



Khalsa Secondary Academy

KHALSA SECONDARY ACADEMY POLICIES

Safeguarding Children and Safe recruitment Policy (S01)

Date Approved	October 2014
Date for Review	October 2016
Approved By:	Full Governing Body

We are committed to maintaining a safe and positive environment that fosters an ethos of respect, honesty and helpfulness where students and staff of all faiths and none are valued and supported through the Academy's Sikh principles of Kirt Karna (Beyond the Academic); Nam Japna (Beyond the Individual) and Wand Chakna (Beyond Self).

This Policy should be read in conjunction with:

- Khalsa Secondary Academy Behaviour Management Policy
- Khalsa Secondary Academy Complaints Policy and Procedure
- Khalsa Secondary Academy Equality Duty Policy
- Khalsa Secondary Academy First Aid Procedure
- Khalsa Secondary Academy Off-site and Residential Activities Policy
- Khalsa Secondary Academy Race Policy
- South Buckinghamshire Council's Safeguarding Children Board Child Protection Procedures
- Code of conduct (the DFE guidance can be found in part two of www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf Recruitment policy.

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1. Contacts

1.1 School contacts

- Designated Safeguarding Lead (DSL): Mrs R Codling 01753 662009
- Deputy Designated Safeguarding Lead(s): Dr Ranvir Singh & Ms Jo Thorogood
- Nominated Governor: Ms Sue Vig 01753 662009
- Chair of Governors: Mr. N Kandola 01753 662009

1.2 Contacts in local authority

- Education Safeguarding Advisory Service 01296 382912
- Education Safeguarding Advisor 01296 382732
- Local Authority Designated Officer (LADO): 01296 382070
- First Response Team 08454 600 001
- Social Care, Out of Hours: 0800 999 7677
- Thames Valley Police 101(999 in an emergency)
- Local Safeguarding Children Board [Bucks LSCB](#)
- for procedures, policies and practice guidelines
- Family Resilience Service 08454 600 300
- Family Information Service 0845 688 4944
- SchoolsWeb [BucksCCSchoolsWeb](#)
- for school bulletin, Safeguarding links and A-Z guide to information and services
- Buckinghamshire Grid for Learning e-Safety [Bucks CC e-Safety](#)

1.3 Other contacts

- NSPCC 0800 800 5000
- Childline 0800 11 11
- Kidscape Bullying Helpline 0845 1205 204
- Samaritans 0845 790 9090
- CEOP [CEOP](#)
(Child Exploitation and Online Protection)
- Foreign and Commonwealth Office 0207 008 0151
(Forced Marriages Section)

2. Introduction

- 2.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the principles established by: 'Working Together to Safeguard Children'(2013)
- 'Safeguarding Children and Safer Recruitment in Education' (2007),
- 'Keeping Children Safe in Education', (July 2015).

Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, April 2012.

- 2.2 Our policy applies to all "staff" (1) governors and volunteers working in the school. The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question.
- 2.3 We recognise that all staff² and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 2.4 All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

2.5 The aims of this policy are:

- 2.5.1 To support the child's development in ways that will foster security, confidence and resilience.
- 2.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- 2.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and promptly reporting cases of abuse.

¹ Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies"

² "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- 2.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- 2.5.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- 2.5.6 To ensure the school has robust systems in place for ensuring that true and accurate records of events are kept and appropriately stored, and to ensure that any such records clearly differentiate between fact and opinion.
- 2.5.7 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse?
- 2.5.8 To develop effective working relationships with all other agencies, involved in safeguarding children.
- 2.5.9 To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3. Responsibilities

- 3.1 All staff at our school understand that safeguarding children is everyone's responsibility. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the DSL (see contacts sheet) or, in their absence, to the Deputy DSL (see contacts sheet) using the systems and processes our school has designed for this purpose. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 3.2 The Governing Body understands and fulfils its safeguarding responsibilities. It will:
 - 3.2.1 Ensure that the school has a robust Child Protection Policy and that this is reviewed annually.
 - 3.2.2 Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.
 - 3.2.3 Ensure there is a Designated Safeguarding Lead (DSL) who is a member of the school's senior leadership team and, ideally, a Deputy DSL in place, together with a Nominated Governor for Child Protection. The roles and responsibilities of the DSL and Deputy DSL will be made explicit in the post-holders' job descriptions.
 - 3.2.4 Recognise the importance of the role of the DSL and support him/her, ensuring the training necessary to be effective is undertaken.
 - 3.2.5 Ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues.
 - 3.2.6 Recognise the contribution the school can make to helping children and young people keep safe through the teaching of self-protection skills

and encouragement of responsible attitudes through the Personal, Social and Health Education curriculum.

- 3.2.7 Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (April 2014)* and legislation referred to therein.
- 3.2.8 Ensure the safeguarding needs of pupils, their families and the school are fully understood and resources allocated to meet identified needs.
- 3.2.9 Work with the DSL to complete an annual safeguarding audit for the school to evidence how the school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children. Ensure the findings of this audit are shared with the local authority.
- 3.3 It will be the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Principal.
- 3.4 The Nominated Governor for child protection will be familiar with Buckinghamshire LSCB procedures, Local Authority procedures and guidance issued by the Department for Education.
- 3.5 The Nominated Governor will:
 - 3.5.1 Work with the DSL to produce the Child Protection Policy.
 - 3.5.2 Undertake the training available for Nominated Governors.
 - 3.5.3 Ensure that child protection is, as a minimum, an annual agenda item for the Governing Body.
 - 3.5.4 Meet regularly with the DSL to review and monitor schools delivery on its safeguarding responsibilities
 - 3.5.5 Ensure school complies with the Section 11 Auditing process of the Bucks Safeguarding Report, submitting the completed audit on request (every 3 yrs)
- 3.6 We have a Designated Safeguarding Lead (DSL) who is responsible for:
 - 3.6.1 Referring a child if there are concerns about a child's care or welfare: abuse or neglect, to Social Care (First Response Team). Making a telephone referral in the first instance and following up with a written referral using the Common Referral Form which will be securely emailed to the team (securecypfirstresponse@buckscc.gcsx.gov.uk) within the same school day or, if this is impossible, within 24 hours.
 - 3.6.2 Ensuring detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral and that any such records clearly differentiate between fact and opinion.
 - 3.6.3 Ensuring all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.

- 3.6.4 Ensuring an indication of additional and separate record-keeping is marked on the pupil records.
- 3.6.5 Creating a culture of safeguarding within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them in their understanding.
- 3.6.6 Acting as a focal point for staff concerns and liaising with other agencies and professionals, including staff concerns for conduct and behaviours of their peers
- 3.6.7 Ensuring all school staff are aware of the school's Child Protection Policy and procedures, and know how to recognise and refer any concerns.
- 3.6.8 Ensuring either they or another appropriately informed member of staff attends Child Protection Case Conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- 3.6.9 Ensuring any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.
- 3.6.10 Ensuring if a pupil, about whom there have been child protection concerns leaves the school, concerns and school medical records are forwarded under confidential cover to the DSL at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.
- 3.6.11 Meet regularly with the Nominated Governor to share oversight of safeguarding provision within the school,.
- 3.6.12 Meet the statutory requirement to keep themselves up to date with knowledge, enabling them to fulfil their role, including attending relevant training, at least every two years, provided by the Buckinghamshire Safeguarding Children Board, or the Education Safeguarding Advisory Service.

4. Procedures

- 4.1 Our school procedures for safeguarding children will be in line with Buckinghamshire Local Authority (the LA) and Buckinghamshire Safeguarding Children Board Child Protection Procedures, and "Working Together to Safeguard Children 2013". We will ensure that:
 - 4.1.1 We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the LA, within the past two years. Our Designated Safeguarding Lead (DSL) will update their training with LA approved training at least every two years.
 - 4.1.2 We have a member of staff who will act in the DSL's absence who has also received training for the role of DSL, and who will have been briefed in the role.

- 4.1.3 All adults (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection and the name and contact details of the DSL, as part of their induction into the school.
- 4.1.4 All members of staff are provided with opportunities at least every three years to receive training arranged or delivered by the DSL in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- 4.1.5 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- 4.1.6 All staff, parents/carers and children are 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. 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.
- 4.1.7 Our lettings policy will seek to reflect the on-going responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time.
- 4.1.8 Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- 4.1.9 The school operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council' and in line with current legislation. We will ensure that safe recruitment practices are always followed (see Recruitment and Selection policy). This means that we:
- Hold a Single Central Record of Recruitment and ensure appropriate checks are completed prior to employment
 - Ensure that the interview panel consists of one member who has undertaken the Safer Recruitment Training.
 - Ensure that all staff are aware of the government guidance document Keeping Children Safe in Education (April 2014) and ensure that its recommendations are followed.
 - The guidance on the use of new technology is particularly important for pupils in modern life; this includes advice on safe use of mobile phones, internet, e-mail and social networking environments (See 'E-safety Policy' for pupils)

- Maintaining professional boundaries in the use of telecommunications is equally important for staff. (See KSA policy 'Telecommunications and Computer Use' for staff)

- Ensure every member of staff (including temporary, supply staff, contracted staff and volunteers) and the governing body know the name of the DSP responsible for child protection and understands their role.

- Ensure the induction process includes this policy being made available to staff and any supply staff are reminded of their safeguarding responsibilities and school procedures for safeguarding before starting work.

- All staff will be given a copy of the code of conduct and policies that link to safeguarding and asked to confirm their acceptance of said policies.

- In line with the statutory document, Safeguarding & Safer Recruitment in Education DfES2007, a list 99/CRB check will be undertaken for all staff prior to their employment.

- Whilst new staff may start work at our school pending the return of a DBS check, they will not be left unsupervised or in sole charge of children or young people.

Ensure that we implement the education recommendations following a Serious Case Review (SCR).

4.1.10 Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.

4.1.11 Our procedures will be annually reviewed and up-dated.

4.1.12 The name of the DSL will be clearly shown in the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

5. Prevention

5.1 We recognise the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

5.2 The school community will therefore:

5.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.

- 5.2.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 5.2.3 Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

6. Supporting Children

- 6.1 We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- 6.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 6.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.4 Our school will support all pupils by:
 - 6.4.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
 - 6.4.2 Promoting a caring, safe and positive environment within the school.
 - 6.4.3 Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. 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 using the CME Protocol. https://schoolsweb.buckscc.gov.uk/schools/documents/exclusions_reintegration/Children_Missing_Education_Protocol.doc
 - 6.4.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 6.4.5 If a pupil has medical needs, we will liaise with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place.
 - 6.4.6 Notifying Social Care (First Response) as soon as there is a significant concern.
 - 6.4.7 Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the school.
 - 6.4.8 Notifying Social Care (First Response) when a child attending the school is privately fostered. This means when a child lives with

someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days.

- 6.4.9 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- 6.4.10 Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil's new school as a matter of urgency/ within the first term. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

7. Confidentiality

- 7.1 We recognise that all matters relating to child protection are confidential.
- 7.2 The Principal or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols.
- 7.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 7.4 Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the school, separate from the pupil records.
- 7.5 Provision is in place for the information to be accessed in the absence of the DSL in an emergency.
- 7.6 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 7.7 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers 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 the ESAS or Social Care on this point.

8. Supporting Staff

- 8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may 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 and to seek further support. This could be provided by the Principal 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 at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.
- 8.4 We recognise that our DSL(s) should have access to support (as in 8.2 above) and appropriate workshops, courses or meetings as organised by the LA.

9. Allegations against staff

- 9.1 All school staff should 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 to be conducted in view of other adults. (See also 8.3 above)
- 9.2 Staff should be aware of the school's behaviour/discipline policy. This can be found in Staff shared drive
- 9.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal / DSL who will then liaise with the Principal or the most senior teacher if the Principal is not present.
- 9.4 The Principal/senior teacher on all such occasions should 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.
- 9.5 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO (as in 9.4 above) without notifying the Principal first.
- 9.6 The school will follow the procedures for managing allegations against staff, a copy of which can be found in staff shared drive.
- 9.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 9.4 above) in making this decision, as well as being guided by HR.
- 9.8 If a suspension is made, (as in 9.6 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.
- 9.9 Our lettings agreement for other users requires that the organiser will follow procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

10. Whistleblowing

- 10.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 10.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated 'whistleblowing' Governor or the Local Authority Designated Officer (LADO).

11. Physical intervention/Positive handling

- 11.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Principals, Staff and Governing Bodies' July 2013. Use of Reasonable Force, 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.
- 11.2 Principals and authorised staff can use such force as is reasonable the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- 11.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 11.4 Any use of force or restraint, should be recorded and signed by a witness. The parent/carer will be informed of the incident.
- 11.5 Staff who are likely to need to use physical intervention must be appropriately trained.
- 11.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

12. Antibullying

- 12.1 Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

13. Racist Incidents

- 13.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

14. Health and Safety

- 14.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

15. e-Safety

15.1 All staff should be aware of the school policy on e-Safety which sets out our expectations relating to:

- Creating a safer online environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line
- Inspiring safe and responsible use and behaviour
- Use of mobile phones both within school and on school trips/outings
- Use of camera equipment, including camera phones
- What steps to take if you have concerns and where to go for help.

16. Cultural Issues

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding. Our policy on:-

- Female genital mutilation
- Forced marriage
- Fasting Etc.

Are set out in the appendix below.

17. Policy Review

1.1 The Governing Body 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.

For further information refer to DfE guidance:

Appendix One

Child Protection

Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse and know what to do and who to speak to 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 –

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

Neglect is 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:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical abuse 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 is 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 children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 to feel frightened and 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.

Domestic violence is very damaging to a child's emotional development; where a child is living with domestic violence, schools should consider making a referral to Social Care if the child shows any indicators of significant harm.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including on-line images), watching sexual activities, or 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.

Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.

Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.

Victoria Climbié Inquiry Report.

Research also tells us that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- Young women subject to honour based violence (where for instance they have transgressed the expectations of them as young women in their family and community).
- Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.
- Girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out).
- Children being trafficked from abroad.
- Girls and/or boys at risk of being forced into marriage.

Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation

Khalsa Secondary Academy recognises that whilst there is no intent to harm a girl / young woman through FGM, the practice directly causes serious short and long term medical and psychological complications. Consequently it is a physically abusive act.

It is the aim of KHALSA SECONDARY ACADEMY to prevent the practice of FGM in a way that is culturally sensitive and with the fullest consultations with community representatives and professional agencies.

The designated Officer will alert SBB to the possibility of any FGM. SBB policy includes a preventative strategy that focuses upon education, as well as the protection of girls / young women at risk of significant harm. At Khalsa Secondary Academy we adhere to the following principles:

- The safety and welfare of the girl / young woman is paramount;
- All agencies and staff, including volunteers, will act in the interest of the rights of the girl / young woman, as stated in the UN Convention on the Rights of the Child (1989);
- All decisions or plans for the girl / young woman should be based on thorough assessments which are sensitive to the issues of age, race, culture, gender, religion. Stigmatisation of the girl / young woman or their specific community should be avoided;

Forced Marriages.

If this is suspected the designated officer will contact the local authority children's social care who will in turn contact the Foreign and Commonwealth Office's Forced Marriage Unit where experienced caseworkers are able to offer support and guidance. They can be contacted on 020 7008 0151, further information can be found at www.fco.gov.uk/forcedmarriage.

We fully cooperate in working in partnership with members of affected local communities, to develop support networks and education appropriate programmes

Safeguarding and promoting the welfare of children who are pupils at the school that is compliant with the relevant health and safety laws. DfE Guidance:

Keeping Children Safe in Education (July 2015)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>