the Police (cases where a crime may have been committed including Sexual Exploitation (Missing and Exploited lead), Radicalisation (through the Single Point of Contact for the Channel Panel) or Female Genital Mutilation and Forced Marriage).
- Support staff who make referrals to The First Contact Team, Channel Panel or Police as appropriate.

Undertake Training

7.4 The Designated Safeguarding Leads will receive appropriate training updated every year. They will undertake Prevent awareness raising and in addition to the formal training their knowledge and skills should be refreshed at regular intervals but at least annually so they:

- Understand and keep up with any developments to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the Academy's Child Protection Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.

- Be able to keep detailed, accurate and secure, electronic records of concerns and referrals.
- Understand relevant data protection legislation and regulations especially the Data Protection Act 2018 and the General Data Protection Regulation and the importance of sharing information both within school and the three safe guarding partners.
- Understand and support the Academy with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Academy may put in place to protect them.

Raise Awareness

7.5 The Designated Safeguarding Leads will:

- Ensure the Academy's policies are known understood and used appropriately:
- Act as a point of contact with the three safeguarding partners.
- Ensure the Academy's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy in this.
- Link with the Middlesbrough Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

7.6 Where children leave the academy the Designated Safeguarding Leads will:

- Ensure the pupil's child protection file is transferred appropriately for any new school electronically as soon as possible separately from the main pupil file. Ensure secure transit and confirmation of receipt. This will be through CPOMS .

- The safeguarding leads will arrange wherever possible a meeting with the DSL from the receiving school.

Availability

7.7 During term time the Designated Safeguarding Leads will:

- be available (during Academy hours) either in person or via phone for staff in the Academy to discuss any safeguarding concerns.
- will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

(Taken from Keeping Children Safe in Education, 2016: Annex B)

In addition the Designated Safeguarding Lead's shall:

- Ensure each member of staff has access to and understands the school's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA of any pupil to be deleted from school admission register and follow missing from education protocols
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without schools permission for a continuous period of 10 days or more.

8 RESPONSIBILITIES OF KADER ACADEMY GOVERNING BODY

- 8.1 Best practice would advise that a Safeguarding Governor at senior board level is appointed to support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure both the self-assessment tool and the Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- 8.2 The role of the Chair of the Governing Body in Safeguarding (If Chair not Safeguarding Governor) is to:
- Ensure that they liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal.
 - Ensure that in the event of allegations of abuse being made against the Principal, allegations should be reported directly to the Designated Officer (DO). Therefore ensuring effective whistleblowing procedures are in place.
 - Ensure that the appointed member of the Governing Body for Safeguarding holds the Principal to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
 - Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
 - Ensure that the Academy has appropriate filtering and monitoring systems in place for online content (inclusive of 3 and 4G).
 - Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.
 - Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Principal and discuss how pupil premium funding for looked after children will be used.
- 8.3 At Kader Academy the senior lead Governor for safeguarding is Christine Marchant. The role of this individual is to:

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead Report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development
- Ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.

9 INFORMATION FOR PARENTS

- 9.1 At Kader Academy Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the Academy has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Middlesbrough Safeguarding Children Board procedures and inform The First Contact Team or police of their concern.

10 PROCEDURES

10.1 The Designated Safeguarding Lead will be informed immediately by an employee of the Academy, pupil, parent or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

10.2 The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

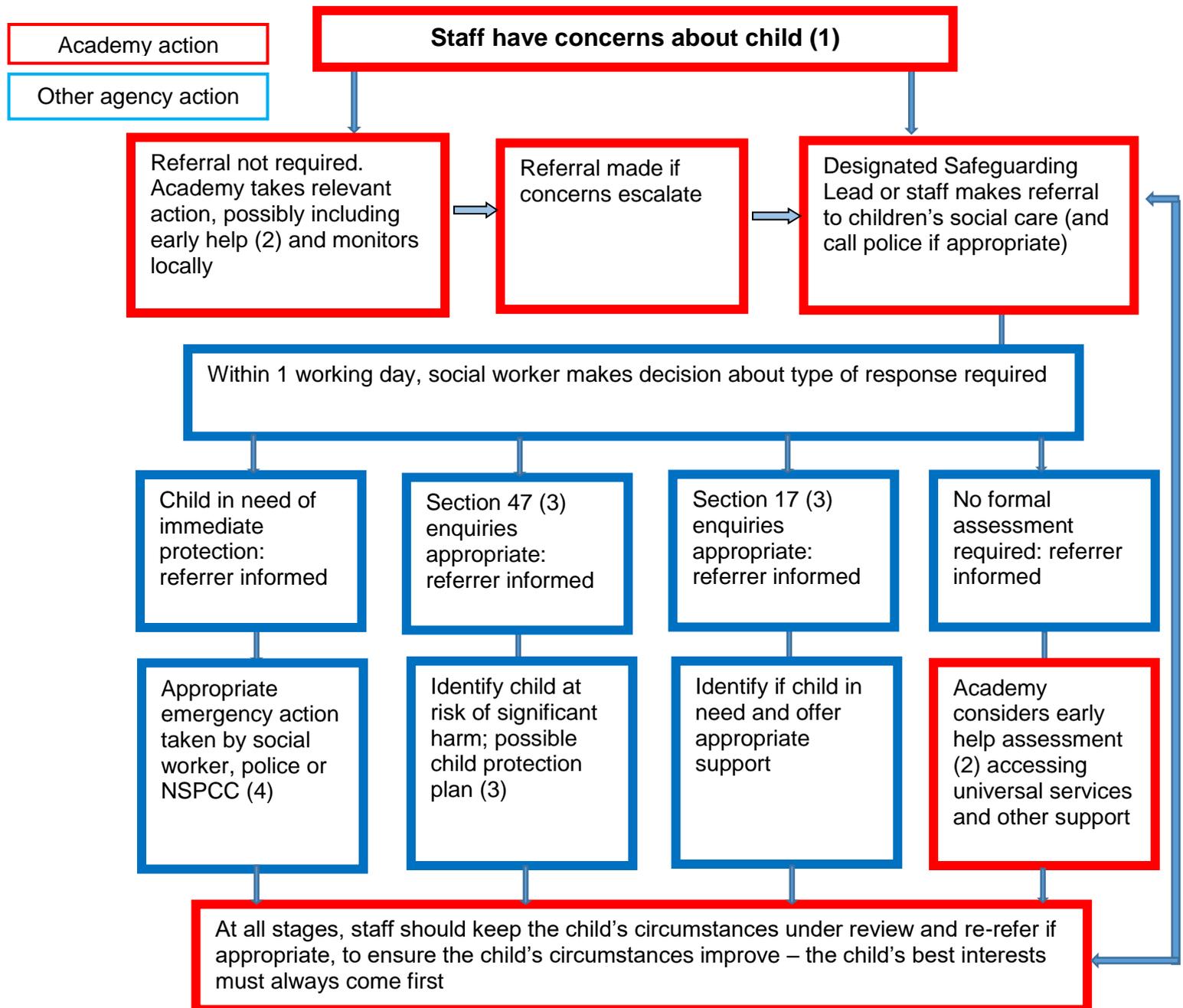
- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: *harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).*

11 CATEGORIES OF HARM

11.1 Working Together 2015 defines the categories of harm. (Refer to Appendix A)

12 ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD



1. In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, and early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides details guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working Together to Safeguard Children](#)
4. This could include applying for an Emergency Protection Order (EPO)

13 SAFE SCHOOLS/SAFE STAFF

- 13.1 Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

Whistle Blowing/confidential reporting

- 13.2 Kader Academy Whistle Blowing/Confidential Reporting Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Complaints / Allegation Management Towards or with a Child or Adult

- 13.3 A Safeguarding complaint involving a member of staff must be reported to the Principal immediately. Where there are concerns about the Principal, this should be referred to the chair of governors.
- 13.4 Consultation without delay with the Designated Officer Tel: 01642 201835 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Principal /senior member of staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure. <http://www.teescpp.org.uk/allegations-against-staff>

Training and Support

- 13.5 All staff members will be aware of the systems within their Academy which support safeguarding and these will be explained to them as part of their induction into the Academy to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy (sometimes called a code of conduct); Safer Working Practice Document and the Names of the Designated Safeguarding Leads.
- 13.6 All staff members will also receive appropriate safeguarding and child protection training which is regularly updated. The governing body will decide the frequency and content of this CPD. At Kader Academy our training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings and the Staff Noticeboard, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements.

Professional Confidentiality

- 13.7 Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Kader Academy recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Tees Local Safeguarding Children Board procedures <http://www.teescpp.org.uk/>).

Record Keeping

- 13.8 Well-kept records are essential to good safeguarding practice. Kader Academy is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the Academy's Information Sharing and Recording Policies to ensure recording keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.
- 13.9 Safeguarding Recording within Kader Academy is held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. Following a child leaving the Academy, the appropriate transfer procedures and retention guidelines will be followed.
- 13.10 At Kader Academy electronic recording began from September 2016. All recording prior to this is in paper format. Retention guidelines are followed accordingly.

Attendance at Safeguarding Conferences

- 13.11 In the event of Kader Academy being invited to attend child protection conferences, the Designated Safeguarding Leads, will represent the Academy and/or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review).

14 SUPPORTING CHILDREN

- 14.1 Kader Academy 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. Kader Academy may be the only stable, secure and predictable element in the lives of some of the children in its care. The Academy, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.
- 14.2 As an Operation Encompass partner we work closely with Operation Encompass with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupil's homes.
- 14.3 Kader Academy also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. (See Peer on Peer abuse policy for detailed information.)
- 14.4 Kader Academy will endeavour to support all its pupils through:
- The curriculum to encourage self-esteem, self-motivation, self-protection.
 - The Academy's ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
 - Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
 - A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain
 - A coherent management of Behaviour and Discipline Policy & Procedures inclusive of the Use of Reasonable Force.
 - 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 interest to do so.

- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.
- 14.5 Kader Academy recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. 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. Staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and must not be dismissed.
- 14.6 Kader Academy also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.
- 14.7 This policy **MUST** be read in conjunction with other related policies. These include:
- Recruitment and Selection Policy - inclusive of safer recruitment guidance and regulation for example a Single Central Record which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check) and supervision of those who don't meet this requirement.
 - Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
 - Trained panel members who ensure that the policy works in practice in all recruitment and selection within the Academy.
 - School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2016 and Working Together 2015. At Kader Academy we share this commitment.

- Staff Behaviour Policy (code of conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in education settings, October 2015. The Academy will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The Academy will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- Behaviour & Discipline Policy – inclusive of the Use of Reasonable Force/positive handling.
- Anti-Bullying Policy/Cyber Bullying.
- Online Safety Policy inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the Academy or setting)
- Inclusion & Special Education Needs Policy.
- The Educational Visits/Off Site Policy (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the Academy environment and when undertaking trips, visits or pupils being creatively educated
- Peer on Peer Abuse Policy.
- Photographic & Digital Imagery Policy with parental consent forms annually signed.
- Administration of Medicines Policy and Procedures with trained staff who manage this.
- Pupils with Medical Needs Policy and implications for the workforce, pupils and partnership with parents.
- Attendance Management Policy- management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the admission register. This includes the need for two emergency contact details for every pupil ,where possible.
- Missing Children Policy – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- Complaints Policy
- Allegation Management Policy
- Confidentiality and Whistle Blowing Policy.

- Information Sharing Policy (internal and external exchange of information)
- Looked After Children Policy inclusive of named Looked After Teacher whose role is to champion the achievement of looked after children in your schools and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within the LA who has responsibility for the LAC.
- Intimate Care and Care Plan Policy – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- Single Equality Scheme.
- Spiritual, Moral, Social and Cultural Curriculum

14.8 This policy has been informed by the following legislation and national & local guidance

- Education Act 2002 Section 175
www.legislation.gov.uk/ukpga/2002/32/section/175
- Education (Independent School Standards) Regulations 2014
<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>
- Non-Maintained Special Schools (England) Regulations 2015
<http://www.legislation.gov.uk/uksi/2015/728/made>
- Keeping Children Safe in Education 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf
- DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf
- Children Act 1989/2004
<http://www.legislation.gov.uk/ukpga/2004/31/contents>
- Working together to safeguard children HM GOV (2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

- Middlesbrough Safeguarding Children Board Procedures
<http://www.teescpp.org.uk>
- New Multi Agency Referral Form to Children's Social Care
[Click here to download the referral form](#)
- What to do if you are worried a child is being abused 2015
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- Data Protection Act 1998
<http://www.legislation.gov.uk/ukpga/1998/29/contents>
- Sexual Offences Act 2003
<http://www.legislation.gov.uk/ukpga/2003/42/contents>
- Safeguarding Vulnerable Groups Act 2006
<http://www.legislation.gov.uk/ukpga/2006/47/contents>
- Freedom of Information Act 2000
http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

School attendance: Guidance for schools

<https://www.gov.uk/government/publications/school-attendance>

15 REVIEW

- 15.1 This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by the Academy at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where the Academy's procedures or practices may change following whole staff discussion or training to ensure it is the most effective policy in keeping children safe.
- 15.2 This policy will be ratified by the Governing Body

APPENDIX A

Physical Abuse

- 15.3 A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Neglect

- 15.4 The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
- 15.5 Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

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

Emotional Abuse

- 15.7 The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.
- 15.8 The Designated Safeguarding Leads will keep full records of concerns raised and make referrals to the First Contact Team, if necessary. These records are electronic and will be stored via a secure system. The Principal will be kept informed at all times.

(From KCSIE 2016 page 10)