

Child Protection Framework Policy for Schools

Revised September 2019

This policy was adopted on **September 2020**

The policy is to be reviewed by **August 2021** (in line with changes to guidance and legislation).

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1. Contacts

School contacts

Position	Contact Details
Headteacher	Parveen Dad 07872 941929
Designated Safeguarding Lead (DSL)	Khaiam Shabbir 07853 150847
Deputy Designated Safeguarding Lead(s)	Parveen Dad 07872 941929

Contacts in County

Contact	Phone Number
Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 382912
First Response Team (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383065
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	

Other contacts

Contact	Phone Number
NSPCC NSPCC	0800 800 5000
Childline Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	020 7823 5430

Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fm@fco.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service Barnardos RUSafe Bucks	01494 785 552
CEOP (Child Exploitation and Online Protection)	

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Anti-bullying
- Admission and Attendance
- Behaviour for Learning
- Complaints and Concerns
- Parental Engagement to Support Learning

2. Introduction

- 2.1. At Karima School we believe that a policy on child protection is founded on the right of all children to be safe and feel safe, and that it is the fundamental obligation on all schools to robustly secure this right.

This aim of this policy is to provide staff, trustees and volunteers with the framework they need to keep children in Karima School safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

This policy has been developed in accordance with the principles established by the **Children Acts 1989 and 2004**; and in line with the following:

- “Working Together to Safeguard Children 2018” - July 2018 [Working Together To Safeguard Children July 2018](#)
- “Keeping Children Safe in Education”- statutory guidance for schools and further education colleges - Sept 2019 Information Sharing Guidance for Safeguarding Practitioners [Information Sharing Guidance](#) – DfE July 2018

- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](#)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 [Prevent Duty Guidance](#)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – May 2018 [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)
- The United Nations Convention on the Rights of the Child (UNCRC) [United Nations Convention on the Rights of the Child](#)
- What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)

- 2.2. We believe clear governance and leadership is central to embedding a safeguarding culture. The Senior Leadership Team (SLT) takes its responsibility seriously to safeguard and promote the welfare of children; working together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. SLT will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe A of Keeping Children Safe in Education, Sept 2019**. They must ensure that there is an auditable system in place to evidence this.
- 2.3. All staff are required to read and adhere to the **Staff Code of Conduct** which governs behaviours expected of them, as well as having an understanding of the **Behaviour for Learning Policy** and our **Admissions and Attendance Policy**.
- 2.4. We recognise all staff, SLT and trustees have a full and active part to play in protecting our pupils from harm, actively promoting their welfare and ensuring that every child's welfare is our paramount concern. Each member of staff is responsible for contributing to a positive culture of safeguarding in Karima School.
- 2.5. All staff believe our school must provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual children.
- 2.6. The school recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks.
- 2.7. The aims of this policy are:
- 2.7.1. To support pupils' development in ways that will foster security, confidence and resilience, free from discrimination.

- 2.7.2. To provide an environment in which children feel safe, secure, valued and respected.
- 2.7.3. Children feel confident that they know how to approach adults if they are in difficulties.
- 2.7.4. To ensure all teaching staff, non-teaching staff and volunteers:
- are aware of the need to safeguard and promote the wellbeing of children
 - identify the need for support early to promote well-being
 - promptly report cases of actual or suspected abuse, in line with guidance from the Buckinghamshire Threshold Document
 - are trained to recognise signs and indicators of potential abuse
- 2.7.5. To provide a systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.
- 2.7.6. To acknowledge the need for effective and appropriate communication, ensuring staff know how and when to share information to protect children in a way that is legal, ethical and timely.
- 2.7.7. To ensure Karima School has a clear system for communicating concerns and a model for open communication between children, teachers, parents/carers and other adults working with children.
- 2.7.8. To have a clearly understood structured procedure within the school which will, in cases of suspected abuse, be promptly followed by all members of the school community.
- 2.7.9. To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcomes achieved are dealt with in a timely manner, clearly and accurately recorded. These records are securely stored.
- 2.7.10. When the opportunity arises to develop an effective working relationship with all other agencies involved in safeguarding, supporting the needs of children at our school.
- 2.7.11. To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**, which stipulates their duty to report where behaviours of colleagues may have stepped outside of agreed safe practices. All staff must work to develop a positive culture of safeguarding in our school.

- 2.7.12. This policy is published on our website at www.karima.org.uk/schools. A hard copy can be requested from SLT.

3. Responsibilities

- 3.1. All staff, visitors and volunteers understand safeguarding children is **everyone's responsibility** and that they must be diligent to help secure children's safety and wellbeing. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to Khaiam Shabbir (Designated Safeguarding Lead; DSL) or, in his absence, to Parveen Dad (Deputy DSL). In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity (see the referral procedure in sections 4 and 7, and allegations against staff in section 9).
- 3.2. Staff must maintain a good working knowledge of the [Buckinghamshire Threshold Document](#) and any updates, how it can be used to safeguard and promote the wellbeing of pupils and how it should be used to inform decision making regarding a referral to First Response as soon as there is a significant concern.
- 3.3. Staff understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect and that previously looked after children remain vulnerable. Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.
- 3.4. Staff understand increased vulnerability and that barriers exist when recognising abuse and neglect for children with Special Educational Needs or Disabilities.
- 3.5. The SLT and Trustees of the Foundation understand and fulfil their safeguarding responsibilities. They must:
- 3.5.1. Ensure that the Headteacher and the SLT create and maintain a strong, positive culture of safeguarding within the school.
 - 3.5.2. Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision (see section 4). This will be reviewed at least annually in line with changes to guidance and legislation.
 - 3.5.3. Regularly monitor and evaluate the effectiveness of this Child Protection Policy and be satisfied that it is being complied with.
 - 3.5.4. Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of

authority, and also appoint at least one Deputy DSL. The Headteacher has overall responsibility for safeguarding within the school; they can be the DSL or can delegate that work to a member of the SLT. The SLT must report to the Headteacher on a regular basis. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions.

- 3.5.5.** Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.
- 3.5.6.** Ensure measures are in place for the Foundation's Trustees to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed.
- 3.5.7.** Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will be taught through the Social Studies curriculum in a contextually appropriate way.
- 3.5.8.** Ensure safe and effective recruitment policies and disciplinary procedures are in place.
- 3.5.9.** Ensure resources are allocated, as a priority, to meet the needs of pupils requiring child protection or early intervention.
- 3.6.** It is the duty of the Chair of Trustees - Khaiam Shabbir, to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.
- 3.7.** The Nominated Trustee for Child Protection is Asim Mahmood. The Nominated Trustee must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Trustee must:
 - 3.7.1.** Work with the DSL to produce the Child Protection Policy annually.
 - 3.7.2.** Undertake appropriate safeguarding training, to include Prevent Training.
 - 3.7.3.** Ensure child protection is, as a minimum, an annual agenda item for the Foundation's committee meetings.
 - 3.7.4.** Meet at least termly with the DSL or DDSL to review and monitor the school's delivery on its safeguarding responsibilities and to review record keeping.
- 3.8.** Overall responsibility for the safeguarding of pupils remains with the Headteacher, although tasks may be delegated to other members of the

team, including the nominated DSL if appropriate. We have a Designated Safeguarding Lead (DSL) who is responsible for:

- 3.8.1. Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious and vigilant in order to question behaviours and challenge perceptions if they have concerns for a pupil.
- 3.8.2. Ensuring children receive the right help at the right time using the Buckinghamshire Threshold Document to inform plans for support or protection (see Appendix for definitions of the categories of abuse).
- 3.8.3. Ensuring referrals to partner agencies are followed up in writing, within 24 hrs of initial contact, including referrals to First Response.
- 3.8.4. Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, in order to support timely interventions and allow prompt follow up. This includes use of the Escalation Process found on the BSCP website.
- 3.8.5. Ensuring safeguarding records, legislation and guidance are up to date and are maintained in accordance with data protection. Ensuring records are stored safely and securely and remain confidential. That:
 - the DSL must share information, both internally and externally, on a 'need to know' basis only, being able to justify the reason for sharing and in accordance with the confidentiality policy.
 - all child protection files are held separately from pupil educational records.
- 3.8.6. Maintaining the record of staff safeguarding training. Ensuring that Karima School's most up to date **Child Protection Policy** is widely available (on the Foundation's website).
- 3.8.7. Being the designated point of contact for staff to be able to discuss and share their concerns, developing a culture whereby staff feel comfortable to do so. In their absence the DSL will ensure the Deputy DSL, or most senior member of staff, is available (The DSL and the Deputy are both trained to the same level within our school).
- 3.8.8. Being available to staff for consultation on safeguarding concerns raised.
- 3.8.9. During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.

- 3.8.10.** When asked, contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, this could include:
- participating in Strategy discussions;
 - attending Child Protection Case Conferences;
 - submitting reports to the conference, which must be shared in advance with the parents/carers;
 - contributing effectively and taking shared responsibility for core group meetings with all other agencies involved;
 - engaging fully, as requested, in any other multi-agency planning meetings;
 - contributing to the Framework for Assessments process;
 - ensuring coverage is available at all times during the year
- 3.8.11.** Meeting twice a year (or when the need arises) with the Nominated Trustee to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure.
- 3.8.12.** Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- 3.8.13.** Referring immediately to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.

4. Procedures

Our school procedures for all staff, volunteers and visitors in safeguarding and protecting children from harm are in line with Buckinghamshire Council's safeguarding procedures.

We will ensure:

- 4.1** We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role.
- 4.2** We have a member of staff (Deputy Safeguarding Lead) who will act in the DSL's absence and who has also received training for the role of DSL. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.
- 4.3** All adults (including supply teachers and volunteers) new to our school are made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities. They will have these explained, as part of their induction into the school.
- 4.4** Visitors must be:

- 4.4.1 Met and directed by school staff.
- 4.4.2 Signposted to how they can report a concern
- 4.4.3 Given restricted access to only specific areas of the school, as appropriate.
- 4.4.4 Escorted by a member of staff/representative as required.
- 4.4.5 Given access to pupils restricted to the purpose of their visit.
- 4.5 All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year.
- 4.6 All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy, which is available on our website. Hard copies are also available from SLT.
- 4.7 All staff must follow the reporting procedures as follows when reporting any child protection concerns:
 - 4.7.1 Staff must ensure the child is in a safe place and in receipt of support;
 - 4.7.2 Staff must initially make a verbal report to the DSL or DDSL to alert them to the safeguarding/child protection concern;
 - 4.7.3 Staff must make a written report;
 - 4.7.4 Staff must ensure the time and date of the incident is recorded;
 - 4.7.5 A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
 - 4.7.6 Use a body map to record any injuries seen or reported by the child:
 - 4.7.7 Staff must sign and date the report giving details of their role within school;
 - 4.7.8 The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved.
- 4.8 Through our **Attendance Policy**, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising.
- 4.9 All children attending our school are required to have an identified emergency contact.
- 4.10 Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**.

- 4.11 Any absence, without satisfactory explanation, of a pupil (where we have been made aware by the Local Authority) currently subject to a child protection or child in need plan is immediately referred to their social worker.
- 4.12 Parents/carers must inform school if there are any changes to a pupil's living arrangement.
- 4.13 All staff, parents/carers and children are made aware of the school's escalation process, which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.
- 4.14 The school operates **Safer Recruitment** practices, including ascertaining the suitability of volunteers and employed staff.
- 4.15 Allegations against members of staff, including volunteers, are referred to the Local Authority Designated Officer (LADO).
- 4.16 Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

5. Retention of Records

- 5.1 When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, our school must have a record of this. These records are maintained in a way that is confidential and secure.
- 5.2 Child protection files are kept until a pupil reaches the age of 25 years; any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.
- 5.3 Our files are stored and disposed of in line with GDPR protocols.

6. Confidentiality

- 6.1 We recognise that all matters relating to child protection are confidential.
- 6.2 The Headteacher or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need to know basis.
- 6.3 Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.
- 6.4 All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will

only be shared with those people who will be able to help them and therefore need to know.

- 6.5** We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns.

7. Dealing with a disclosure

In the event of a child disclosing abuse, staff must:

- 7.1** Listen to the child, allowing the child to tell what has happen in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.
- 7.2** Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.
- 7.3** Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff can use TED; Tell, Explain, Describe.
- 7.4** Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.
- 7.5** Reassure the child that they did the right thing in telling someone.
- 7.6** Staff must explain to the child what will happen next and the need for the information to be shared with the DSL or deputy DSL.
- 7.7** In the unlikely event the DSL and deputy DSL not being available, staff are aware they must share concerns with the most senior member of staff.
- 7.8** **If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**
- 7.9** The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.
- 7.10** Following a report of concerns the DSL must:
- 7.10.1** Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate. The rationale for this decision should be recorded by the DSL.
- 7.10.2** Normally the school should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain

consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

7.10.3 If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone in first instance and then completing the Multi Agency Referral Form (MARF) making a clear statement of:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the child's family

7.10.4 If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.

7.10.5 If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

8. Supporting Staff

8.1 We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.

8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL or Deputy DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, or trade union, as appropriate.

8.3 In consultation with all staff, we have adopted a **Code of Conduct** for staff working in our school. This forms part of staff induction and is in the staff handbook. All staff know how to access the **Code of Conduct** to refer to it.

8.4 All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff **Code of Conduct**.

9. Allegations against staff and volunteers

- 9.1** All school staff and volunteers must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults (See also section 7 above). There must be no 1:1 contact between staff and pupils which is not “open to the casual observer”.
- 9.2** We understand that a pupil may make an allegation against a member of staff or volunteer. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- 9.3** The Headteacher/Senior Teacher on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the Case Manager to consider the nature, content and context of the allegation and agree a course of action.
- 9.4** The Head Teacher/Senior Teacher must:
- 9.4.1** Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.
 - 9.4.2** Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.
 - 9.4.3** Ensure feedback is provided to the LADO about the outcome of any internal investigations.
- 9.5** If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Trustees who will consult the LADO without notifying the Headteacher first.
- 9.6** The school will follow the local safeguarding procedures for managing allegations against staff and volunteers.
- 9.7** Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision.
- 9.8** If a suspension is made, restrictions will apply to all staff and volunteers regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.
- 9.9** Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual’s own work with children.

10. Whistleblowing

- 10.1 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of Trustees.

11. Physical intervention/Positive handling

- 11.1 Our policy on physical intervention/positive handling by staff is currently under review.

12. Anti-Bullying

- 12.1 Anti-Bullying is referenced within the **Anti Bullying Policy** and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

13. Health and Safety

- 13.1 We recognise the importance of safeguarding pupils whilst in our care. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.
- 13.2 Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school sessions. Please refer to Drop Off and Collection Policy
- 13.3 Pupils who leave the site during the school sessions (due to exceptional circumstances and with the school's permission and authorisation sought) do so only by being collected by an authorised adult. School should be notified by the parents/carers regarding whom they have authorised for this task.
- 13.4 In the event of a pupil going missing during the school's sessions we will carry out immediate checks to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.

14. Prevent Duty

- 14.1 We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism. This is as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified.
- 14.2 Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of pupils, which may indicate they are at risk of radicalisation.

15. Use of Mobile Phones and Online Safety

- 15.1** Mobile phones are not allowed at the school.
- 15.2** Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.
- 15.3** Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our pupils.
- 15.4** Staff use of mobile technology whilst on site is set out in the **Staff Code of Conduct**.

16. Peer on Peer Abuse

Karima School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via peer on peer abuse.

- 16.1** All staff operate a zero-tolerance policy to peer on peer abuse and will not pass off incidents as 'banter' or 'just growing up'.
- 16.2** All staff recognise that peer on peer issues may include, but may not be limited to:
 - 16.2.1** Bullying (including cyber bullying)
 - 16.2.2** Racial abuse
 - 16.2.3** Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
 - 16.2.4** Sexual violence and sexual harassment
 - 16.2.5** Abuse related to sexual orientation or identity
 - 16.2.6** Sexting
 - 16.2.7** Initiation type violence and rituals
 - 16.2.8** Emotional abuse
- 16.3** The following will be considered when dealing with incidents:
 - 16.3.1** Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or LAC
 - 16.3.2** Whether the perpetrator has previously tried to harm or intimidate pupils
 - 16.3.3** Any concerns about the intentions of the alleged perpetrator
- 16.4** In order to minimise the risk of peer on peer abuse taking place, school must:

- 16.4.1 Deliver PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- 16.4.2 Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- 16.4.3 Have systems in place for any pupil to be able to voice concerns
- 16.4.4 Develop robust risk assessments if appropriate
- 16.4.5 Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy**

17. Cultural Issues

- 17.1 As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, faith and belief on the part of their parent, carer or wider community.
- 17.2 Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

18. So Called 'Honour' Based Violence

- 18.1 Staff at our school understand there is a duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Violence to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)
- 18.2 Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. Karima School staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fm@fco.gov.uk
- 18.3 We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)
- 18.4 We recognise both male and female pupils may be subject to honour based abuse.
- 18.5 Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

19. Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent/carer-children relationships.

- 19.1** At Karima School we recognise that pupils may encounter safeguarding issues that happen in the wider community and we will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.
- 19.2** All staff, and especially the DSLs, will consider the context of incidents that occur outside of school to establish if environmental factors may be putting the pupil's welfare and safety at risk.
- 19.3** Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.
- 19.4** In such cases the individual needs and vulnerabilities of each child will be considered.

20. Serious Violence

- 20.1** All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 20.2** At Karima School we are aware of the risks to children and will take appropriate measures to manage any situations arising.

21. Use of Photography

- 21.1** We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our school. We like to have a record of all the wonderful activities our pupils take part in. Sharing on social media platforms or on Karima Foundation's website will only happen with parental consent, which is sought at the beginning of the school year.

22. Policy Review

- 22.1** The SLT of our school is responsible for ensuring the annual review of this policy. The date the next review is due is on the front cover of this policy.

Appendix

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

Categories of Abuse

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and 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.

Sexual Abuse

Involves forcing or enticing a child 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. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The [Brook Sexual Behaviours Traffic Light Tool](#) can be used as guidance to support professionals in identifying and responding to sexual behaviour in children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation

Exploitation is a form of child abuse and may take a number of forms:

Child Sexual Exploitation

Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

[CSE Guidance Core Document](#)

We recognise that exploitation includes the trafficking of children and Modern Day Slavery. [Victims of modern slavery – frontline staff guidance](#)

Extremism

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. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

County Lines

As set out in the Serious Violence Strategy (see link below), published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child Criminal Exploitation

As set out in the [Serious Violence Strategy](#) published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 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. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Taken from "[Working Together to Safeguard Children](#)" 2018

Assessment Framework

(from Working Together to Safeguard Children, July 2018)

Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.