



Bader
ACADEMY

Safeguarding Policy

THIS DOCUMENT IS AN APPENDIX TO THE
MAIN OVERARCHING POLICY HELD BY
NEXUS MULTI ACADEMY TRUST

Date Published	
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Approved Date	
Review Cycle	1 Year
Review Date	

An academy within:



Policy Consultation and Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One of the statutory guidance Keeping Children Safe in Education (2018), DfE. This policy aligns with the Nexus MAT overarching safeguarding statement

This policy will be reviewed in full by the Governing Body on an annual basis unless legislation changes, in which case it will be reviewed more frequently.

1. Purpose and Aims

- 1.1. The purpose of Bader Academy's Safeguarding Policy is to ensure every child and young adult who is a registered pupil at our school is safe and protected from harm. This means we will always work to:
 - Protect children and young adults at our school from maltreatment;
 - Prevent impairment of our children's and young people's health or development;
 - Ensure that children and young adults at our school grow up in circumstances consistent with the provision of safe and effective care;
 - Undertake that role so as to enable children and young adults at our school to have the best outcomes.
- 1.2. This Policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.
- 1.3. Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. This will also include identifying children who may benefit from early help. The elements of our policy are prevention, protection and support.
- 1.4. This Policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. Our Ethos

- 2.1. All pupils' welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Pupils at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.
- 2.2. Everyone who comes into contact with pupils and their families has a role to play in safeguarding them. We recognise that all staff at our school plays a particularly important role as they are in a position to identify concerns early and provide help for pupils to prevent concerns from escalating. All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.

- 2.3. All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a pupil and how to record and report this information. We will not make promises to any pupil and we will not keep secrets. Every pupil will know what the adult will have to do with any information they have chosen to disclose.
- 2.4. Throughout our curriculum we will provide activities and opportunities for pupils to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our pupils to develop essential life skills. At Bader Academy we use our PSHE and IT curriculums to provide opportunities for all children and young adults to develop knowledge, skills and understanding on how to keep themselves safe from harm. Pupils are educated at a level that is appropriate to their age, stage and level of ability. They are encouraged to develop appropriate safeguarding vocabulary. The content of curriculum includes a broad range of safeguarding topics such as Bullying, CSE, Stranger Awareness, Safe touching and E-Safety.
- 2.5. At all times we will work in and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2019) and the three safeguarding partners.

3. Categories of Abuse

For children under 18 abuse falls into 4 categories: - **physical abuse, sexual abuse, emotional abuse and neglect.** Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

- 3.1. **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.
- 3.2. **Sexual Abuse** - Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. 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. It 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).

3.3. Emotional Abuse - 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 also involve 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.

3.4. 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:

- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

3.5. For those pupils at Bader Academy who are aged 18 and above the categories of abuse are of a much broader content and additionally include;

3.6. Psychological – this abuse includes the use of verbal and physical threats, fears of bribes to;

- Negate an adult in individual's choices and independent wishes
- Cause isolation or over-independence
- Prevent an individual from using services which would otherwise aid and extend them.

Psychological abuse includes intimidation, humiliation, shouting, swearing, emotional blackmail, bullying and the denial of basic human and civil rights (including choice and opinion, privacy and dignity and allowing people to follow their own spiritual or cultural beliefs or choice about their own sexuality).

3.7. Financial

- This involves an individual's resources being inappropriately used to the advantage of another person. It includes the withholding of money or inappropriate or unsanctioned use of a person's money or property, usually to the disadvantage of the adult to whom it belongs

3.8. Neglect or Acts of Omission

- Neglect or Acts of Omission relates to ignoring or withholding physical or medical care needs, including the deprivation of help to perform activities of daily living and failure to intervene in behaviour, which is dangerous to the individual concerned or to others. This can also involve allowing a person judged to lack capacity under the Mental Capacity Act to make decisions to take unwarranted and unreasonable risks. When a manager, or other care provider in a position of responsibility, does not ensure that appropriate care, environment or services are provided to maintain the health and safety of vulnerable people in their care then they may be open to a charge of 'wilful neglect'.
- Neglect may be regarded not only as the commission or omission of an act but also the threat of risk of such.
- Neglect may also occur as a result of unintentional actions by involved professionals or carers in not responding adequately to the needs of the vulnerable person. This can occur where the person responsible lacks the physical, financial and/or mental resources to provide sufficient care or lacks knowledge about their dependant's illness or disability and have not received guidance or support on how to care.

3.9. Discriminatory

- A violation of human and civil rights by another person or persons. This is abuse which is racist or sexist in nature or about a person's disability or sexuality. Discrimination includes any form of harassment or bullying. There is some cross-over with other forms of abuse.

3.10. Organisational

- When the lifestyles of individuals are sacrificed in favour of the rituals, routines and/or restrictive practices of the home or care setting. Care may not be individualised, rules may be used inappropriately and there may be a lack of stimulation.

3.11. Self-Neglect

- A wide range of behaviour such as neglecting to care for personal hygiene, health or surroundings. This could include hoarding, failing to complete personal care or attend to own health needs.

3.12. Domestic Abuse

- Incident or patterns of incidents of controlling, coercive or threatening behaviour, violence or abuse by someone who is or has been an intimate partner or family member regardless of gender or sexuality. This could include psychological, physical, sexual, financial, emotional, 'honour based' violence, female genital mutilation or forced marriage.

3.13. Modern Slavery

- Traffickers and slave master use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment. Including human trafficking, forced labour, domestic servitude and sexual exploitation.

Specific Safeguarding Issues are:

Child Sexual Exploitation (CSE)

CSE 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. CSE does not always involve physical contact; it can occur through the use of technology.

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Children as young as 8 years have been identified, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our school are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

More information on CSE is contained in Annex A of Keeping Children Safe in Education (2019) and in the Doncaster child protection online procedures:

<https://doncasterscb.proceduresonline.com/>

Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Key areas where peer on peer abuse occurs are:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Racist, religious, disability and homophobic or transphobic abuse
- Gender based violence/violence against girls and young women
- Teenage relationship abuse
- Issues relating to gang activity and youth violence
- Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

Female Genital Mutilation (FGM)

FGM is addressed as part of the procedures around '**Honour Based Violence**' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing".

The school has due regard to the **mandatory reporting duty**, which came into force in October 2015, of the FGM Act 2003, which places a **statutory duty** on staff to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years. Staff in this school will be vigilant and will report promptly any FGM or other HBV concerns to the Designated Safeguarding Lead. It is the ultimate responsibility of the member of staff who discovers FGM to report this to the proper authorities. Designated Safeguarding Lead within school will support staff whilst doing this.

Serious Violence

All staff should be aware of 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 a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or involved with, individuals associated with criminal networks or gangs.

Preventing Radicalisation and Extremism (Prevent Duty)

The school has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms i.e., the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via our school website, to the Doncaster safeguarding website which provides information on radicalisation for children and young people, their parents/carers and professionals:

<https://dscp.org.uk/>

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their

judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the **Channel** programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Information on making referrals to the Channel Panel in Doncaster can be found at:

https://doncasterscb.proceduresonline.com/p_sg_ch_extremism.html?zoom_highlight=channel+programme

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

School, as a Channel partner may be asked to attend a Channel panel to discuss any pupil referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required

Online Safety

The predominant issues associated with online safety are:

- Content – exposure to illegal, harmful or inappropriate material
- Contact – harmful online interaction with others
- Conduct – online behaviour that increases the likelihood, or causes, harm

Youth Produced Sexual Imagery (Sexting)

Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger.

The increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves and also sending or receiving sexually explicit text messages. This can expose them to risks, particularly if the imagery/text is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. The production and sharing of sexual images of under 18s is also illegal.

At our school, we understand the responsibility to educate our pupils about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related

technologies, in and beyond the context of the classroom. We have a separate E-Safety Policy, a copy of which is available from either the school office or the school website.

More information on these issues plus links to useful websites is contained in Part One of Keeping Children Safe in Education (2019) and the Doncaster child protection online procedures:

<https://doncasterscb.proceduresonline.com/>

Children Missing Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Our school has procedures to follow for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

More information on children missing education is contained in both Part One and Annex A of Keeping Children Safe in Education (2019) and the Doncaster child protection online procedures:

<https://doncasterscb.proceduresonline.com/>

Additional Safeguarding Issues

- Additional guidance on other safeguarding issues such as Children Missing from Home or Care, Substance Misuse, Domestic Abuse, Private Fostering, Trafficking and Mental Health is contained in Part One of 'Keeping Children Safe in Education (2019)' along with information about the indicators of abuse contained in Chapter the Doncaster child protection online procedures:

<https://doncasterscb.proceduresonline.com/>

Looked After Children (LAC)

Our school has a named designated teacher for LAC who works closely with the Virtual School Team and the Local Authority. We have a separate LAC Policy, a copy of which is available from either the school office or the school website.

4. Early Help and Support for Children in Need

4.1. Early help means providing support as soon as a problem emerges, at any point in a child or young adult's life, from the foundation years through to the teenage years.

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse; and/or
- Is showing early signs of abuse and/or neglect

4.2. Doncaster is committed to offering Early Help to children and families as problems begin to emerge. Early Help Assessment is important in order that a plan can be implemented to help children and families. Bader Academy will support those in need of this help so that we can gather your thoughts and concerns and work together to put in place a plan that will help you and your family. Your information will only be shared for the purpose of ensuring that relevant support is offered to you and your family, and to ensure that services are better coordinated and focused on your family's needs.

4.3. At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2019).

5. Roles and Responsibilities

The Headteacher and Designated lead will ensure that the school has and shares, policies regarding all facets of Safeguarding.

The school will produce information for parents to ensure that parents are clear regarding the school's procedures where there are safeguarding concerns. Pupils in the school may not be able to understand or inform of any abuse which is happening to them and therefore staff will need a robust understanding of the signs and indicators.

The school will have a robust system in place where all concerns are recorded and entered electronically upon an electronic system. This will trigger a communication to the Designated Safeguarding Lead and Headteacher who will respond as a priority and record any subsequent actions.

Role	Name	Contact details
Designated Safeguarding Lead	Karl O'Reilly	koreilly@nexusmat.org
Deputy Safeguarding Lead	Laura Ward	lward@nexusmat.org
Executive Headteacher	Karl O'Reilly	koreilly@nexusmat.org
Named Safeguarding Governor(s)	TBC	
Chair of Governors	TBC	
MAT Chief Executive Officer	Warren Carratt	07714 897072 ceo@nexusmat.org

6. The Local Governing Body

- 6.1. The Local Governing Body of Bader Academy is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Local Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.
- 6.2. The Governing Body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.
- 6.3. The Local Governing Body will ensure that:
- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with 'Keeping Children Safe in Education (2019)', Local Authority advice and the requirements of the Doncaster, Local Safeguarding Children Board (LSCB) policies and procedures;
 - The school contributes to inter-agency working in line with Working Together to Safeguard Children (2019);

- The school has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.
- The school has due regard to the new **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate (deputy) and appropriately trained member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of *'Keeping Children Safe in Education (2019)'* and the staff code of conduct;
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education (2019)'* and also the Doncaster Child Protection Procedures.
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- The school has due regard to the mandatory requirement of reporting 'Private Fostering' arrangements to the local authority. 'Private Fostering' is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more.

7. The Headteacher

At Bader Academy, the Executive Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.

8. The Designated Safeguarding Lead / Deputy Safeguarding Lead

- 8.1. The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education (2019)'. The DSL will provide advice and support to other staff on child welfare and child protection matters.
- 8.2. The DSL at Bader Academy will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.
- 8.3. The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.
- 8.4. The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by the Doncaster LSCB.

9. Training and Induction

- 9.1. When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct and told who our Designated Safeguarding Lead is.
- 9.2. Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. All staff will also be provided with a copy of Part One of 'Keeping Children Safe in Education (2019)' and will be expected to read this.
- 9.3. In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with 'Keeping Children Safe in Education (2019)' and advice from Doncaster LSCB. All staff members will also receive regular safeguarding and child protection updates (for example, via e-mail or at staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 9.4. All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is.
- 9.5. The DSL, the deputy DSL and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend a Designated Safeguarding Lead multi-agency training course organised by Doncaster LSCB once every two years. Doncaster safeguarding forums will be attended by designated safeguarding staff. They will also receive regular safeguarding updates throughout the school year in order to keep up with any developments relevant to their role.
- 9.6. Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Governor Development Service.

- 9.7. We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of 'Keeping Children Safe in Education (2019)' provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Female Genital Mutilation, and Children Missing from Education and Preventing Radicalisation.

10. Procedures for Managing Concerns

- 10.1. Bader Academy adheres to child protection procedures that have been agreed locally through the Doncaster LSCB.
- 10.2. Every member of staff including volunteers working with children at our school is advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.
- 10.3. It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, has a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 10.4. The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 10.5. If a child is in immediate danger or risk of harm, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.
- 10.6. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in this school (Cause for Concern and Serious Cause for Concern Forms, CPOMS).
- 10.7. Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care – DSCT One Front Door as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

- 10.8. All referrals will be made in line with Doncaster Local Safeguarding Children's Board procedures.
- 10.9. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.
- 10.10. Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with DCST One Front Door, or the police if: the situation is an emergency and the designated senior person, their deputy and the Headteacher are all unavailable; they are convinced that a direct report is the only way to ensure the pupil's safety.
- 10.11. Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the Safeguarding Children's Unit directly with their concerns.
- 10.12. If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate.

11. Records and Information Sharing

- 11.1. If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (Cause for Concern and Serious Cause for Concern Forms.). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.
- 11.2. Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file (plus CPOMS). These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.
- 11.3. Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

- 11.4. When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.
- 11.5. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

12. Working with Parents and Carers

- 12.1. Bader Academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.
- 12.2. When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to DSCT, One Front Door.
- 12.3. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent or it is necessary to do so in order to safeguard a child from harm.
- 12.4. We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to DSCT One Front Door in those circumstances where it is appropriate to do so.
- 12.5. In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:
- * Full names and contact details of all adults with whom the child normally lives;
 - * Full names and contact details of all persons with parental responsibility (if different from above);
 - * Emergency contact details (if different from above);

- * Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

13. Child Protection Conferences

- 13.1. Social Care will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.
- 13.2. Staff members attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.
- 13.3. Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

14. Safer Recruitment

- 14.1. We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education (2019)', DfE.
- 14.2. At Bader Academy we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to appointment. We will question the contents of application forms if we

are unclear about them, we will undertake Disclosure and Barring Service 3checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

14.3. We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register will contain information on all staff members on the following:

- * An identity check
- * A barred list check
- * An enhanced DBS check/certificate
- * A prohibition from teaching check
- * A section 128 check (for management positions in independent schools (including free schools and academies)
- * A check of professional qualifications
- * A check to establish the person's right to work in the UK
- * Further checks on people who have lived or worked outside the UK

15. Safer Working Practice

15.1. All adults who come into contact with our children and young adults have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our pupils are competent, confident and safe to do so.

15.2. All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that has accessed training will be kept by the Headteacher.

15.3. Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in the guidance document 'Safer working practices for adults who work with children and young people' (Safer Recruitment Consortium, October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

16. Managing Allegations Against Staff and Volunteers

- 16.1. Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 16.2. Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- 16.3. We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Doncaster Local Safeguarding Children Board Child Protection Procedures: and the statutory guidance 'Keeping Children Safe in Education (2019)' are adhered to and will seek appropriate advice from DSCT One Front Door.
- 16.4. If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that the Headteacher or Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.
- 16.5. The Headteacher or Chair of Governors will seek advice from DSCT One Front Door within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from social care.
- 16.6. The School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

17. Local Safeguarding Risks

Due to the widespread school community we endeavour to safeguard all pupils and families to risks within their local communities. This may take the form of writing to parents to advise them of local risks, assemblies to discuss local risk e.g. water safety in Summer months, PHSE curriculum has flexibility to adapt the school curriculum in meeting local risk such as recent local community knife crime, staff have confidence in how to report concerns out of school hours.

18. Relevant Policies

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

Staff Code of Conduct

Anti-Bullying

Positive Handling and Managing Behaviour

Recruitment and Selection

Whistle-Blowing

Intimate Care

E-Safety

Health and Safety including Site Security

Harassment and Discrimination including Racial Abuse

Meeting the Needs of Pupils with Medical Conditions

First Aid

Data Protection

Medication in School

Alcohol and Substance Misuse

Educational Visits including Overnight Stays

19. Statutory Framework

This policy has been devised in accordance with the following legislation and guidance:

- * 'Working Together to Safeguard Children' DfE (2019)
- * 'Keeping Children Safe in Education (2019)' DfE
- * Guidance for Safer Working Practices for Adults who work with Children and Young People (October 2015)

It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

This Policy works in joint collaboration with the Nexus MAT Policy on Safeguarding